



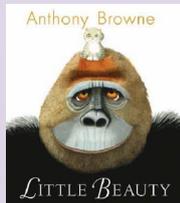
Dear Parents

Welcome back to the second part of the Autumn Term, We hope you have had a lovely break; this term will be very busy with our production to squeeze in with all of our planned learning activities.

Mrs Littlewood & Mrs Garley
Class Teachers

Literacy

Our story this term is a change story called *Little Beauty*. We will be focussing on writing description using some of the beautiful images from this book by author and illustrator Anthony Browne.



The children will create a story map to allow them to memorise the story. This memorisation will be further embedded through the process of stepping the story out, role play between characters in various contexts and creating actions.

The children will then undertake the familiar Talk for Writing processes of imitation, innovation and independent application to create their own versions of the story.

Shared writing will be used, alongside analysis of model texts to allow the children to learn and develop the techniques needed to produce a story sequel. Martin Young will also work with us to create new visual images to help inspire the children.

Non-fiction: This term, Class 1's non-fiction skill focus will be *Information Texts*. The children will look at the features of an instruction text by hearing, mapping, stepping and speaking a model text linked to our original story.

They will create toolkits for this text type and then work on the imitation, innovation and independent application stages of the writing to produce their own set of instructions.

Grammar, Punctuation and Spelling (GPS)

Grammar & Punctuation

This term, Years 1 and 2 will work on the following areas of grammar:

This term your child will be learning:

Adjectives
Using full stops
Adverbs
Nouns
Verbs
Proper nouns
Contractions

These will be noted on the Year 2 weekly spelling list to allow you to practise these areas on IXL English at home.

If Year 1 parents wish to use IXL English they can access the Year 2 objectives using the IXL log in.

Spelling

Children in Year 2 will start to work through the National Curriculum spelling rules in place of their daily phonics lessons.

The spelling rules covered this term will be:

Words ending in al : metal, pedal, capital, hospital, animal
Words ending in il : pencil, fossil, nostril
The igh sound at the end of words commonly spelt 'y': cry, fly, dry, try, reply, July
Plural words with y at the end: flies, tries, replies, copies, babies, carries
Drop the e with an ing : hiking, baking, making, shaking, liking

Year 1 will continue to work through our phonic programme.

Handwriting

Year 2 children will start to focus on 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. Year 1 will work on presentation of their writing, focussing on correct letter formation and position. They have an opportunity to practise this independently during twice weekly dedicated handwriting sessions.

Reading

Guided reading sessions will continue with Year 1 children sounding out correctly and talking about their comprehension of the ideas in the texts they are studying. We will continue to focus on word class knowledge during these sessions to consolidate our grammar knowledge.

Year 2 will start to look at reading comprehension papers to work on their ability to answer questions about a text. They will be working on how to access the more difficult paper, which contains inferred questions rather than simple fact retrieval.

Homework

Homework is given out on a Friday and needs to be handed in by the following Thursday at the latest.

The word building books need to be completed weekly and generally ask children to write a short list of words using the phoneme or spelling rule that they have been learning all week in class.

Alongside this a weekly reading comprehension sheet will be sent home for your child to work on. This will help them develop the skills needed for answering questions based on a text and the idea of scanning the text for the answer.

Please also continue to complete the IXL homework sections; this is having a positive impact on our IXL usage and will help your child consolidate the maths areas we have been working on in school.

Please continue to listen to your child read each day. This practice alongside our daily guided reading sessions will increase the fluency and comprehension of their reading.

Maths

Year 2

This term the children will use Numicon apparatus and our maths toolkits to work on their maths learning.

The areas children will study are as follows:

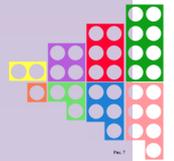
Calculating

ADDITION AND SUBTRACTION

- Solve problems with addition and subtraction – using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- Apply their increasing knowledge of mental and written methods
- Show the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

MULTIPLICATION AND DIVISION

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts



FRACTIONS

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

Year 1

- Work on developing key number knowledge including number bonds to ten and then extending to twenty. (Please support this developing knowledge at home by asking children to give you a number bond for ten or asking them what goes with 2 to make ten. This knowledge will support them in their maths work at school)

Number and the Number System

- Read and write numbers 1-20 in numerals and words
- Given a number – identify one more and one less than
- To learn about relationships between numbers 1-20
- To consolidate one-to-one counting to 31

Calculating

ADDITION AND SUBTRACTION

- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

Shape, space and measure

Last term we began to use the Talk for Writing process for maths, using picture maps to memorise aspects of shape and measurement, followed by practical activities. This was very successful and will be continuing throughout the year to allow mathematical vocabulary and concepts to become further embedded.

Year 1 children will be taught to:

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Measure and begin to record the following: § lengths and heights § mass/weight § capacity and volume
- Time (hours, minutes, seconds)

Year 2 children will be taught to:

- Continue to create a picture map for 3D shape
- Choose and use appropriate standard units to estimate and measure:
 - Length/height in any direction (m/cm)
 - Mass (kg/g)
 - Temperature ($^{\circ}\text{C}$)
 - Capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

Our Year 2 Maths club will continue daily throughout the course of the term, providing extra opportunity for consolidating new concepts and re-visiting foundations in understandings.

Times tables

Please use the Interactive Recourses website to help with times table practice at home. This is very important in Year 2 as the children need to develop this key knowledge to allow them to move through the maths curriculum. The IR log-in is Maidwell and the password is swimming. This site is particularly useful as it allows you to choose the times table you wish to focus on. Year 2 should focus on the 2, 3, 5 and 10 times tables.



Science

We will begin the term by investigating signs of autumn and consider how we know the season we are in. This work will involve exploring outside and developing a group presentation to share with the class.

Our Science topic this term is *Everyday Materials*. We will start by investigating key scientific vocabulary using a Never Heard the Word Grid. This will include words such as opaque, transparent and translucent and we will learn their definitions by turning them into text maps. We will also investigate what these terms mean by looking at whether light passes through particular objects.

Our further investigations will include working in teams to make The Three Little Pigs' houses. We will compare the houses and consider the properties of the different materials that the pigs used.

We will also look at how particular items are made from a range of materials to allow them to be used for different purposes. We will focus on gloves for this work.

- Targets:**
- Distinguish between an object and the material from which it is made
 - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
 - Describe the simple physical properties of a variety of everyday materials
 - Compare and group together a variety of everyday materials on the basis of their simple physical properties

Geography

We will continue with our Geography topic is human/physical geography which will link to our Great Fire work. We will start by locating Northampton and Southwold on a map and , we will investigate the geographical features of these towns by considering if they are human or physical features. Year 2 will have the opportunity to reflect on their knowledge gained during Geography last year.

- Targets:**
- To locate Southwold and Northampton on a map of the United Kingdom.
 - To compare and contrast geographical features of town studied.

History

This term we will continue our history topic *The Great Fires*. After finishing our Great Fire of London work we will focus on two other great fires: 'Southwold' and 'Northampton'. We will consider the reasons for these two fires and compare those to the ideas we found out about the fire in London. We will place the new fires on our timeline to consider when events in history have taken place.

We will then focus on how houses have changed since the 17th century and compare the architecture in the three different locations. This will include considering how things were built differently due to the impact of the great fires. We will use this knowledge to write an explanation text detailing the differences.

During this work we will also write a recount of the Great Fire of London as if we were an eyewitness at the time.

- Targets:**
- To place a historical event onto a timeline
 - To know that 1666 is a long time ago and know how life was different then
 - To know what an eyewitness is
 - To explain why the Great Fire of London spread

Computing

This term the children will be learning how to be TV chefs!

The unit will include:

- Learning what algorithms are and how they are implemented as programs on digital devices
- Use video cameras to capture moving images
- Develop collaboration skills
- Recognise common uses of information technology beyond school
- Discuss work and think about how it can be improved
- Continue word processing online safety posters

Music

The children in Class I will again be taught this term by Mrs Enright. We will focus on contrasting musical elements. The children will understand the importance of listening within music, with the focus on loud, quiet, high, low, smooth, jumpy, fast and slow. The children will also continue to develop rhythmic and concentration skills.

Religious Education (RE)

This term Class I will continue to learn about celebrations in *Hinduism*.

With Diwali approaching, the children will be learning about the significance of this festival of light from a special visitor, Neelam Aggarwal from the Indian Hindu Welfare Association. Neelam will visit on Thursday 1st November and talk to the children about what it means to be a Hindu, answer their questions and run a very interactive session where they will be allowed to try on traditional clothes and hold various Hindu artefacts.

In the weeks following this visit, the children will be enjoying the following RE sessions:

- What is Diwali? Starting with the story of Rama and Sita
- Making Diwali lanterns
- Henna Hand designs
- Making cardamom and rose burfi

If your child has an allergy to any of the following ingredients (or you would prefer them not to try the following foods in school) **please notify us by November 15th**:

- * coconut milk
- * desiccated coconut
- * sweetened condensed milk
- * granulated sugar
- * cardamom powder
- * rose essence
- * pink food colouring
- * shelled pistachios

- Creating coloured sand mandalas
- Make 'moving picture' Rama and Sita Diwali cards in DT

Finally, children will revisit their 'never heard the word grids' that they completed at the start of last term to help them reflect upon what they know now that they did not know before.

Please could you send your child with an empty jar (preferably with the label removed) for making their Diwali lanterns? Thank you



ART

Linking with our computing topic *We are TV Chefs*, the children will be designing and making their own pizzas and recording each other as they present this process to camera.

To link with our Science topic *Everyday Materials* the children will be designing and weaving their own patterns using paper plates as a base. They will be allowed to make their own choices of texture and colour to make their own unique design during this work.

DT

Moving Pictures is the theme for DT this term and this will be linked to both RE and Christmas. In RE the children will make Rama and Sita characters from card, attach them to lolly sticks and push them through a card background to create a Happy Diwali card with moving characters.

The children will transfer this skill to moving picture Christmas cards too.

We will be completing our Great Fire of London houses project, now the children have painted the base coat of their houses they will move on to adding the features to turn them into 17th century houses. The children will consider the design and building materials from that time and consider how these changed following the fire. Thank you for all the boxes we received to help us undertake this project.

PE

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

Please note that PE kits should be brought into school on a Monday and remain until Friday in case of an alteration to the timetable or an extra PE lesson. Please ensure your child has kit for indoor and outdoor PE including outdoor trainers.

The focus for our unit of work with Mr Gordon is *Gymnastics*. 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 and as part of a group.

PSHE

Our themes of the 5R's and Growth Mindset will continue to be explored through the arrival and hanging of our six Growth Mindset banners and the themes will be part of everything we do in the coming weeks and months. A 'can do' attitude will be particularly valuable as we go into full Aladdin production!

Belongings and Toys from Home

We encourage children not to bring toys in from home as experience has shown that they can get lost or damaged at school and can sometimes be a distraction to the children during the school day.

Thank you for your cooperation in this matter.

