

General Reminders

- If your child is absent from school for any reason, please telephone us (01442 252972) on the first day of absence. If you do not notify us the absence will be unauthorised.
- Please make sure that you advise the School Office promptly of any changes of address, telephone numbers, emergency contacts etc.
- Please ensure your child is on the playground by 8.45 a.m. to ensure a prompt start to the school day at 8.50 a.m. Once the bell has rung, please wait behind the yellow line as your child lines up; this leaves space for Year 3 to get to their classroom as well. Thank you.
- Pupils should not be absent from school for any reason other than illness. If, however, you need to take your child out of school due to EXCEPTIONAL circumstances, a request form must be completed. These are available from the School Office. Mrs Washford Mower will consider requests on an individual basis on behalf of the Governing Body.
- All children should bring named water bottles to school with them each day.
- Please name all of your child's clothing, including P.E. kits.
- Remember to check our website for latest news, photographs and other information.
www.nashmills.herts.sch.uk

Nash Mills C of E Primary School



Year 2

Curriculum Newsletter

Autumn Term 2019

Teachers: Miss Brewer

Notes

Please read with your child for ten minutes every day and complete the Reading Record. We reward children for regular home reading: *To be a **SUPER** reader – reading record signed at home 3 times over the last week. To be a **CHAMPION READER** – reading record signed at home 4 or more times over the last week.*

Our spelling tests are on Mondays when new spellings are set. Please remember to talk about what the words mean and to make up spoken sentences using the words to demonstrate they understand. Look out for words with the same letter strings in your shared reading

Homework will be set on Thursdays and due in the following Monday.

English

Reading

Reading is a vital part of the curriculum. In school, reading is taught through phonics and the shared exploration and study of books and texts. In addition, pupils read in small groups with an adult at least once a week. They may also read to a parent volunteer. The children will have the opportunity to change their colour-banded reading book at least once during the week, but we aim to enable book changing as often as needed. In addition, children will also choose a library book weekly and will bring home the book we have shared together in guided reading. Please read with your child for ten minutes every day and complete the Reading Record. We reward children for regular home reading: *To be a **SUPER** reader – reading record signed at home 3 times over the last week. To be a **CHAMPION READER** – reading record signed at home 4 or more times over the last week.*

Reading aloud to your child is also a valuable way of developing their own reading and writing capabilities. Remember to discuss illustrations and the plot, as these skills will help your child to write their own stories. Please ask if you would like any further advice.

Writing

Our foci this term are narrative stories with recurring language, recounts and explanation texts as well as some poetry. We use a 'talk-for-writing' approach with a strong emphasis on learning lots of stories off by heart and developing our speaking skills to accelerate our writing. There will be a large emphasis on correctly using capital letters (including those for proper nouns), full stops and extending sentences with conjunctions such as 'and', 'because' and 'so'. The children will be learning to use adjectives, as well as learning about the importance of re-reading work to ensure that it makes sense.

Spelling

Pupils are taught to recognise and use spelling conventions through daily phonics sessions. Our phonics teaching is based on Read, Write Inc and children in Years 1 and 2 are split into smaller groups led by trained adults. Once children have a good grasp of phonics they will move on to use the scheme No Nonsense Spelling to aid the teaching of spelling patterns and rules. Our spelling tests are on Mondays when new spellings are set. Please remember to talk about what the words mean and to make up spoken sentences using the words to demonstrate they understand. Look out for words with the same letter strings in your shared reading. Pupils will be learning to read and spell all of the Common Exception Words that are expected to be known by the end of Year 2 and work will be set to support this.

Handwriting

In Year 2 we place a strong emphasis on correct letter formation. Initially we will aim to ensure the children form and size letters correctly. We encourage them to sit letters on the line with descenders going below and ascenders reaching to the top. Letters like S, O, C and W need special attention to ensure lower case letters are smaller than capitals. We will then be introducing joins.

Maths

Mathematical concepts and skills are introduced and revised throughout the year. This term we will be focusing on the following:

Number

Read and write 2 digit numbers.

Order numbers and be able to say a number that comes between any 2 given numbers.

Recognise odd and even numbers.

Round to the nearest 10.

Count in 1s, 2's, 3's, 5's and 10's and begin to recall times tables facts

Recognise and continue number or symbol patterns

Estimate by making a sensible guess

Recognise the number of 10s and units in a number

Calculation

Begin to understand that addition is the inverse of subtraction and to use this to rearrange number sentences.

Begin to recall doubles and halves of numbers up to 20.

Add or subtract using mental methods: - recall by heart number bonds within 20, and work out calculations such as $23 + 5$ or $62 - 30$ in their head

Solving Problems

Choose and use appropriate operations to solve a problem.

Explain how they solved a problem.

Solve real life problems involving money and measures.

Measure, shape and space

Begin to read a simple scale.

Use mathematical vocabulary to describe the properties of 2D and 3D shapes.

Measure length, mass and capacity using standard units (metres, centimetres, grams, kilograms, millilitres and litres)

Handling Data

Ask questions and choose a suitable way of recording the data. Make tally charts and discuss the presentation of data.

Mental maths tests are on Fridays. Your child will be tested on addition and subtraction to 20 and the 2, 5 and 10 times tables. Please check their books each Friday, help them to correct any errors and practise what they will be doing the following week. Practise tests can be found on the websites highlighted in useful websites.

Helping your child at home

READ! The best way to help your child is to read with your child as often as possible. Let them read to you and read to them. Make visiting the library a part of your family routine. Listening to audio stories is also useful as it will help them learn about story structure and language. Borrowbox is a free App that allows you to borrow free audio books and e-readers from the library.

Discuss the day and future plans. That way your child will develop a sense of time, using words such as 'before,' 'after' and 'next.' Plus it is never too early to start learning how to tell the time.

Encourage your child to write; if you have a computer, help them to send an e-mail to a relative or friend. If you have a day out during the weekend, help them to write a postcard – they could send it to the class!

Play traditional games such as I-Spy and adding up digits on number plates during car journeys.

When you are shopping, let your child pay for something so that they get used to handling money. Let them pay for an inexpensive item using small coins and see if they can calculate the change before they are given it.

Cook together; let your child help to weigh ingredients, measure liquids and talk about any measuring equipment you use. They can also use a clock to help them calculate what time their creation needs to come out of the oven! If you were making a cake for Granny as well, how much sugar would be needed for two cakes?

Estimate; children often feel that they have to give a right answer and estimating helps them to be able to develop a 'near guess.' How many steps does it take to reach the gate? So how many might it take to get to the corner of the road? Is that more or less than your estimate?

Use scissors to cut up comics and magazines to make pictures; this is good for the development of fine motor skills, as well as being fun!

History

We will be learning about The Great Fire of London. We will consider how we know about it – looking at Pepys' diary and paintings as sources. We will learn the reasons why the fire spread so rapidly, making comparisons with the streets and buildings of today and consider the impact it had on London. Our second focus will be Remembrance Day and why it is important. We will develop a sense of chronological order and there will be an emphasis on asking questions about the past, as well as using a range of sources to answer them.

Religious Education

The children will learn about the special times they celebrate with family and friends and why, what they can learn from some special occasions in the religion, how they celebrate special times and how special times show what is important to them.

Physical Education

In games the children will practise throwing and catching accurately.

In gym they will be learning to travel and balance with control.

In dance they will make sequences and choose appropriate movements to convey dance ideas.

Personal, Social and Health Education

The children will explore Being Me in My World as part of our new PSHE Scheme. They will think about the school community and explore consequences and rewards, hopes and fears for the year and rights and responsibilities.

Music

The children will be developing their ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound. We will look at the difference between beat and rhythm and how to perform using these. We will have lots of opportunities for singing and the children will learn a variety of songs for Harvest and their Christmas performance.

Key Vocabulary

You can help your child by discussing core vocabulary which will be encountered each term to help build confidence and familiarity, especially for the end of Key Stage 1 assessments in May.

English

Time adverbial
Sentence opener
Adjective
Expanded noun phrase
Expression
Chronological order
Verb
Noun
Character
Non-fiction
Fiction
Plot
Adverb
Editing
Setting
Recount

Maths

Counting on, add, plus, total
Counting back, take away, subtract, minus
Times, lots of, multiply
More than/ less than
Hundreds, tens, ones
Numeral
Digit
Inverse operation
Odd/even
Estimate
Round
Capacity – litre, millilitres
Length – centimetres, metres
Weight – grams, kilograms
Data – tally, gate, graph

Science

Observation
Prediction
Investigation
Fair test
Compare
Materials
Purpose
Change
Properties
Recycle
Reuse
Absorbent
Transparent
Opaque

Other

Co operation
Community
Appropriate
Accurate
Balance
Religions
Beliefs
Abstract art
Rhythm
Remembrance
Eye witness account
Cause
Source

Science

In Science we will be exploring materials and their properties. The children will identify and compare a variety of everyday materials and make links to their suitability for different purposes. We will investigate how some materials can be changed and whether these changes are permanent.

Scientific Skills – As well as scientific knowledge, we will also focus on making and describing observations, planning investigations and making predictions about possible outcomes, giving plausible reasons for results.

Design Technology/Art

This term the focus will be on art where the children will be exploring the concept of abstract art and specifically the use of line and colour and different techniques to create abstract compositions. They will look at the work of various artists including Mondrian, Paul Klee and Kandinsky, and produce pieces in their style using various art media.

Some Design and Technology skills will be covered through our topic work and the children will explore joining techniques to create hand sewn puppets.

Computing

This term our first focus will be to understand the history of sending messages and the role of technology and e-mails within this. The children will learn that they can leave messages in online spaces and they will be taught about the importance of keeping personal information safe.

We will also be exploring and using a range of simulations where we control what happens. This will lead onto learning about sequences of instructions that are used to program computers. Computers and i-Pads will be used for finding, storing and printing images and information related to topic work.

Ongoing learning objectives are to save, locate and edit work using file names.

Useful Websites

<https://www.topmarks.co.uk/maths-games/5-7-years/addition-and-subtraction>

Addition and subtraction practice

<http://www.timestables.me.uk/>

Times tables practice

<http://rethink.sita.co.uk/>

Science - Recycling and reuse activities

<http://www.fireoflondon.org.uk/game/>

Fire of London Game

http://www.bbc.co.uk/schools/primaryhistory/famouspeople/samuel_pepys/

Samuel Pepys game

<http://www.ictgames.com/mobilePage/lcwc/index.html>

Spelling practise

<https://gb.education.com/games/first-grade/typing/>

Keyboard skills

