



Dear Parents

Welcome to the second half of the autumn term. I hope you had a lovely break.

We have a very busy term ahead, with lots of enrichment activities for your child to enjoy.

Mrs Littlewood & Mrs Garley  
Class Teachers



### Literacy

The story the children will study this term is *Puss In Boots*.

This classic tale will be taught through our Talk for Writing techniques where the children will hear the story told orally, map the story out using a story map, step the story and retell the story using interesting and varied story language.

The skills focus for fiction this term is that of 'endings'. Children will innovate the original ending by first coming up with three alternate endings to the story then Martin Young our fantastic artist will create the images of these ideas with the children's contributions building on these. The images will then serve as a stimulus for the children's writing of endings.

Ultimately, the children, having imitated and innovated the initial story of Puss in Boots, will enter the 'invention' stage where, equipped with the story sequence and language structures of the original text, they will create their very own ending.

As usual, their understanding is supported by regular shared writing sessions along with a wide variety of role play activities to deepen the understanding of and empathy with the

characters. This term the character study is that of a 'trickster', children will analyse the original and identify what the cat does to trick everyone he meets.

The story type studied is 'Rags to riches' and comedy.

Model texts will be shown to the children which will be created with the grammar and punctuation skills children are expected to learn in mind.

The non-fiction skills focus this term will be *Information*. Children will learn the features of information texts by hearing, mapping stepping and speaking an information text about Magic Ogres. Children will then create a tool kit for this text type, then enter the imitation, innovation and invention stage where they will create their own information leaflet about one of their chosen characters from the story.

### Grammar, Punctuation and Spelling (GPS)

This term the children of Year 2 will continue their daily grammar and punctuation lessons of which objectives will be incorporated into all areas of the curriculum and reinforced through our 'Talk for Writing' actions.

This term your child will be learning:

- How to identify the instances where they are required to use apostrophes for possession in their writing. For example: *The dog's bowl was full*
- Words with contracted forms such as *didn't, won't, haven't, couldn't* and identifying where the apostrophes are to be inserted and which letters these replace
- Word classifications such as nouns, verbs, adjectives and adverbs
- The difference between and features of statements, questions, exclamations and commands
- To use commas correctly in a list
- To identify nouns and verbs

- Features of statements
- Features of command sentences
- Features of question sentences
- Using full stops correctly

## Spelling

Children will be learning the National Curriculum spelling rules in place of their daily phonics lessons.

The spelling rules covered this term will be:

- Homophones: where two words with different meanings sound the same but are (often) spelt differently. For example *too*, *to* and *two*, *bee* and *be*, *there*, *they're* and *their* etc.
- The soft *g* (in *giraffe*) and the hard *g* (in *game*)
- 'ce' making an 's' sound after a vowel, such as *ice*, *race*, *brace*
- Dropping the 'e' when using 'ing'. For example: *bike* -*biking*, *hope* -*hoping* etc.
- 'dge' making a j sound as in *hedge*, *badge*, *edge*
- Silent *k* and *g*
- *El* and *al* at the end of words

## Reading

During their guided reading sessions, Year 2 children will be given the opportunity to read a variety of different fiction and non-fiction texts this term. They will learn skills for skimming and scanning these texts in order to answer higher level comprehension questions. Children will be encouraged to predict what will happen next based on the context of the story, read with fluency and expression, make inferences from the text. Please continue to listen to your child read every day as we do in school, this has a strong impact upon their reading progress.

## Handwriting

Year 2 children will be taught joins through the use of the Nelson handwriting scheme. They will learn correct joining techniques and where each letter should sit in relation to one another. They will have an opportunity to practise this independently during twice weekly dedicated handwriting sessions.

## Numeracy

### Year 1

- Preparing for equivalence and using the = symbol.
- Addition of money
- Number bonds to 20 and beyond
- Worded maths problems, identifying whether to use addition or subtraction

### Year 2

This term the children will continue to learn maths through the use of Numicon apparatus. The areas children will study are as follows:

## Reasoning

- Worded three step number problems, identifying which of the four operations to use
- Missing numbers in a pattern 9, 12 \_\_\_\_, 18, 21, \_\_\_\_
- Accurate measurement with a ruler
- Introducing millilitres, litres and units of temperature
- Counting in tens from an array
- Telling the time and adding and subtracting with units of time

## Arithmetic

- Missing number problems e.g. \_\_\_\_ + 14 = 10 + 24
- Creating tool kits for the four operations and applying these independently
- Learning the inverse
- Addition of 2 digit numbers

## Times tables

This is an area that the children practise in school every Wednesday. Please support your child at home by regularly practising 2, 3, 5 and 10 times tables with them. We have log-ons for your child to use online times table games and will share these with you shortly so they can have fun practising them at home.

Times tables will be tested every Friday along with the spelling test.

## Shape, Space and Measure

- Geometry: Making pictures, shapes and patterns
- Units of time
- Comparing, ordering and measuring heaviness

## Science

This term our Science topic is *Everyday Materials*. We will begin by investigating a range of materials to consider if they are opaque, translucent or transparent. This technical language will be introduced using the Talk for Writing format where the words and their definitions will be turned into a visual text map. We will then complete a range of investigations: considering the suitability of materials for polar exploration, to make a boat and a sturdy house for The Three Little Pigs.

- Targets:
- To distinguish between an object and the material from which it is made
  - To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
  - To describe the simple physical properties of a variety of everyday materials
  - To compare and group together a variety of everyday materials on the basis of their simple physical properties

## History/Geography



This term we will look at other cities and towns that were devastated by Great Fires. We will look at Northampton and Southwold, both of which were destroyed by fire in the 17th century. We will also compare the geography of these two locations; we will locate them on a map of the United Kingdom and investigate the human and physical features of the two locations. We will move on to consider the impact the fires had on the way cities, towns and houses were rebuilt to prevent future fires. We will then practise our recount writing skills by producing a newspaper article about one of these Great Fires. Another location we will investigate is the Great Fire of Meireki; this fire took place in Japan. We will look at the history and geography of this location and write an information text using our new learning. Finally we will study the Great Fire of Chicago and compare it to the other Great Fires we have looked at.

- Targets:
- To place an historical event onto a timeline
  - To compare and contrast geographical features of towns and cities studied
  - To locate the towns and cities studied using an atlas
  - To know what an eye witness is

## Computing

This term's computing unit is called *We Are Painters*. This unit will particularly engage children who love the illustrations in the books they read and it is a great opportunity for children to work creatively. Children will learn how to:

- Use the web safely to find ideas for an illustration
- Select and use appropriate painting tools to create and change images on a computer
- Understand how this use of IT differs from using paint and paper
- Reflect on their work and act on feedback received

## **Art/DT**

There will be a series of opportunities for children to continue their African art theme, one being when Mrs Elliot will run the upcoming Lion King art day.

We will also be holding an Autumn Art Day where children will be provided with a carousel of activities to enjoy throughout the course of the day. These will take place both indoors and outdoors.

## **Music**

Guess what! All of our music will continue to focus on the preparation for *The Lion King*.

## **Dance**

Dave McKenna will be visiting on 10 and 17 November. He will be working with us to choreograph the songs from *The Lion King*. We are really looking forward to these two days.

## **RE**

Continuing on from last term's theme of inspirational people, this term children will be learning about the life of Jesus. This will be teamed with activities based around *The Christmas Story* where children will be learning through role play and cookery.

## **PE**

This term children will be enjoying their usual swimming lessons with Mrs Ogden and weekly PE lessons with Mr Smith.

As mentioned above, Dancing Dave will also be returning to teach the choreography for the Christmas performance of *The Lion King*

so please ensure your child has a PE kit with them every day of the school week.



## Gymnastics Unit

In this unit, children explore movement, stillness and using space safely. They will use basic gymnastic actions on the floor and on apparatus. Children will put together short movement phrases/sequences of 2-3 movements that they will plan and perform individually, with a partner or as part of a group.

## **PSHE**

As part of our great production, the children have been looking at the concept of working as a team and all that this involves. They are working on supporting each other, offering guidance and support. It is very much a co-ordinated team effort.

## **Homework**

Thank you for encouraging your child to take pride in their homework. After careful analysis of your child's attainment last term, all homework tasks will be set to reinforce the teaching and learning taking place in school. Children will not be set any homework that they have not already been working on in school previously.

As usual, if you have any questions about your child at school or the expectations please don't hesitate to speak to us.

