



Happy children aiming high

Spring 2 Half Term Information for Parents Year 2

Dear Parents and Carers,

This information sheet tells you about what your child will be learning over the course of this half term, and will make clear how this learning links to our curriculum theme of 'sustainability'. We hope that you find it useful.

Themes: Spring 2 - Sustainability

English (Writing and Reading):

Children will continue to develop and consolidate their skills in English through Read Write Inc sessions in which children are grouped according to their stage of phonic knowledge development and whole class teaching. The children will experience a wide range of writing opportunities across the curriculum such as history themed writing about the New Hartley Pit Disaster and mining – beyond living memory. They will sequence a visit to the Memorial Garden in New Hartley. (3) Cross curricular science link writing about plants and trees and their features labelling and sentence work. (4) Comparative writing of a diary extract children putting themselves in the shoes of Victorian children beyond living memory. (5) Poems around animals in Kenya with descriptive poetry and adjectives. (6) Children will also write a piece of writing including sentences linked to sustainability recycling explaining to Lola how to recycle and save the planet and explain why it is bad to throw everything away (Look after your planet text). Children will also continue to focus on a range of texts linked to sustainability to guide their learning such as 'The Ugly five by Julia Donaldson' and 'How to help a hedgehog and protect a polar bear'.

Spellings: Further focus spelling patterns for this half term are: (1) the sound /u/ spelt with 'o' (2) the sound /ee/ spelt with '-ey' (3) the /o/ sound spelt with 'a' after w and qu (4) the stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w (5) the sound /zh/ spelt s (6) common exception words and review week.

Children will continue to learn and practise contracted form words e.g. don't and can't. Children will continue to have many opportunities to practise their spelling rules through wordsearches, missing words and look say cover write activities. Children will use a wide range of strategies alongside their phonic knowledge to develop their vocabulary (words of the week, Wow words, power openers, magpie words etc using working walls and displays in the classroom).

Maths:

The children will use Hi5 at the beginning of maths lessons to recap prior learning and revisit any areas to check.

The children will continue to learn in maths this half term Number: Multiplication and Division: Recognise equal groups Make equal groups Add equal groups Multiplication sentences using the \times symbol Multiplication sentences from pictures Use arrays 2 times-table 5 times-table 10 times-table.

Multiplication: They will learn to recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. They will calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) sign. Children will develop strategies to solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. The children will be able to show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Division: The children will learn to: make equal groups – sharing, Make equal groups – grouping, Divide by 2, develop a clear understanding of odd & even numbers and be able to identify them, Divide by 5 and Divide by 10.

Statistics: Make tally charts, Draw pictograms (1-1), Interpret pictograms (1-1), Draw pictograms (2, 5 and 10), Interpret pictograms (2, 5 and 10) and Block diagrams. Children will Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.

Geometry: Properties of Shape:

Recognise 2-D and 3-D shapes, Count sides on 2-D shapes, Count vertices on 2-D shapes, Draw 2-D shapes, Lines of symmetry, Sort 2-D shapes, Make patterns with 2-D shapes, Count faces on 3-D shapes, Count edges on 3-D shapes, Count vertices on 3-D shapes, Sort 3-D shapes and Make patterns with 3-D shapes.

Children will identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]

Compare and sort common 2-D and 3-D shapes and everyday objects.

The children will then explore:

Fractions: The children will understand how to make equal parts, recognise a half, find a half, recognise a quarter, find a quarter, recognise a third, find a third, unit fractions, non-unit fractions, equivalence, find three quarters and count in fractions.

ICT: The children will continue to develop a deep understanding of e-safety across the curriculum to keep children aware of internet safety and how to stay safe online. Focusing on zip it, block it, flag it.

Science:

During science the children will learn about plants and trees incorporating habitats where the children will compare with animals in Kenya and explore how animals find their food and different food sources. Children will observe plants, look at seeds and bulbs, the children will also explore life cycles, the children will think about what plants need and also what plants eat, lastly children will see how different plants grow. The children will have a go at planting their own potatoes at school during this aspect of science.

Geography:

The children will focus on a comparative study with Kenya. The children will look at comparisons to England, they will research the location, language, geographical features (physical), animals, trade- fair trade and impact on lives. Children will incorporate some map work to locate Kenya in the world and surrounding countries. Children will also communicate geographically using key vocabulary. Key vocab to include: European, African, wild life, climate, drought, government, palm tree, ebony, mud huts, mango and Kenya. The children will interpret range of geographical information.

History:

Beyond living memory 19th century. Children will explore family life and what it was like including employment linking to workhouses and impact on children, electronics – circle of technologies discussing the fact there were no televisions or computer games. Children will learn the most popular games played by children 100 years ago were marbles, hopscotch, blind man's bluff and blow football and the subsequent impact on the planet. Also, the children will explore mining in beyond living memory topic – New Hartley Pit Disaster. The children will visit the memorial garden in New Hartley and discuss the pit disaster.

Key vocab: gramophone, wireless, quilt, penny farthing, farthing, washing dolly, charabanc, workhouse, gruel.

The Arts (Art, DT and Music):

During this topic children will learn about Pop Art drawings to extend their learning during Spring term art work. The children will be focusing on Warhol and Lichtenstein as we will be taking inspiration from the greats. Children will be able to describe work of notable artists, artisans and designers. The children will use some of the ideas from artist studies to create their own pieces of work.

DT:

Children will design, make and evaluate a carrier to the waters edge. They will generate, develop and communicate their ideas through talking, drawing, templates, mock-ups. They will discuss what different ways water can be carried and is it practical. Children will design purposeful, functional and appealing products for themselves and others based on design criteria. Children will select from a range of tools and equipment to perform practical tasks. The children will explore and evaluate products they have made and give feedback and discuss with peers in their class. Linking to PSHE and New Hartley First School Core Values listening to what others have to say and responding appropriately making sure our voices are heard but we also listen to our peers.

Music:

Linking to the children's Kenyan comparative study the children will explore African drumming and will be making their own instruments. Children will identify the pulse and join in getting faster and slower together. They will begin to internalise and create rhythmic patterns. They will identify long and short sounds in music. Children will identify how sounds can change and explore different sound sources. Children will look at control of instruments and children will play instruments in different ways and to handle and play instruments with control. Children will learn to contribute to the creation of a class composition. They will perform together and follow instructions that combine musical elements.

PE:

Children will take part in PE lessons with NUFC during Spring 2. Children will be learning multi-skills and games. Pupils will be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Children will show a good awareness of others when running, chasing and avoiding games. They will develop the skills to make simple decisions about when and where to run. Children will learn to show some understanding of simple tactics to suit different situations and how to react in different ways which can help their partners and make it difficult for their opponent.

PSHE Many of these themes will be covered through incidental opportunities, whole school assemblies as well as class assemblies. During this topic children will continue to learn and discuss in depth about good and not good feelings and ways to develop simple strategies to manage feelings. Children will learn about the ways that pupils can help the people who look after them to more easily protect them and to recognise that they share a responsibility for keeping themselves and others safe, when to say yes or no I'll ask I'll tell, including knowing that they do not need to keep secrets. The children will learn to communicate their feelings to others to recognise how others show feelings and how to respond, to recognise their behaviour can affect other people, to judge which kind of physical contact is acceptable comfortable, unacceptable and uncomfortable and how to respond. Also children will understand that people's bodies and feelings can be hurt.

Children will learn to identify similarities and differences between people. Children will continue to learn through their PSHE theme of Living in the Wider World about what improves and harms their local natural and built environments and develop strategies and skills needed to care for these and what we can do to save the planet.

RE:

Children will learn about aspects of Hinduism and Hindu festivals and celebrations such as Holi. Children will also learn about Christianity – festivals and celebrations (Holy Week): Children will learn about aspects of Easter. They will discuss the significance of Shrove Tuesday, identify the main events during Lent such as Ash Wednesday and Mothering Sunday, examine what Christians in

the immediate area do during Lent, discuss events during Holy Week leading up to Jesus' crucifixion and will prepare the Passover meal and emphasise the significance of the bread and wine. Children will learn about the celebration of Easter and the resurrection of Jesus thinking about stories, events, artefacts and traditions. Also aspects of RE are covered in assemblies.

How can you help?

- Reading at home: Every day a comment is made in your child's reading record your child earns 2 house points.
- If your child reads every day and their reading packet is brought into school daily during the week your child will receive a prize out of Miss Miller's prize box on a Friday.
- Practise any spellings that are sent home to build confidence and resilience with the children.

Visits/Visitors

During this topic children will visit:

- Azure garden centre linked to science plants topic.
- New Hartley Pit Disaster – memorial garden.