Curriculum Newsletter

Autumn 2017

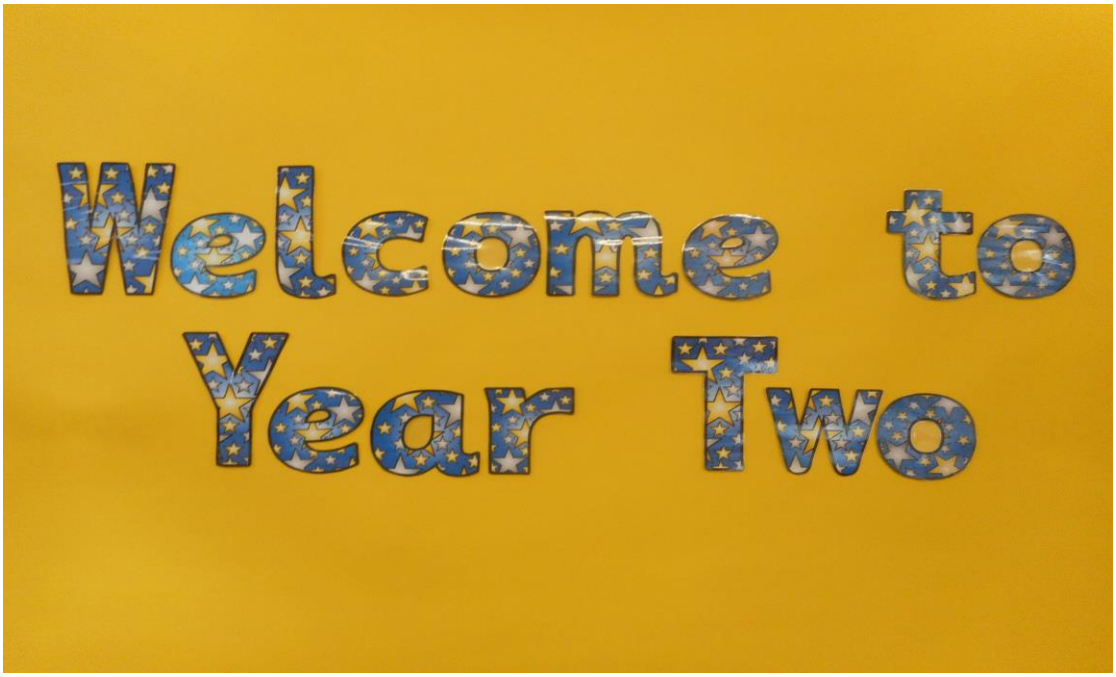
Term 1 & 2

Year 2

Dear Parents/Carers,

Welcome back, I hope you are all feeling refreshed after your summer holidays. Year 2 this year will be taught by Mrs Ellingham, class teacher and Miss Smith, teaching assistant.

Please keep an eye out in the weekly newsletters for dates and times. The weekly newsletter will be published on the school website every Friday. The website address is www.lyncrestprimary.net .



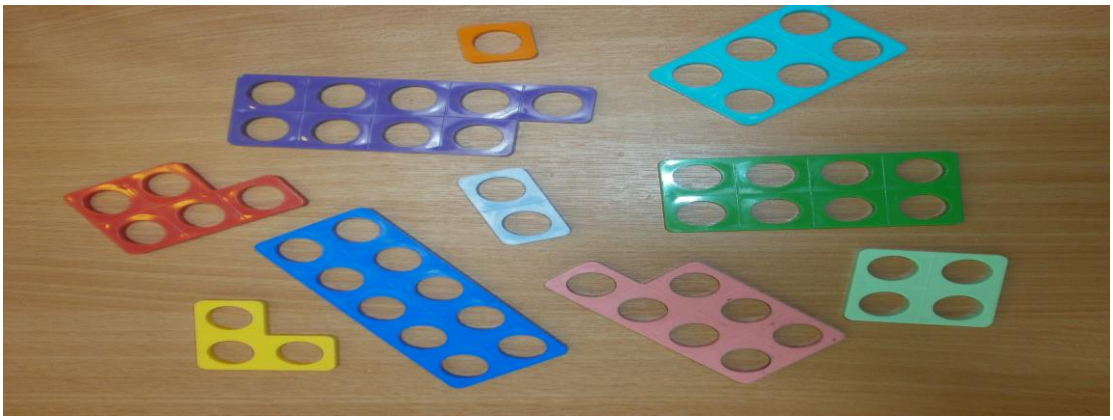
Additional Information

The first Termly Learning Conferences (TLC) will be in October (Date to be confirmed). It is really helpful if all parents can attend a session to discuss their child's successes and possible barriers to learning. These sessions are all about developing and maintaining communication between the teachers, the pupils and their families.

Maths

In maths this term we will be encouraging the children to use our Numicon equipment and resources to support them in their independent learning.

We will focus on place value, partitioning, ordering and comparing numbers to 100. We will also be learning how to use different methods to add and subtract 2 digit numbers. We will use concepts from our Inspire maths program such as 'part-whole', 'bar models' and 'base ten' to support addition and subtraction.
A great way to help at home is by helping your child to tell the time and be familiar with money, the coin denominations and how to make different amounts using different coins. Although we cover these during the year, they are things that some children find difficult and need to practise constantly to be confident.



English
During the first few weeks of term lessons are focused on developing the use of punctuation and descriptive vocabulary.
All children will work daily in their Read, Write Inc. groups to extend their knowledge of sounds and how they can use these to improve their reading and spelling. Reading books will be handed out at the end of the week and will be changed once the child has completed the work for the following book.

Grammar: sentence structures.
This grammar focus will develop pupils understanding of how to organise their text into full sentences with correct punctuation.

PE
Children will have two PE lessons per week on Wednesdays and Fridays. Please make sure your child has their P.E kit in school for both days. It is very important for each child's physical health that they participate in all

sessions. They will need appropriate footwear for sports and must not wear jewellery. P.E Kit needs to be clearly named and in a named bag on your child's coat peg.
PE UNIFORM: White t-shirt and red shorts, blue tracksuit with plimsolls or trainers.

Integrated Curriculum

This terms topic is 'Party Planners.' This is a Science and DT based topic. During this topic the children will be involved in lots of drama conventions to support their learning. 'The Tiger who came for tea' will provide the starting point. We will be investigating how we would plan a party. As part of this we will look at: healthy eating, where our food comes from and how to plan and design a party. Your child will be encouraged to think about what they would need and what budget they may have to do this.

Our topic next term is 'Pride in Place.' This is a History and Geography based topic. During this topic we will compare The Great Fire of London with The Fire of Northampton. We will also step back in History to 'hot seat' important people from around the time of the Great Fires. Alongside this topic we will also be preparing for Christmas. A very busy term!

Computing

In Computing this term we will be learning about Programming and testing. We will be thinking about algorithms and simple debugging in programming. We will use the Beebots and Scratch. Then we will move on to researching and testing out simple maths games using reasoning to predict outcomes.

R.E

This term and with the lead up to Christmas we will learn about Christianity and how a Christian's ideas about God compare with the children's own views? Pupils will be encouraged to consider what can be learned from beliefs about God by listening to stories and referring to their own experiences, beliefs and values.

Core Values

Our Core Value focus this term will be Responsibility, followed next term by Compassion.

Homework

Homework will be handed out on a Friday. Please see the front of the homework books for further information.

Spellings will also be handed out on a Friday. Please help your child learn these spellings as there will be a weekly spelling test every Friday. Your child will also receive 'tricky words' to practise to be tested throughout the week. Spelling is a very important element in the Year 2 curriculum.

Please read regularly at home with your child (3 times a week is the minimum, this will be monitored on a weekly basis.) it is still a priority for children in Year 2, especially if your child is less confident, looking closely at speed sounds, red and green words in their Read, Write Inc. reading books. The children will also have a coloured sticker book from the library which they can change on a daily basis if it has been read and recorded in their reading record. Also, question your child when they are reading making sure they understand new vocabulary or phrases they may be unsure of.

If you have any questions or need any additional support please come and see myself or Miss Smith after 3.15pm any day. Mornings are a very busy time setting up and getting things ready for the day so if you need to pass a message on in the mornings please catch us on the playground at 8.50am and not at the classroom door.

Yours sincerely
Mrs Zoe Ellingham
Year 2 Class teacher

Learning Unit – Party Planners: Overview
Subject Focus – Science/Design and Technology
Focus Core Skills – Learning With Others

Possible Starting Point
- A letter from Cinderella's father-in-law, the King.

Possible End Product
- A special lunch/party

Possible Visits/Visitors
- Supermarket
- School kitchen
- Bakery/Baker shop
- Greengrocer
- Fish shop
- Café

Literacy Links
- Cinderella
- Character profiles
- Dictionaries and glossaries
- Indexes
- Flow charts and explanations
- Imaginary recipes

Speaking and Listening
- Group discussion and interaction
- The Ugly Sisters debate

Drama
- Freeze frames
- Role play alternative ending

Knowledge and Understanding of the World

Science
- **Healthy Eating**
- **Sorting and classifying materials**
- **Properties of materials**
- **Use of materials on basis of properties**
- **Changing the shapes of materials**
- **Exercise**

Technology
- **Plan a party lunch for the class**
- **Prepare healthy party foods**
- **Design and make a party hat or party decorations**

Geography
- *Where does food come from?*
- Draw plans of the classroom/role play area

Computing
- Simple databases
- Use devices to take pictures or record music

Creative Development

Art
- Fruit printing
- Food faces
- Fruit and vegetable still life
- *Party food plate made from recyclable material*
- Clay/salt dough fruit and vegetables
- Party placemats

Music
- Listen to a variety of music
- Compose a piece of music in honour of the King's visit
- Sing food songs
- Invent new lyrics for 'Oranges and Lemons'

Links to Core Values
- Responsibility – keeping hygiene rules
- *Justice – everyone taking part*
- *Wisdom – making wise choices of food*
- Hope – being persistent and confident that party will be a success
- *Compassion – poverty in other parts of the world*

Personal, Social and Emotional Development
- Safety and hygiene around food
- Making healthy choices, food/exercise
- Cultural and individual food preferences

Mathematical Development
- Data handling – summary of favourite party food
- Money – real-life problems
- Measure – length, weight
- Time – times we eat, length of time
- Shape and space - packages

Role play/directed play
- Party planners office
- Weighing
- Play dough and plasticine
- Materials to sort

Physical Development
- Fine motor skills – handing tools
  - handling malleable materials
- PE/Dance - formation dancing

Homework and Independent Learning
- Find out family party food preferences
- Name fruit and vegetables
- Recording exercise
- Draw a flow chart to give instructions

Learning Unit – Pride in Place : Overview
Subject Focus – Geography and History
Focus Core Skills – Developing Independence and Responsibility

Possible Starting Point

- **The Great Cheese Mystery**

Possible End Product

- *Design and make a safe playground*
- *Publish trails on local themes*
- Special presentation assembly
- Group dance telling story of Fire London

Possible Visit

Area surrounding school – 20 minute walk

Literacy Links

- Non- Fiction stories
- Signs and labels
- Writing and reading codes
- Instructions
- Information booklet

Speaking and Listening

- Asking questions
- Group discussion
- Retell a true story
- Give and receive instructions
- Present their design for a playground

PE

Dance

- Group dance on Fire of London or patterns and shapes in local buildings

History

- **What happened in London in the summer of 1666?**
- **What happened after 1666?**
- **Why should we know about the Fire of London?**
- **Was any one person to blame for the burning of the City of London?**
- **Significant individual: Samuel Pepys, Christopher Wren**
- **Famous local people, events**

Geography

- ***Locating our place in the world***
- ***Fieldwork in the streets around the school***
- ***Homes, shops, community facilities and transport.***
- ***Environmental quality***
- ***Design and publish trails for families***
- ***Aerial photographs and large scale maps***
- ***Would I like to live somewhere else?***

Design and Technology

- **Design a city that will not burn**
- ***Design and build apparatus for a safe playground***

Computing

- **Digital devices: sound recording and photographs**

Science

- **Identifying common plants and trees**
- **Labelling drawings of plants and trees**

Art and Design

- Drawing – making marks in response to words, music and story

Music

- Sound picture of a street/school
- Walking beat – slow and fast. Dynamics – near and far
- Story of London's Burning song – learn and sing;
- Variations on tune of London's Burning – tuned instruments

Links to Core Values

- Wisdom – good judgement
- Responsibility – *carrying out a group role*
- Courage – *uncertainty of life in the past (link to present for many people)*
- Compassion – caring for one another
- Justice – fairness and equality

PSHE

- *Keeping safe*
- *Code of conduct*
- *Team work*

Mathematics

- 2 D shapes
- 3 D shapes
- Investigating pattern

Role play

- Baker's shop
- Time machine
  - Writing task
  - Making salt dough loaves

Directed play

- Designing playground apparatus
- Building playground apparatus from construction kits

Homework and Independent Learning

- Comparing past and present

Year 2 Class Timetable 2017-2018

	9:00-9:40	9:40 - 10: 40	Play Time 10:40 - 11:00	11:00-12:00	Lunch 12:00 - 1:00	1:00-1:50	1:50-2:40	**Assembly/ Class Collective Worship 2:40-3:10** (classes who have CW for PPA cover will start collective worship at 3:00)
Monday	RWINC	Maths		English		Topic/PHSE	R.E	Collective Worship- Core Value
Tuesday	RWINC	Maths		English		Topic		Collective Worship- Religion and Upcoming Religious Events
Wednesday	RWINC	Maths		English		P.E	Music	Collective Worship- British Values • Democracy • Rule of Law • Individual Liberty • Mutual Respect and Tolerance of those with or without faith
Thursday	RWINC	Maths		English		Computing/Handwriting		Singing Assembly
Friday	RWINC	Maths		SPaG		P.E	Spelling Test	Celebration Assembly

Working Below, Emerging, Developing, Secure or Mastery in objective (Secure or Mastery is highlighted in pink.) and the date achieved.	My Year 2 maths targets for term 1 & 2	number and place value	addition and subtraction
		multiplication and division	fractions
		measurement	Geometry- properties of shapes
	I can recognise, read and write numbers to 100		
	I can write numbers in words 100		
	I can use the strategies of counting in ones, twos, fives and tens to count to 100		
	I can represent numbers as tens and ones in a place value chart		
	I can read and write numerals given a set of concrete representation and vice-versa with or without a place value chart.		
	I can use 'comparing the tens and then the ones' strategy to compare numbers to 100		
	I can compare numbers up to 100 using ther terms 'greatest' and 'smallest' with or without concrete representation.		
	I can compare numbers up to 100 using ther terms 'more than' and 'less than' with or without concrete representation.		
	I can compare two or more 2-digit numbers using < > =		
	I can identify the 'greatest number' and the 'smallest number'		
	I can arrange numbers up to 100 in an ascending or a descending order.		
	I can recognise, read and write missing numbers in a number sequence. 1s, 2s, 5, & 10s		
	I can partition a 2-digit number using apparatus and tens & ones.		
	I can use number bonds and related subtraction facts to 20 (fact families)		
	Recognise odd and even numbers from a set of numbers		
	I can add 3 1-digit numbers together.		
	I can add a 1-digit to a 2-digit number where regrouping is not required (to 100)		

	I can add a 2-digit to a 2-digit number where regrouping is not required (to 100)
	I can add a ten to a 2-digit number where regrouping is not required (to 100)
	I can subtract a 1-digit from a 2-digit number where regrouping is not required (to 100)
	I can subtract a 2-digit from a 2-digit number where regrouping is not required (to 100)
	I can subtract a ten from a 2-digit number where regrouping is not required (to 100)
	I can recognise the inverse relationships between addition and subtraction and use this to solve missing number problems.
	I can use my knowledge of inverse to write family facts from a given set of numbers.(+&- only)
	I can recognise and name 2D shapes from pictures of the shapes.
	I can describe properties of 2D shapes using sides and vertices
	I can recognise a vertical line of symmetry on a 2D shape
	I can describe the similarities and differences of 2D shape properties.
	I can recognise and name 3D shapes from pictures of the shapes.
	I can describe properties of 3D shapes using edges, faces and vertices
	I can describe the similarities and differences of 3D shape properties.