



Happy children aiming high

Spring 1 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 1 – 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 writing in a thought bubble what they think they could do to look after our planet, to begin the overarching theme of sustainability. What does it mean to save our planet? In what ways could we save our planet? The children will write about habitats linking to the text Meerkat Mail descriptive sentences, sequencing of the story linking to science theme writing about habitats and saving the habitats and making it cross curricular linking to other subjects. Utilising pictures from the text to aid the children's writing. Children will also focus on a range of texts linked to sustainability to guide their learning and they will write about the adventure of the forest animals and to discuss and write an argument/discussion around whether the solution found by the forest animals is the best way to deal with climate change and sustainability. Children to write a newspaper report on Greta and her climate change battle.

Spellings: Further focus spelling patterns for this half term are: (1) Adding -ed, -er and -est to a word ending in y with a consonant before it. (2) Adding -ing to a word ending in y with a consonant before it. (3) Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. (4) Adding -ing, -ed, -er, -est, and -y to words of one syllable ending in a single consonant after a single vowel. (5) The sound /or/ spelt 'a' before l or ll. (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 and spelling rules will also be sent home. 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:

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: To be continued into Spring 2 (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.

ICT: The children will learn about communicating clues 'We are Detectives' with a focus on communication and collaboration – sharing information about learning by technology such as emails and having a clear link to sustainability – emails/word documents ways to save the planet and use paper less. Children will learn to use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children will learn to be familiar with shift key, space bar, highlighting text, enter key and recognising alphabet keys on the keyboard.

Science:

During science the children will learn about habitats – how habitats provide for the basic needs of living things, mini-beasts

and microhabitats. Children will match living things to their habitats. How animals find their food and name different food sources. Children will learn about a variety of habitats and the plants and animals that live there. They will learn to tell the difference between things that are living, dead and things that have never been alive and apply this to a range of contexts. Children will make observations of a local habitat and the creatures that live there investigating conditions and how they affect the mini beasts that live there. How living things are suited to their environment.

E-Safety: Staying safe online: children will be able to talk about how to keep safe on the internet and what information is to keep private and why this is important. E-safety will interlink throughout to maintain awareness of online safety with the children. Children will develop a deeper understanding of E-Safety during internet safety day on 11th Feb 2020.

Geography:

The children will focus on a seaside study to link with their geographical knowledge and learning linking to sustainability and litter picking amongst other aspects of physical and human geography features.

Key vocabulary the children will become familiar with includes: cliff, rock pool, tide, resort, beach, lifeboat, lighthouse, postcards, fairground, island, and ocean.

Children will learn: to understand physical and human processes. The children will use geographical vocabulary referring to key physical and human features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human: city, town, village, factory, farm, house, office, port, harbour and shop.

The Arts (Art and Music):

During this topic children will develop skills of painting and they will make secondary colours from primary colours. The children will create colour wheels using paper plates. Children will also develop skills in drawing. The children will draw lines of different sizes and thickness to show pattern and texture by adding dots and further lines. Inspiration has been taken from the greats – Seurat (pointillism) Children will create a piece of artwork created through pointillism to be displayed in the classroom and their books.

PE:

Children will continue to develop fundamental movement skills in PE through gymnastics. They will extend their agility, balance and coordination, individually and with others and perform their gymnastic routines and elements to the class. They will learn to master basic movements including running, jumping, throwing and catching as well as developing their ability in balancing, agility and coordination by using a range of equipment and apparatus.

PSHE Many of these themes will be covered through incidental opportunities, whole school assemblies as well as class assemblies. During this topic children will learn through health and wellbeing 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.

Link to PE and gymnastics – to offer constructive feedback to each other. Children will learn to identify similarities and differences between people. Children will also 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 (including conserving energy) Sustainability link.

RE:

Children will learn about aspects of Hindu lifestyle and what makes Hindu lifestyle distinctive. The children will also learn about some of the ways in which belief and practice shape Hindu lifestyle. 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.

Homework

The homework which we set will be related to our topic and/or phonics and will benefit the children in their learning journey. Children are given a spelling rule each week to practise and learn at home. These spelling rules will be sent home with the children. They then complete a spelling check activity the following Friday to check their understanding of this rule. Additionally, we provide children with a half termly homework sheet with a range of activities linked to our topic.

Visits/Visitors

During this topic children will visit:

- A local beach for seaside study trip.
- Safer Internet day 11th Feb 2020. – E-safety link.