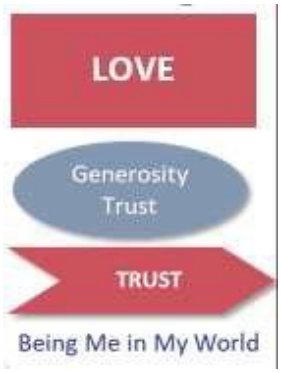
Worlebury St Paul's Church School

Term 1 and 2 Learning

Deer Class

(Year 2)

Brunel's Britain



Worlebury St Paul's Church School

Term 1: Deer Class (Year 1/2)

Brunel's Britain

Key Concepts: Grow with Love

Big Idea: How has life changed since Brunel's Britain?

Essential Questions worth asking:

- Who was Isambard Kingdom Brunel?
- What is his legacy?
- How has life changed for the better thanks to him?
- How is Isambard Kingdom Brunel related to our local area?
- What is in our local area?
- What do people love about the seaside?
- What can we do to make a difference?
- What legacy can we leave to show that we care for our environment and each other?
- What animals live at the seaside?
- What are the basic needs of animals?
- How do animals adapt to living in seaside environments?

What difference could we make to the world? (Values, Dispositions and Attitudes)

How can we show love to those around us by learning about people from the past?

What can we do to encourage others to treat our town with love?

How can we act with generosity to include others in play and teamwork?

How do we build trust when exploring, sharing ideas, and learning from history?

Key Texts

The Tunnel – Anthony Browne

Billy's Bucket – Kes Gray & Garry Parsons

***The Train Ride* by June Crebbin**

***Mrs Armitage on Wheels* by Quentin Blake**

Non-fiction texts on Brunel, trains, and seaside holidays

Our Context

- The World – How has Brunel's inventions changed the world and how people travel? Looking at seaside locations and holiday destinations across the UK.
- The local area – Children conduct fieldwork their local area to gain a better understanding of why and how things change
- In our school – using the school environment to inspire our art and practice our fieldwork skills

Real Maths, English & Science Opportunities (Being a professional)

History: *Historian* – Investigating Brunel, timelines, and changes in living memory (Victorian vs modern holidays).
Geography: ***Geographer*** – fieldwork – observing and recording human and physical geography of local area.
English: ***Author***: Writing own fiction stories for Robins class
Art: ***Artists*** – Exploring and drawing – being inspired by what is around them
Science: ***Meteorologists*:** Studying the weather and seasonal changes
Naturalists: Looking at animals and their habitats in the local environment

Curriculum Outline (see Knowledge Organisers for project driver & maths)

WOW Day: Victorian Seaside Day (costumes, Punch & Judy, sand, traditional games)
English: Fiction narrative – writing an overcoming the monster story, Non Fiction – Writing to explain - instructions
History: Significant person study (Brunel); changes in transport and holidays from Victorian times to now.
Geography: Seaside environments; Weston-super-Mare fieldwork; map and compass skills; seasonal and weather changes.
Science: Seasonal change (light and temperature); observing local weather and daylight; simple seaside habitat studies.
Maths: Number (place value, addition and subtraction)
RE: Why is Jesus important? – Christianity
Music: Charanga unit: Hey You! Pitch and Rhythm
PE: Dance / Forest School

COMMUNITY

Respect
Service

RESPONS-IBILITY

Celebrating Difference

Questioning

Worlebury St Paul's Church School

Term 2: Deer Class (Year 1/2)

Brunel's Britain

Key Concepts: Working as a community.

Big Idea: Exploring brings us together.

Essential Questions worth asking:

- How did Victorian holidays differ from our holidays today?
- How has travel changed over time?
- What do we notice on a journey?
- What are seaside habitats like?
- How do the seasons affect our world?
- What makes a good friend or family member?
- How can we build a strong community through respect and service?

What difference could we make to the world? (Values, Dispositions and Attitudes)

- Where in our community can we act to save precious resources?
- How can we help be part of a caring community in our seaside town?
- How can we show respect to people in history and our classmates?
- How do we contribute to our community by exploring local places and learning together?
- How can we use our skills in service to help others in and beyond our school?

Key Texts

The Tunnel – Anthony Browne
Billy's Bucket – Kes Gray & Garry Parsons
Clean up! – Nathan Byron & Dapo Adeola
Explore! Victorians – Jane Bingham
***Holiday* by Jill Murphy (short text)**
Non-fiction texts on Brunel, trains, and seaside holidays

Our Context

- The World – How has Brunel's inventions changed the world and how people travel?
- The local area – How did Victorians use the local area for holidays compared to us
- In our school – Recording weather and daylight data; creating holiday posters; puppet shows about Victorian life.

Real Maths, English & Science Opportunities (Being a professional)

Geography: ***Geographer*** – data gathering and representing in graphs; climatologist – looking at presenting data for the climate of England and the Desert and Polar Regions.
DT: Engineers – Mechanisms: Wheels and Axles, creating own pull-along toys
English: researcher – note taking for information; author - publish a non-chronological report;
poet: Creating a list poem
Science: Learning about seasons, weather, and seaside habitats; conducting simple tests and observations.

Curriculum Outline (see Knowledge Organisers for project driver & maths) WOW

Day: Invite Parents and Grandparents into share their holiday memories
English: Writing to inform - Non-Chronological Report; Writing to explain - Instructions
Project: Seaside environments; Weston-super-Mare fieldwork; map and compass skills; seasonal and weather changes.
Maths: Number –place value; Shape
RE: Why is Jesus important? – Christianity
DT: Mechanisms: Wheels and axles – Designing a Victorian pull along toy
Music: singing and performing songs for Nativity performance
PE: Locomotion (running and jumping); Gymnastics (balance and movement sequences).
Computing: Digital Photography
Jigsaw: Celebrating Difference
End of Learning: Nativity performance

Victorian Inventions

telephone

motorcar

typewriter

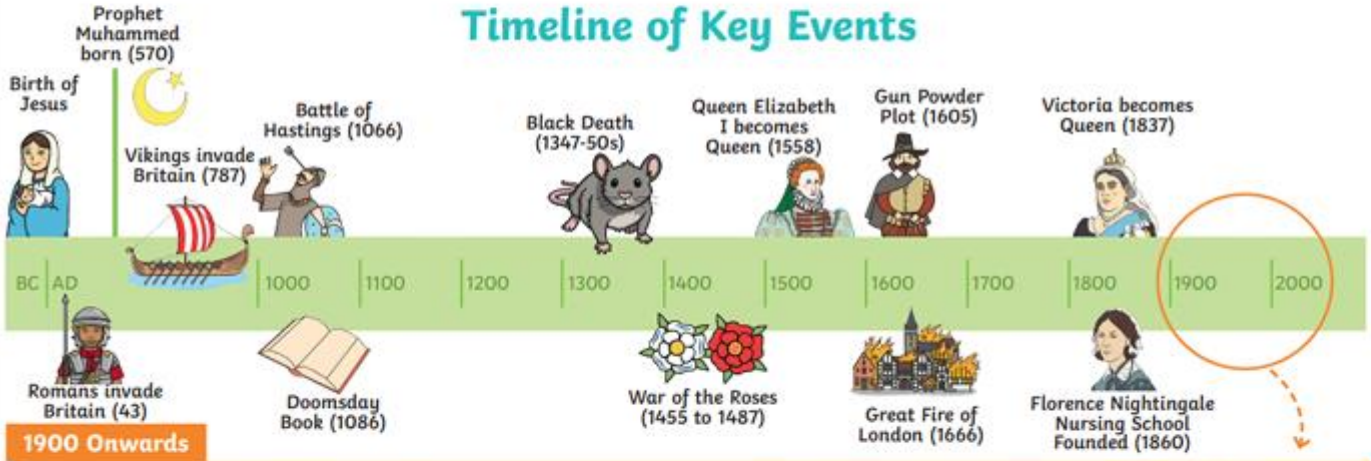
bicycle

bank holidays and seaside holidays

moving films

Isambard Kingdom Brunel

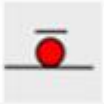
Timeline of Key Events



Some people in the past are considered **significant** because of the contribution they made to wider society (not necessarily **famous**); this is called a **legacy** which many people **benefit** in the future as well as at the time of creation. To be significant sometimes involves being **brave** and **challenging** the status quo and thinking of things in a different way, like I. K. Brunel.

Engineer

Vocabulary:
strengthen
evaluate
improve
structure
transport
bridge
steamship
vessel
dock
engine

function		How something works.
made		Made by people
mould		To form different shapes out of soft, squishy materials
natural		Found in nature eg spider's web or a sheep's wool
stable		Object does not easily topple over
stiff		A material or object that does not bend easily
strong		Something that does not break easily eg wood, brick or a building
weak		something that breaks easily eg paper or eggshells

Local Knowledge

Small Village to Seaside Town

In the early 1800s, Weston-super-Mare was just a small village with about 30 houses behind sand dunes

When train travel began in 1841, suddenly lots of people could visit the seaside. Weston became a busy resort with hotels, piers, and fun places to visit

In 1831, at just 24 years old, Isambard designed the **Clifton Suspension Bridge**, which runs across the River Avon in Bristol. It was not completed until 1864, five years after he died.

Seaside Holidays in the Past

History Knowledge Organiser: Events Beyond Living Memory

I already know...

There are similarities and differences between life in the past and life now.

Vocabulary

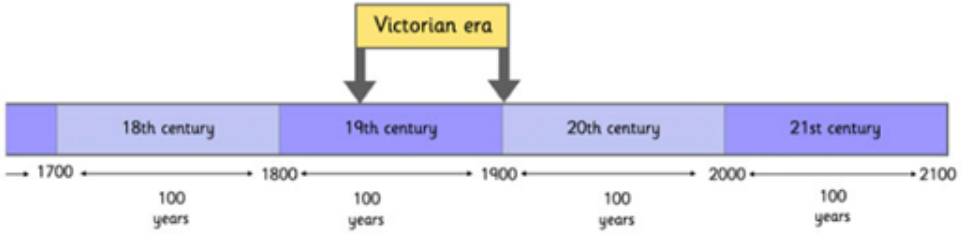
seaside - a place by the sea, especially a beach area or holiday resort
holiday - a period of time where you don't go to work or school, especially one spent away from home or in travelling
promenade - a pathway alongside the beach
pier - a raised platform coming out over the sea that people can walk on
bathing machine - a wheeled hut pulled to the edge of the sea, used for changing in and bathing from
Punch and Judy - a traditional puppet show
parasol - a light umbrella used to provide shade from the sun
steam train - a train powered by steam

Key Facts

- At first, only rich people could afford to go to the seaside.
- The invention of the **steam train** and the building of the railways meant that travelling to the seaside became quicker and cheaper.
- Victorians used **bathing machines** to get changed in and step straight into the sea from.
- There are differences, but also many similarities, between Victorian seaside holidays and seaside holidays today.

Timeline

The Victorian era is **beyond living memory**. It began in 1837, when Queen Victoria came to the throne, and ended in 1901, when she died.



The Victorian era was in the **19th century**. We live in the **21st century**.

Sources

We can use these **sources** to find out about seaside holidays in the past.

photographs

paintings

letters/postcards

memories

Enquiry questions

- What were seaside holidays like in the past?
- How do we know what seaside holidays were like in the past?
- How have seaside holidays changed?
- Would you prefer a Victorian seaside holiday, or a seaside holiday now? Why?

Enquiry skills

Comparing and contrasting seaside holidays then and now:

then

now

Number and Place Value

Knowledge Organiser

Key Vocabulary

- hundreds
- tens
- ones
- zero
- place value
- greater than
- less than
- order
- partition
- digit

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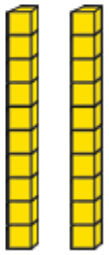
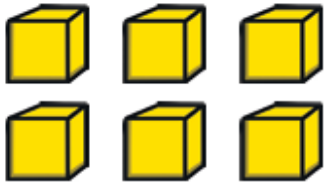
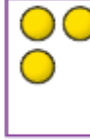
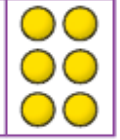
2-Digit Numbers

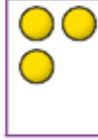
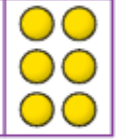
26

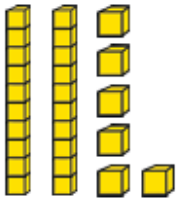
twenty	six
	
20	6

Compare Numbers

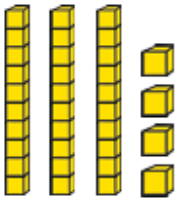
Tens	Ones
	

36 = 36
equals

Tens	Ones
	



26 < 34
less than



24 > 19
greater than

Counting

Counting in 2s

0	2	4	6	8	10	12	14	16	18	20

Counting in 3s

0	3	6	9	12	15	18	21	24	27	30

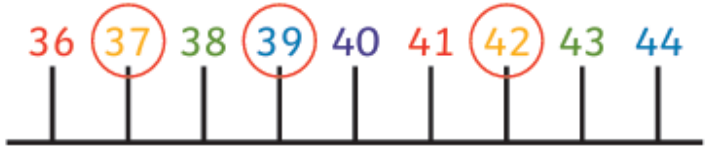
Counting in 5s

0	5	10	15	20	25	30	35	40	45	50

Counting in 10s

0	10	20	30	40	50	60	70	80	90	100

Order Numbers



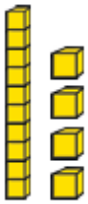
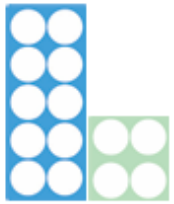
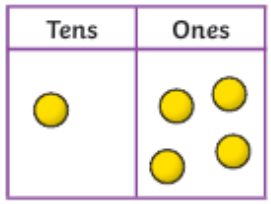
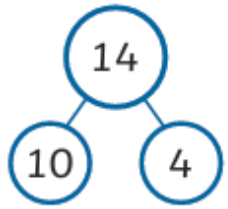
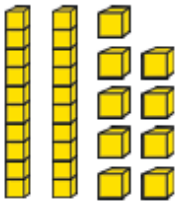
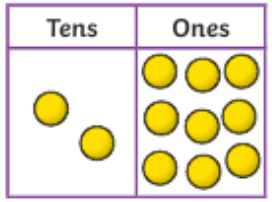
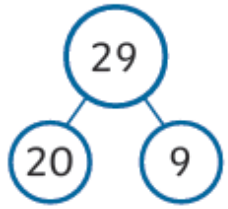
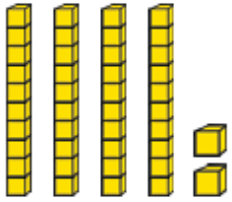
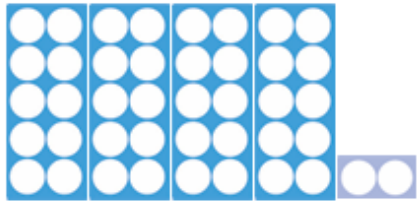
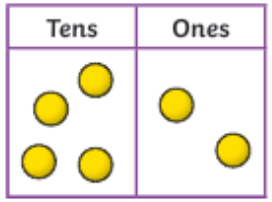
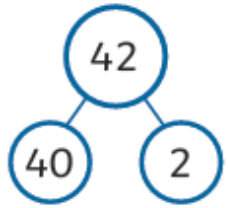
37 < 39 < 42

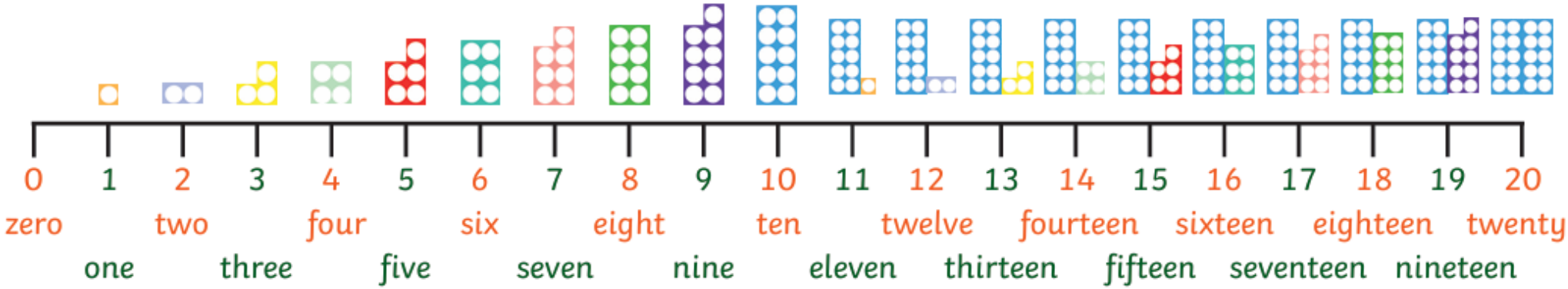
45	48	52	53	61
smallest				greatest

Number and Place Value

Knowledge Organiser

Read, Write and Represent Numbers to 100

14	fourteen	one ten four ones				
29	twenty-nine	two tens nine ones				
42	forty-two	four tens two ones				



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Addition and Subtraction

Knowledge Organiser

Key Vocabulary

- Add
- Total
- Make
- Plus
- Sum
- More
- Altogether
- Difference
- Leave
- Subtract
- Difference between
- Less
- Minus
- Take away
- Mentally, Orally
- Column Addition
- Column Subtraction
- Estimate
- Inverse operation
- Solve problems
- Number facts
- Place Value

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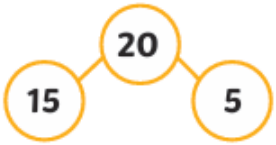
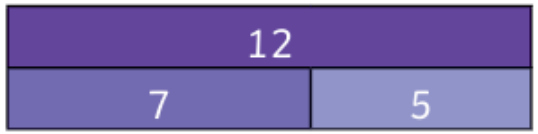
Addition and Subtraction Bonds to 20



15 + 5 = 20
20 – 5 = 15
20 – 15 = 5

4 + 3 = 7

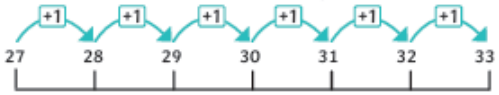


7 + 5 = 12
12 – 5 = 7
12 – 7 = 5

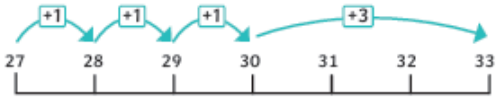
15 – 7 = 8

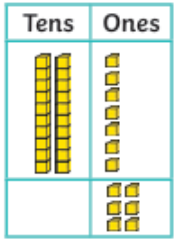
Methods

Add 2-digit and 1-digit



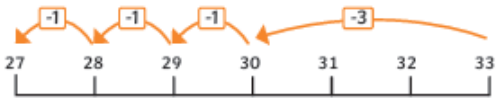
27 + 6 = 33

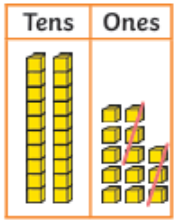




Subtract 1-digit from 2-digit

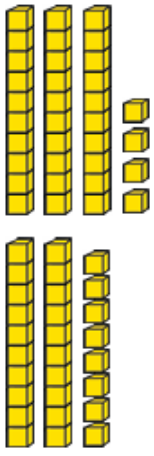
33 - 6 = 27





Add 2-digit numbers

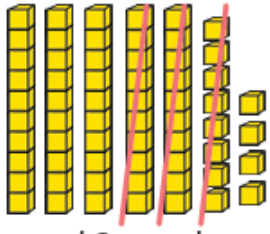
34 + 28 = 62



3 tens and 4 ones
add
2 tens and 8 ones
equals
5 tens and 12 ones
becomes
6 tens and 2 ones

Subtract 2-digit numbers

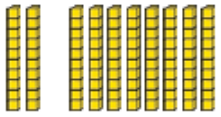
62 – 28 = 34

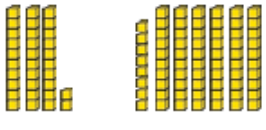


6 tens and 2 ones becomes
5 tens and 12 ones subtract
2 tens and 8 ones equals
3 tens and 4 ones

Addition and Subtraction Bonds to 100

2 + 8 = 10
so 20 + 80 = 100





32 + 68 = 100
3 tens and 2 ones + 6 tens and 8 ones
= 9 tens and 10 ones = 10 tens =one hundred

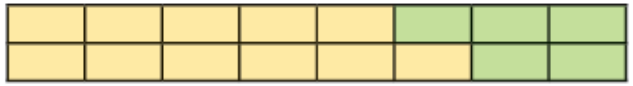
Addition and Subtraction

Knowledge Organiser

Mental Methods

Compare Number Sentences

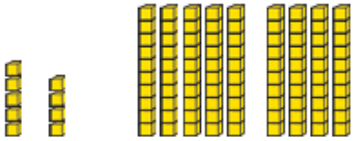
6 + 4 < 6 + 5



5 + 3 = 6 + 2

Related facts

5 + 4 = 9 so 50 + 40 = 90



Add 3 1-digit numbers

9 + 5 + 3 = 17

More or Less/ Add and Subtract 1s and 10s

Add and subtract 1s

24 + 1 = 25

24 + 2 = 26

24 + 3 = 27

24	25	26	27	28	29	30	31

37 – 1 = 36

37 – 2 = 35

37 – 3 = 34

There are 7 flowers in a vase. One more is added. Now there are 8 flowers.

10 More or Less

30	40	50	60	70	80
47	57	67	77	87	97

The ones digit stays the same.

10 less	Number	10 more
1	11	21
34	44	54

Take care when crossing hundreds:

86	96	106	116

Add and Subtract 10s

10	30	50	70	90
3	33	63	93	

Tens	Ones

27

+ 40

67

Tens	Ones

72

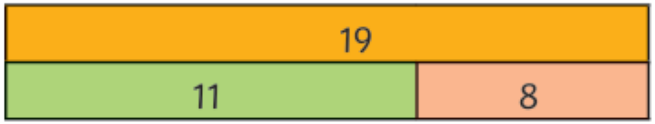
- 30

42

Crossing hundreds:

74	94	114	134

Check Calculations



19 – 8 = 11 can be checked using 8 + 11 = 19

32 + 5 = 82 x Spot that 5 tens have been added not 5 ones

28 – 26 = 12 x Spot that 28 and 26 are very close together, so difference won't be 12.

37 – 4 = 41 x Spot that if subtracting 4 the answer will be smaller.

68 – 40 = 64 x Spot that 4 ones have been subtracted and not 4 tens.

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Geometry: Properties of Shape

Knowledge Organiser

Key Vocabulary

- two-dimensional (2D)
- three-dimensional (3D)
- flat
- solid
- corner
- apex
- vertex
- vertices
- side
- edge
- face
- curved
- straight
- round
- line of symmetry
- vertical
- pattern

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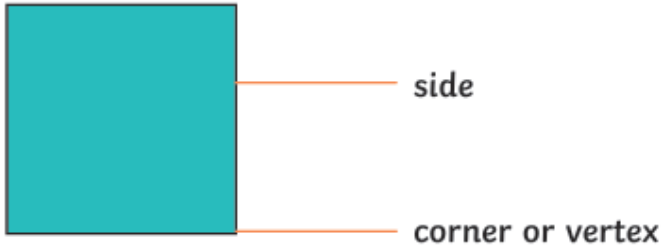
Recognise and Describe 2D Shapes



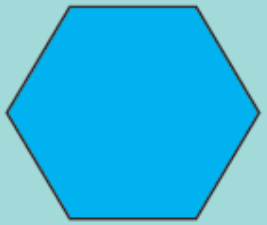
square

triangle

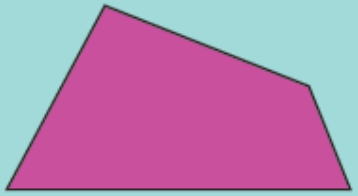
rectangle

circle

pentagon

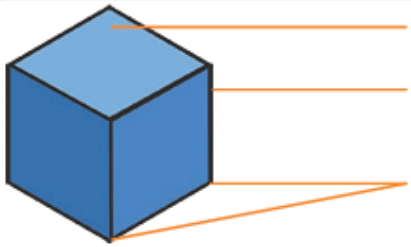


hexagon

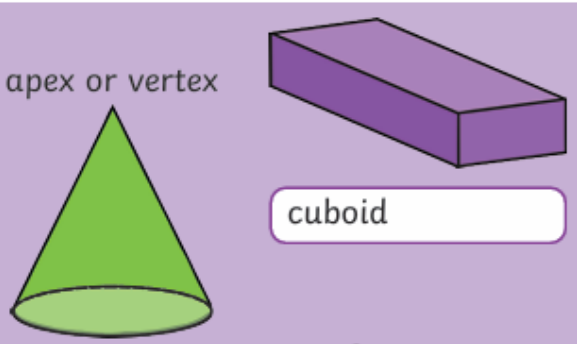


quadrilateral

Recognise and Describe 3D Shapes

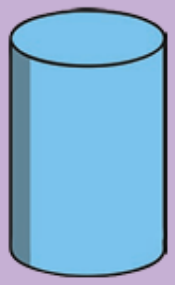


cube

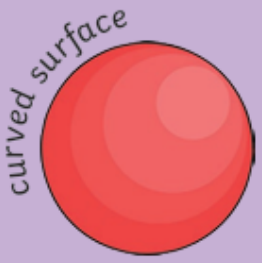


cuboid

cone



cylinder



sphere

triangular prism

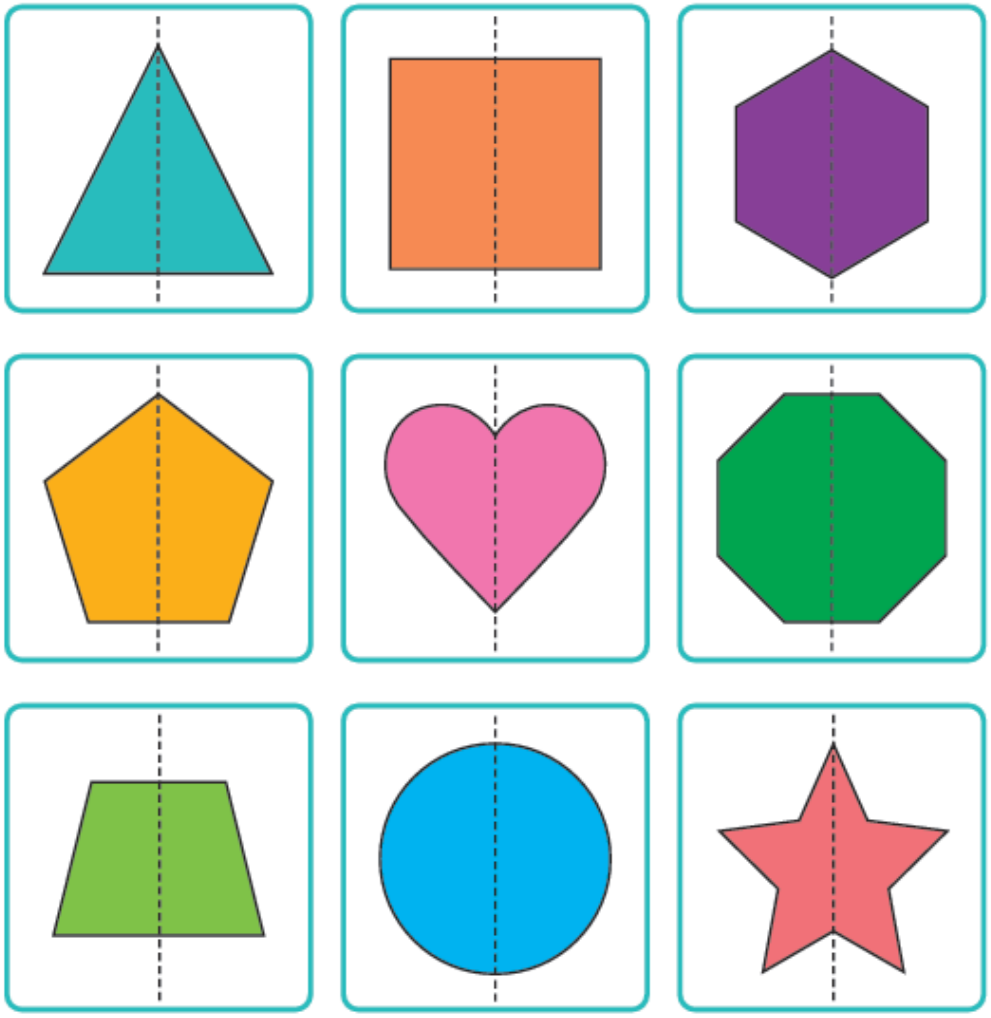
square-based pyramid

Geometry: Properties of Shape

Knowledge Organiser

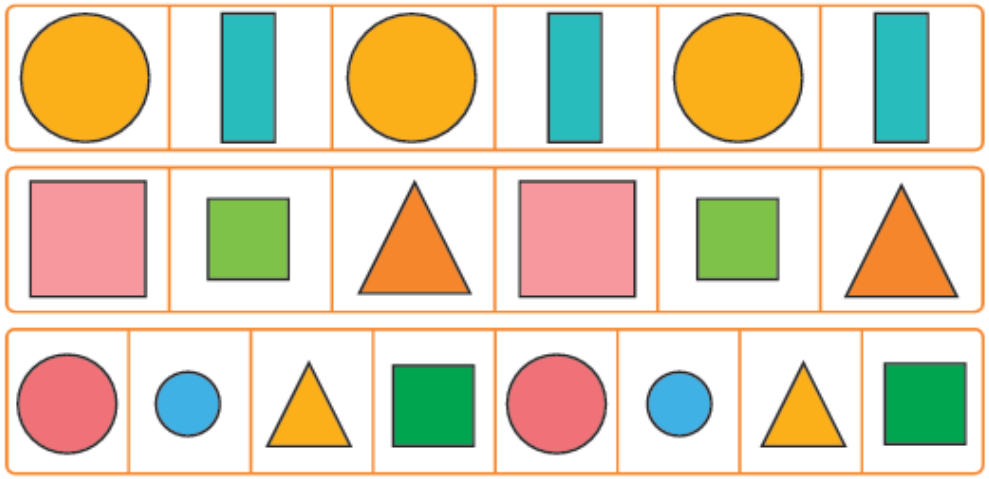
Lines of Symmetry

These 2D shapes have a vertical line of symmetry.

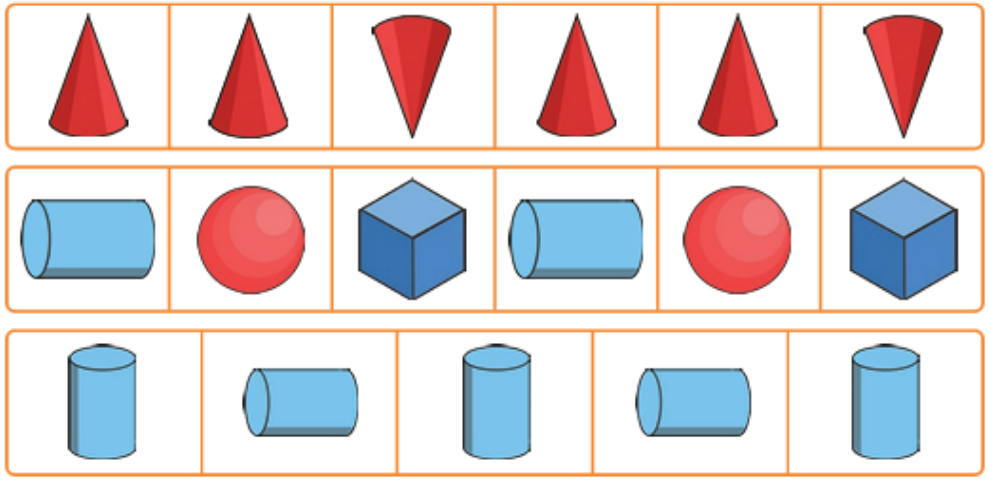


Repeating Shape Patterns

2D Patterns



3D Patterns



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Medium Term Plan - Stage 2

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	**Step 1: Words where 'dge' makes a /j/ sound**	**Step 7: Words where 'wr' makes a /r/ sound at the beginning of words**	**Step 13: Words where 'y' makes an /igh/ sound**	**Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e'**	**Step 25: Words where the digraph 'ey' makes an /ee/ sound**	**Step 31: Words that are homophones**
Words	badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge	write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote	cry, fly, dry, try, reply, July, shy, spy, sky, why	nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest	key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney	there, their, here, hear, see, sea, too, two, blue, blew
Objective	**Step 2: Words where 'ge' makes a /j/ sound**	**Step 8: Words ending in 'le'**	**Step 14: Words where '-es' is added to words ending in 'y'**	**Step 20: Words where '-ing' is added to single syllable words**	**Step 26: Words where 'a' makes an /o/ sound**	**Step 32: Words that are homophones or near homophones**
Words	change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe	table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle	tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries	patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping	want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash	quiet, quite, bare, bear, sun, son, be, bee, night, knight
Objective	**Step 3: Words where 'g' makes a /j/ sound**	**Step 9: Words ending in 'el'**	**Step 15: Words where '-ed' is added to words ending in 'y'**	**Step 21: Words where '-ed' is added to single syllable words**	**Step 27: Words where 'or' and 'ar' make an /er/ or /or/ sound**	**Step 33: Words ending in '-tion'**
Words	gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle	camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel	copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied	patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged	word, work, worm, world, worth, warm, war, towards, warn, warned	station, fiction, motion, nation, education, action, injection, caption, fraction, competition
Objective	**Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'**	**Step 10: Words ending in 'al'**	**Step 16: Words where '-er' and '-est' are added to words ending in 'y'**	**Step 22: Words where 'a' makes an /or/ sound**	**Step 28: Words where 'si' and 's' makes an /zh/ sound**	**Step 34: Words with an apostrophe for contraction**
Words	race, ice, cell, city, fancy, lace, space, circle, circus, rice	metal, petal, capital, hospital, animal, equal, final, pedal, local, magical	happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest	all, ball, walk, call, talk, always, fall, small, also, bald	television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual	can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd
Objective	**Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words**	**Step 11: Words ending in 'il'**	**Step 17: Words where '-ing' is added to words ending in 'e'**	**Step 23: Words where 'o' makes an /u/ sound**	**Step 29: Words ending in '-ment' and '-ness'**	**Step 35: Words with an apostrophe for possession**
Words	knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw	pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil	hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring	other, mother, brother, nothing, cover, money, some, dozen, wonder, done	payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness	Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's
Objective	**Step 6: Challenge Words**	**Step 12: Challenge Words**	**Step 18: Challenge Words**	**Step 24: Challenge Words**	**Step 30: Words ending in '-ful', '-less' and '-ly'**	**Step 36: Challenge Words**
Words	door, floor, poor, find, kind, mind, behind, child, children, because	wild, climb, most, only, both, old, cold, hold, gold, told	every, everybody, even, great, break, steak, pretty, beautiful, after, fast	last, past, father, class, grass, pass, plant, path, bath, rather	careful, playful, thankful, helpful, boldly, gladly, happily, easily, hopeless, spotless	whole, any, many, clothes, busy, people, water, again, half, hour

Y2 Writing Expectations

By the end of Year 2, children are expected to:

- ✓ Write longer pieces – with a clear beginning, middle and end.
- ✓ Use sentences correctly – with capital letters, full stops, question marks and exclamation marks.
- ✓ Start using more adventurous vocabulary – e.g. "amazing" instead of "nice."
- ✓ Use grammar more confidently, including:
  - Past and present tense correctly (I walked, I am walking).
  - Joining words (and, but, because, when).
  - Expanded noun phrases (the small, shiny coin).
- ✓ Use punctuation, including:
  - Apostrophes for contractions (don't, can't).
  - Apostrophes for singular possession (the girl's hat).
  - Speech marks may be introduced but not always expected consistently.
- ✓ Spell most common words correctly and use phonics to tackle new words.
- ✓ Handwriting should be clear and consistent with all letters formed correctly.
- ✓ Write for different purposes – stories, letters, notes, lists, instructions.
- ✓ Edit and improve work – re-reading to check it makes sense and correcting mistakes.

How you can help at home

- ❖ Encourage your child to write little and often – cards, letters, shopping lists, diary entries.
- ❖ Encourage your child to speak in full sentences.
- ❖ Have conversations which include using interesting words.
- ❖ Practise weekly spellings and more challenging words (e.g. because, said, people).
- ❖ Encourage neat handwriting – with correct letter size and joins.
- ❖ Read daily with your child – noticing punctuation and expression.
- ❖ Ask them to read back their writing to check it makes sense.

My Phase 2 Sound Mat

s

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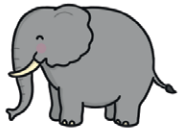

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ss

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My Phase 3 Sound Mat

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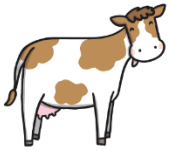
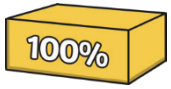
oo	oo	ar	or	ur	ow 	oi	ear
air	ure 	er					

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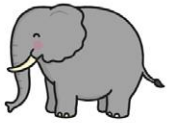
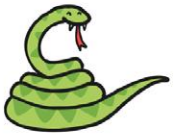
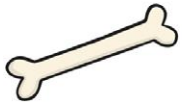
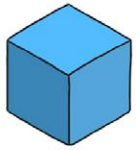
Pure

My Phase 5 Sound Mat

ay	ou	ie	ea	oy	ir	ue	ue
aw	wh	ph 	ew	ew	oe	au	ey
a-e 	e-e*	i-e	o-e 	u-e	u-e 		

*even

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Year 2 Common Exception Words

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	could	great	Mrs	steak
beautiful	cold	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	whole
busy	eye	last	path	who
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

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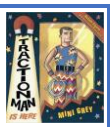
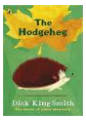
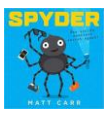
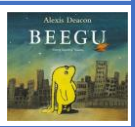
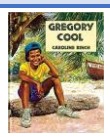
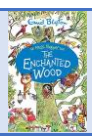
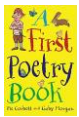
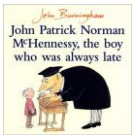
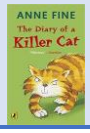
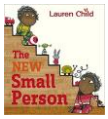
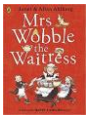
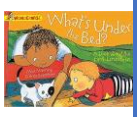
50 Recommended Reads for...

Year 2

Which ones have you read?

	☐ **Traction Man is Here** Mini Grey		☐ **Captain Flinn and the Pirate Dinosaurs** Giles Andreae & Russell Ayto
	☐ **The Bear and the Piano** David Litchfield		☐ **Growing Frogs** Vivian French & Alison Bartlett
	☐ **The Hodgeheg** Dick King-Smith		☐ **Isadora Moon Goes to School** Harriet Muncaster
	☐ **The Big Book of the Blue** Yuval Zommer		☐ **The Owl Who was Afraid of the Dark** Jill Tomlinson & Paul Howard
	☐ **Mr Big** Ed Vere		☐ **Spyder** Matt Carr
	☐ **Marge in Charge** Isla Fisher & Eglantine Ceulemans		☐ **Wigglesbottom Primary: The Magic Hamster** Pamela Butchart & Becka Moor
	☐ **There's Room for Everyone** Anahita Teymorian		☐ **Beegu** Alexis Deacon
	☐ **Flat Stanley** Jeff Brown & Rob Biddulph		☐ **Into the Forest** Anthony Browne
	☐ **I Thought I Heard a Tree Sneeze** Brian Moses & Ed Boxall		☐ **Gregory Cool** Caroline Binch
	☐ **The Troll** Julia Donaldson & David Roberts		☐ **The Book With No Pictures** B. J. Novak
	☐ **The Three Little Wolves and The Big Bad Pig** Eugene Trivizas & Helen Oxenbury		☐ **A Planet Full of Plastic** Neal Layton
	☐ **The Clue is in the Poo** Andy Seed & Claire Almon		☐ **The Enchanted Wood** Enid Blyton
	☐ **George's Marvellous Medicine** Roald Dahl & Quentin Blake		☐ **A First Poetry Book** Pie Corbett & Gaby Morgan

	☐ **Billy and the Beast** Nadia Shireen		☐ **John Patrick Norman McHennessy: The Boy Who Was Always Late** John Burningham
	☐ **This Book Just Ate My Dog!** Richard Byrne		☐ **Diary of a Killer Cat** Anne Fine
	☐ **The Colour of Home** Mary Hoffman & Karin Littlewood		☐ **The New Small Person** Lauren Child
	☐ **William Bee's Wonderful World of Trains, Boats and Planes** William Bee		☐ **A Beetle is Shy** Dianna Hutts Aston & Sylvia Long
	☐ **Mrs Wobble the Waitress** Janet & Allan Ahlberg		☐ **Oliver and the Seawigs** Philip Reeve & Sarah McIntyre
	☐ **Leaf** Sandra Dieckmann		☐ **Little Mouse's Big Book of Fears** Emily Gravett
	☐ **Professor Astro Cat's Space Rockets** Dominic Walliman & Ben Newman		☐ **Grandad's Island** Benji Davies
	☐ **Claude at the Circus** Alex T. Smith		☐ **Perfectly Peculiar Pets** Elli Woollard & Anja Boretzki
	☐ **The Rainbow Bear** Michael Morpurgo		☐ **What's Under the Bed?** Mick Manning & Brita Granström
	☐ **The Way Back Home** Oliver Jeffers		☐ **Mr Majeika** Humphrey Carpenter
	☐ **Lila and the Secret of Rain** David Conway & Jude Daly		☐ **The Wall in the Middle of the Book** Jon Agee
	☐ **Hotel Flamingo** Alex Milway		☐ **Dougal's Deep Sea Diary** Simon Bartram

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Project Home Learning

Year 1/2

Tips for grown-ups: Please complete as many of these as you would like. Encourage children to talk about what they learned and present their work with confidence. Drawings, models, videos, voice notes and photos are all welcome. You can bring your wonderful creations to celebrate in school or post a photo in your portfolio in Class Dojo.

Create your own Victorian Seaside Game Invent a new game Victorian children could play on the beach. Draw or explain the rules!	**Build a Victorian Steam Train** Use LEGO, blocks, recycled materials or drawing to design a steam train like Brunel's.	**Design a new Holiday Outfit** Draw two outfits: one for a Victorian child and one for a modern child. Add labels and color	**Invent a new way to travel** Be an inventor! Draw or build your own new vehicle. What does it do? What powers it?	**Holiday Memory Jar** Create a real or drawn jar filled with pictures or words about your favourite holiday moments.
Holiday suitcase Decorate a box or draw a paper suitcase. Fill it with 5 things a Victorian child might pack.	**Story: The Lost Ticket** Write or tell a story about a child who loses their train ticket in Victorian times. What happens next?	**Build a Punch and Judy Theatre** Make a mini puppet theatre from a cereal box and paper characters. Act out a scene!	**Seaside Soundtrack** Make sound effects (waves, gulls, train) using your voice or objects at home. Perform or record it.	**Then vs Now** Create a mini book comparing things from the past with now: clothes, homes, travel, holidays.

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