

Terms 3 and 4 2018

Year 2 Spring Term



Dear Parents and Carers,

Welcome back! We hope you had a wonderful Christmas and New Year!



Reading in Year 2

This year children will take part in guided reading with their teacher; they may also read to support staff and volunteers. We hope that children will read at home daily from a variety of sources. When reading, please encourage your child to talk about the content of their reading book. This could be discussing the characters in the story and also expressing likes/dislikes – this is an essential part of the reading process. We also encourage that children are read to and have opportunities to share and discuss books with others. Children will be changing their books independently this year. Please write a comment in your child's reading diary about their reading when you hear them read.

Homework

Children in Year 2 will be given one piece of Maths homework and one piece of Topic or English homework every Friday, to be returned the following Wednesday. These could be practical tasks or questions to practise the skills we have been learning in class. Occasionally Topic homework will cover two weeks.

Spellings

In addition to your child's homework set on a Friday, Year 2 children will now begin to bring spelling homework home too. We will begin with the KS1 common exception words. Each week your child will bring home up to 5 spellings in their new spelling book to learn. They will then be tested on these words in school the following week. Once they can spell them correctly, new words will be given out.

Sumdog

Just before the Christmas break Miss Banks set up Sumdog accounts for all of the children at St. Barts. This is an engaging mathematical programme that you can access on your computer or tablet at home. Some of the children in the school have already started to use it and are really enjoying all the free games available to them. They are also improving their maths skills at the same time as Sumdog asks questions that are tailored to your child's individual needs. We will be introducing Sumdog to Year 2 this term and providing individual login details for your child. Please look out for the letter with details about this excellent website.

Golden Time

This term Year 2 will be continuing with their Wednesday and Friday Golden Time treats. These are really special times for the children in Year 2 and are an enjoyable way to reward the children for following the Golden Rules.

To remind you how Golden Time works. At the start of every week your child is given 30 minutes of Golden Time, which they will enjoy on Wednesday afternoon. On Monday your child will sign up for an activity to do during this time. If your child follows the Golden Rules, they will keep their 30 minutes of Golden Time. If your child continues to break the Golden Rules after they have been given a warning by a teacher, they will lose 3 minutes of Golden Time. This cannot be earned back. After Wednesday's Golden Time, the process will start again for Friday's whole school Golden Time. To help your child keep all of their Golden Time, please encourage them to follow the Golden Rules at home.



Encouraging Independence

We would like to remind you that in Year 2 we are trying to promote the children's independence. Therefore, we would like to ask you to allow your child to come into class by themselves in the morning. This will help them gain confidence as they put away their belongings. It is also important to allow your child to collect their things at the end of the day too, to encourage responsibility for their belongings. If you would like to check their tray please wait until all the children have left the classroom before coming in.

SATs

At the end of Year 2, your child will take the end of KS1 SATs tests. The children will be tested in Maths, Reading and Spelling, Punctuation and Grammar. We will arrange a parents meeting to inform you about the SATs nearer the time.

General Reminders...

- The children will be doing P.E. on a **Tuesday** and **Thursday** this term. Please ensure your child has their P.E. kit in school and that all items are **clearly labelled**. We encourage children to practise getting dressed on their own at home to help them get changed quickly in school! It is important that your child has a pair of trainers or plimsolls in their P.E bag for P.E on the playground.
- Please make sure your child's school uniform is clearly labelled. We have had a lot of lost jumpers!**
- The children can bring their own water bottle to keep in class which they can access throughout the day. Please make sure your child's name is written clearly on their water bottle. We also have cups available in the classroom.
- Please remember to send your child in with a piece of fruit or veg for morning playtime.
- We are a nut free school; please do not send any food into school containing nuts.
- Book time will continue to take place at 3pm on **Mondays** in the Year 2 classroom. You are all welcome to come along and share a book with us.
- We appreciate that congestion on local roads can cause problems for parents and children who live further away. However we would ask that you make every effort to ensure that your child is in school by 8:55am.

Kind Regards,

Miss Williams and the Year 2 Team

These objectives will be taught across the year and not necessarily in this order.

Unit	Objectives
Number and Place Value	<p>N1 Count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards</p> <p>N2 Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>N3 Identify, represent and estimate numbers using different representations, including the number line</p> <p>N4 Compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>N5 Read and write numbers to at least 100 in numerals and in words</p> <p>N6 Use place value and number facts to solve problems</p>
Calculation	<p>C1 Solve problems with addition and subtraction; using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods</p> <p>C2 Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>C3 Add and subtract numbers using concrete objects, pictorial representation, mentally, including; a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</p> <p>C4 Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>C5 Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>C6 Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>C7 Calculate mathematical statement for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs</p> <p>C8 Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>C9 Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>
Fractions and Decimals	<p>F1 Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>F2 Write simple fractions for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p>
Measurement	<p>M1 Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>M2 Compare and order length, mass, volume/capacity and record the results using >, < and =</p> <p>M3 Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>M4 Find different combinations of coins that equal the same amount of money</p> <p>M5 Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>M6 Compare and sequence intervals of time</p> <p>M7 Tell and write the time to five minutes, including quart past/to the hour and draw the hands on a clock face to show these times</p> <p>M8 Know the number of minutes in an hour and the number of hours in a day</p>
Geometry	<p>G1 Identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line</p> <p>G2 Identify and describe properties of 3D shapes, including the number of edges, vertices and faces</p> <p>G3 Identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder or a triangle on a pyramid)</p> <p>G4 Compare and sort common 2D and 3D shapes and everyday objects</p> <p>G5 Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>G6 Use mathematical vocabulary to describe position, direction and movement, including in a straight line and distinguishing between rotation as a turn and in terms of right angles for a quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>
Statistics	<p>S1 Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>S2 Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>S3 Ask and answer questions about totalling and comparing categorical data</p>

Terms 3 & 4

Over the term we will cover									
Non-Fiction	<p>Letter Writing To start the term, Year 2 will be thinking about people who inspire them. The children will research their favourite bloggers, designers, sports people and anyone else who they feel is inspirational. We will then compare these people to our school Learners and consider how they are perseverers, thinkers, explorers, explainers, listeners, polishers and questioners. Year 2 will then learn the features of a letter and write letters to the people who inspire them.</p> <p>Florence Nightingale- Diary writing Using the knowledge the children will have acquired about Florence Nightingale in their History lessons and the information discovered in their computing research project, the children will write factual diary entries for a day in the life of Florence Nightingale. Children will learn about what a diary is and the sort of things Florence Nightingale might have written about. Children will continue to work on their sentence structure, spelling and punctuation when writing their diary entries.</p>								
Fiction- Narrative	<p>Alternative Fairytales- The Paper Bag Princess Year 2 will use this excellent story as a starting point for writing our own alternative fairytales. The children will learn about the characteristics of a fairytale and then discuss how they can change them to make a new and exciting type of story. Children will continue to work on their understanding of the 5-part story and how to structure their ideas. The children will continue to learn more about and use different sentences types and also develop their sentence structure by learning about sub-ordinating and co-ordinating conjunctions.</p>								
Poetry	<p>Long, long ago This term Year 2 will explore old and modern poetry. The children will practise reading poetry aloud and will also have opportunities to write their own poetry.</p>								
Reading and Comprehension	<p>During the Spring term Year 2 will be reading The Fantastic Mr Fox by Roald Dahl and also The Greedy Fox and other stories by Aesop. The children will work cooperatively with their talk partners to sound out new words and to find answers to questions.</p>								
SPaG	<p>Spelling, punctuation and grammar During Year 2, the children will be developing and deepening their understanding of grammar. This will be embedded into the reading and writing we teach throughout the year.</p> <p>These are the main objectives we will be working on. All key texts will be written or adapted with these objectives in mind, so that they children can experience grammar in context.</p> <table> <tr> <td>Word</td><td> Formation of nouns using suffixes such as –ness, -er and by compounding words Formation of adjectives using suffixes such as –ful and –less Use of suffixes –er, -est in adjectives and use of –ly in adverbs </td></tr> <tr> <td>Sentence</td><td> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification Sentence types- statement, question, exclamation and command </td></tr> <tr> <td>Text</td><td> Correct choice and consistent use of present and past tense Use of progressive form of verbs in present and past tense </td></tr> <tr> <td>Punctuation</td><td> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns </td></tr> </table>	Word	Formation of nouns using suffixes such as –ness, -er and by compounding words Formation of adjectives using suffixes such as –ful and –less Use of suffixes –er, -est in adjectives and use of –ly in adverbs	Sentence	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification Sentence types- statement, question, exclamation and command	Text	Correct choice and consistent use of present and past tense Use of progressive form of verbs in present and past tense	Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
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English

Reading Children will take part in whole class guided reading sessions of 'The Fantastic Mr Fox' and 'The Greedy Fox'. They will work with their talk partner to sound out new words and to help each other find the answers to questions in the text.

Writing Children will be using high quality focus texts to support their writing. They will form sentences that make sense and use their phonics knowledge to help them spell. Children will use capital letters, full stops, exclamation marks and question marks. Children will continue to learn cursive handwriting.

Phonics Children will continue to develop their phonetical awareness using Letters and Sounds.

Maths

Measurement- Money Children will learn to recognise pounds and pence and combine coins and notes to make an amount. They will solve problems using money and learn about giving change.

Number- Multiplication and Division Children will learn to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. They will begin to solve problems and understand the commutative law.

Statistics: Children will learn to compare data and construct simple tables and graphs.

Geometry- Properties of Shape Children will learn to describe the properties of 2D and 3D shapes and to sort them into given categories.

Computing

Children will learn about internet safety. We will carry out a research project into the work of Florence Nightingale.

Remember to check our class page on the school website for some useful links to have a look at, at home.

Science

Living things and their habitats

Children will learn about the differences between things that are living, dead and things that have never been alive. They will learn about the habitats of living things and how animals are adapted to their habitats. Children will describe how animals obtain food and use the idea of a simple food chain.

Plants

Children will have the opportunity to closely study plants and trees in the natural environment, taking measurements and making observational drawings. The children will plant a seed and a bulb and compare them as they grow

RE

Jewish Families Children will learn about what the Torah is and why it is important to Jewish people. Children will learn about Jewish celebrations.

Easter Children will learn about what Easter is really about and why Christians celebrate it.

PSHE

Feeling good, feeling safe

Children will learn about how to keep themselves healthy and safe.

Relationships Children will learn about their own and other people's feelings and how to communicate these. We will discuss opinions and how to play and work cooperatively with others.

PE

Gymnastics Children will learn about creating interesting and imaginative sequences using travelling, balances and apparatus.

Multi-skills Children will learn vital skills to enable them to play team sports.

Music

The children will continue to have weekly music lessons with Miss Evans who will teach them about music from around the world.

YEAR 2

Spring Term 2018

THEME:

Long, long ago

DT and Art

Throughout the term there will be opportunities for the children to develop their art skills using a variety of techniques. We will begin with portraits of significant nurses from the past.

Colour

Children will learn about the artists Rothko, Kandinsky and Matisse. In particular we will be looking at their use of colour and colour mixing. We will create pictures inspired by the plants in the school garden and Matisse's cut outs.

History

Nurturing Nurses History will be a focus for our 'Long, long ago' Topic. The children will learn about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. The children will establish what makes a person significant. We will explore and compare the lives and work of these nurses and considers how these individuals have influenced nursing today.

Local history After half term we will begin to learn about our local history and the history of significant buildings and people in Brighton.

Geography

Geographical skills and fieldwork

Children will use world maps, atlases, globes and maps of our local environment to identify key landmarks and the countries in the UK. Children will use simple compass directions to describe the location of features and routes on a map. Children will use aerial photographs to recognise landmarks and basic human and physical features. Children will use simple fieldwork to observe our local environment.