



Spring 2
Half Term In-formation for Parents
Year 2

Happy children aiming high

Dear Parents and Carers,

The children thoroughly enjoyed learning about the Suffragettes and Rosa Parks we created some fantastic pieces of writing, art and memorised some tricky poems / songs. This half-term we look forward to learning about famous explorers who have captured public imagination – space exploration will be a central focus point.

Themes: Spring 2: One Small Step

Cross curricular links:

English: We will be continuing with Read Write Inc as usual. In English lessons we will be using reading lessons to develop comprehension through text related to space for example. During writing lessons, we will be creating information text – newspaper reports, adverts and instructional text about space exploration including famous landings and sightings. The children will write stories about characters exploring the earth, space and extra-terrestrial settings.

Science: Identifying why objects are suitable. Making a spaceship using specific materials. We will be making links to DT children will be challenged to use materials to make a specific picture of Space.

Geography: Geographical skills and fieldwork to include simple compass directions, locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

History: History will be learned through the following ways: flight timelines: chronology from 1783, hot air balloons – 1976 as well as the concord and present day passenger air travel. We will learn about the Wright brothers and Amelia Earhart, asking questions such as: Who were they? Why are they famous? What did they do? Where are they from/did they go? When did these events happen? Famous individuals such as: Neil Armstrong and Christopher Columbus we be explored – completing comparisons, diary entries and works of Art.

Art: Design and make a moving picture – air craft e.g. aeroplane to move horizontally across the page or hot air balloon to take off vertically mechanisms to be used for moving pictures – sliders create a model of an aeroplane from recycled materials/cardboard with a working axel.

Subjects being taught separately this half term:

Maths: Children will be learning to:

- Compare and order lengths, mass, and record the results using $>$, $<$ and $=$.
- Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$, $1/2$, $3/4$ of a length, shape, set of objects, or quantity.
- Exploring SATS questions, using mathematical apparatus, reasoning and working collaboratively.
- Recognise & use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Using mathematical apparatus to role play exchanging of goods and giving change. Reasoning throughout each lesson.
- Compare & order volume/capacity & record the results using $>$, $<$ and $=$.
- Identify 2D shapes on the surface of 3D shapes.
- Calculate the mathematical statements for multiplication and division within the multiplication tables and write them using the \times \div $=$ signs.
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
- SATS previous papers to consolidate and address misconceptions. Using formal written methods of addition and subtraction.

Computing: Children will learn how to use Ms Publisher (Y2) create fact files. Children will be taught how to save their ongoing work in to a specified folder on the pupil shared area and retrieve this to open, edit and amend. They will add images from a specified site or folder on the shared area.

Music: this half-term we will be drumming with a professional drumming teacher once a week.

PSCHE: Children will create posters; write kind and considerate comments about each other. British Values – highlighting

significance of tolerance, respect and listening to others. Discussion of British history - looking at ancestors and great achievements.

RE: Work will interlink with Art and Design to create paintings. We will also complete some writing activities concerning the Holy week and 40 days after resurrection.

How can you help

- Ensure your child is in school on time and ready to learn. This includes having all the equipment they need for the day, such as PE kit, reading book and reading record.
- Practise core vocabulary words. Can your child read and spell them?
- Complete homework activities with your child.
- Share your child's school reading book with them, discussing characters, events and opinions. This is best done often and in short bursts.
- Practise mental maths including times tables (2, 5 and 10 in Year 2) and mental addition and subtraction (What is 16-7?); discuss money, time and measures with real examples. Using watches to tell the time on a weekend will also help. Recognising odd and even numbers.
- Encourage your child to tell you what they have been learning about at school and where possible, extend their learning at home, through books, outings, discussions and the internet.
- Please check your child's book bag frequently for letters and other information.
- If you have any interesting topic related artefacts that your child could share for a display or discussion, please bring them into school.

Homework

Fortnightly – please can we try our best to encourage the children to complete the homework in as much depth as possible? The homework chosen will be related to the topic therefore it will help in terms of contextual knowledge.

Class Reminders

PE: Y2 – Tuesday (team games) Wednesday (ball skills) and Friday (hall games)

Please ensure PE kits are in school on all school days to ensure it is available for any extra PE sessions. Children must always have sandshoes. There are labelled boxes under the Y2 coat pegs for PE bags.

Reading books and records must be in school every day. If your child wears glasses – where possible could you ensure that the glasses for PE have a neck support to prevent the glasses from falling off and potentially being broken.