

### **General Reminders**

- If your child is absent from school for any reason, please telephone us (01442 252972) on each 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.
- 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](http://www.nashmills.herts.sch.uk)

# **Nash Mills C of E Primary School**



## **Year 2 Curriculum Newsletter Spring Term 2020**

**Teachers: Miss Brewer**

## **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 reading book at least once during the week but we aim to enable book changing as often as needed. Please read with your child for ten minutes every day and complete the Reading Record. We reward children for regular 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. All the children will be learning to read and spell the top 200 high frequency words and we will be sending home appropriate work to support this.

### **Writing**

This term the pupils are focusing on writing complete sentences, making sure that these make sense through developing our re-reading and improving skills. They are expected to use full stops, capital letters, conjunctions (such as 'and', 'because' & 'but') and other forms of punctuation. The pupils will continue to use the Talk for Writing approach where they learn a text off by heart and use this to innovate then create their own version after internalising the format of the text. We will be using 'Where the Wild Things Are' as our stimulus this term and will then move on to non-fiction and poetry.

### **Spelling**

Pupils are taught to recognise and use spelling conventions through regular phonics sessions. Our phonics teaching is based on Read, Write Inc. 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 write them out at least 5 times over the week. A good method is to use: LOOK< COVER< WRITE< SPELL< CHECK. 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**

We will be placing a strong emphasis on the use of neat handwriting across all curriculum areas. The children will be taught the first few joins to start cursive (joined) handwriting. Please use their spellings as an opportunity to support their handwriting.

## **Notes**

## **Helping your child at home**

**READ!** The best way to help your child is to read with them as often as possible. Get them to read to you and read to them, remembering to check they have understood the story by asking questions. Try to make *visiting the library* a part of your family routine. Let them choose from a variety of books including stories, non-fiction, annuals, comics, children's sections in newspapers and magazines. Listening to audio stories is also valuable as it will help them learn about story structure and language.

If you have a road atlas in the car, help them to locate places they know and tell them what the different map symbols mean. Help them to find a town in the index and use the grid reference to look it up on the map. Look at a world atlas; can they find the UK and Japan? What geographical features is Japan famous for? Use Google Earth to explore places.

Encourage them to do their own research about Japan using library books or the internet. We will be very pleased to see any research your child does!

Let your child to look at different coins and see if they can recognise them all. Ask questions; for example can they swap five 2p coins for a different coin and still have the same total, or which 3 coins could make 20p? Is there a different way? When you are shopping, let your child pay for something small and see if they know which coins they need.

If there is somewhere suitable at home on a wall or doorframe, mark the height of everyone in the family. Estimate how tall everyone is before measuring (in metres and centimetres please!). You could then use the information to help your child to make a graph using the measurements. Please bring it in to show us!

Practise telling the time.

## **Mathematics**

*Mathematical concepts and skills are introduced and revised throughout the year. During the term we will focus on the following areas:-*

### **Number**

Read, write and partition numbers up to at least 100

Recognise and extend sequences

Count in multiples of 2, 3, 4, 5, 10 and link to times tables

Recognise whether a given number is odd or even, or if it is a multiple of e.g. 5 or 10 and explain how we know

Position numbers on a number line or grid

**Fractions** Recognise, find, name and write fractions  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity. Write simple fractions for example,  $\frac{1}{2}$  of 6 = 3. Recognise the equivalence of  $\frac{1}{2}$  and  $\frac{2}{4}$ .

### **Calculation**

Recall number bonds by heart to 10 and 20

Recall at least 2, 5 and 10 times tables at speed

Mental and written informal strategies for addition, subtraction, multiplication and division

Use numeracy aids eg blocks, 100 square, to solve calculations

Find the value of missing numbers in calculations e.g.  $\Delta + 16 = 20$

Recall doubles of numbers to at least 10 and corresponding halves

### **Measurement: Money**

Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

### **Geometry: Properties of Shape**

Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. Compare and sort common 2D and 3D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences.

## **Science**

Our main topic this term is 'The Environment' which introduces children to the ecological challenges that face the modern world. The children will undertake a range of activities that challenge them to engage with environmental issues and to understand the simple changes we can make to live more sustainable lives. Throughout the unit, learning is closely focused on the Working Scientifically strand of objectives in the National Curriculum, providing a range of opportunities for children to apply practical scientific methods and skills. Later in the term we will be investigating plants.

## **Design Technology/Art**

In Design Technology we will be exploring food; how it can keep us healthy and how we can prepare it safely. Reasons for hand washing and understanding hygiene will be taught, linked to Science and PSHE. We will consider where food comes from and design a healthy snack which pupils will go on to prepare, eat and evaluate.

In art we will be learning about the use of paper and tissue in art, through exploring paper collages and sculptures. We will also explore Japanese art and writing.

This will be taught over a block of sessions towards the end of term.

## **Music**

The children will be developing their ability to recognise sounds and explore how sounds and instruments can be used expressively and combined to create music.

## **Key vocabulary**

You can help your child by discussing core vocabulary which they will encounter to help build familiarity and confidence.

### **English**

Homophones  
Exclamations  
Statements  
Commands  
Questions  
Conjunctions  
Verbs, adjectives, nouns  
Adverbs  
Non-fiction  
Fiction  
Fact  
Index, caption, heading  
Noun phrases

### **Maths**

Multiple  
Sequence  
Regular/irregular  
Vertex  
Right angle  
Clockwise/anticlockwise  
Ordinal numbers; first, second  
Partition  
Place value  
Place holder  
Inverse operation  
Data Tally Frequency  
Symmetrical

### **Science**

Environment  
Atmosphere  
Greenhouse gas  
Global warming  
Climate change  
Fossil fuel  
Energy  
Landfill  
Incineration  
Litter  
Renewable  
Recycle  
Reuse  
Reduce  
Extinct  
Habitat

### **Other**

Information source  
Chronological order  
Customs and traditions  
Human and physical features  
Mountain  
Volcano  
Earthquake  
North, East, South, West  
Island  
Continent  
Digital image  
Machines  
Device  
Programmable  
Colour tones/shades  
Fair/unfair (behaviour)

## **Geography**

We begin our Geography work with a project called 'All around the World'. We will be learning key facts about the geography of the UK and will also develop an understanding of maps and symbols, including world maps, globes and continents. We hope to contact and hear back from friends and family all over the world!

Later this term, we will be learning about Japan and we will locate the UK and Japan on maps and globes and consider how to travel between them. We will make comparisons between the landscape and everyday life in the UK and Japan.

## **Religious Education**

In RE this term we will be learning about the Natural World. The children will look at the Christian story of creation and compare it to creation stories of other religions. We will also consider the importance of caring for the world.

In our second topic we will be exploring stories. The children will identify some of the beliefs and teachings contained in religious stories and how these might affect people's behaviour and beliefs.

## **Physical Education**

In games we are concentrating on hand-eye co-ordination and ball skills.

## **Personal, Social and Health Education**

The children will explore Dreams and Goals 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.

The children will also be learning about personal motivation and setting goals, and considering their own and others' strengths.

## **Computing**

This 'Computer Painting' unit will teach your child key skills that will support progression within the KS1 Computing curriculum. The children will have the opportunity to learn about reproducing the painting styles of great artists using computer programs. Each lesson focuses upon a different artist and their particular style. The children will use this as inspiration for mastering specific techniques within design-based software. At the end of the unit the children will have the opportunity to use a mixture of the styles and skills learnt within this topic to produce their own computer-painted masterpiece!

### **Useful Websites**

#### **Maths**

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

<http://www.snappymaths.com/> Arithmetic practice

<http://www.timestables.me.uk/> Times tables practice

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

<https://qb.education.com/games/first-grade/typing/> Keyboard skills

#### **Science**

<http://www.bbc.co.uk/education/topics/z6882hv>

#### **Geography**

<http://www.3dgeography.co.uk/#!/geography-of-japan/c1im1>

<http://web-japan.org/kidsweb/>

Interactive games to learn countries in the UK, continent and ocean names:

[http://www.sheppardsoftware.com/World\\_Continents.htm](http://www.sheppardsoftware.com/World_Continents.htm) -

<http://world-geography-games.com/>

<http://www.toporopa.eu/en/>

