



Dear Parents

Welcome to the Autumn Term. We hope you have had a lovely summer break and a big welcome to our new reception children. We have lots of exciting learning opportunities for your child to enjoy over the term.

Mrs Littlewood & Mrs Garley
Class Teachers

Literacy



Our story this term is a quest called *The Bog Baby*. We will be focussing on developing story openings using this story which the children will innovate to write a sequel.

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 One's non-fiction skill focus will be *Instructions*. The children will look at the features of an instruction text by hearing, mapping, stepping and speaking a model text.

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:

Sentence structure: Subordination
Sentence structure: Coordination
Expanded Noun phrases
Statements, questions, commands and exclamations
Past and Present tense
Continuous verb forms

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

Year 1 children will continue with the phonic sounds that they were learning throughout their reception year. In the first instance this will be by consolidating last year's understandings and then daily working their way through the Phonics programme that we provide. In the summer term all Year 1 children will take the National Phonics Screening Test to ensure that they have retained the phonic sounds that they have been taught.

Children in Year 2 will start to work through the National Curriculum spelling rules in place of their daily phonics lessons. These will be further supported in their word builder books, which will be sent home with their homework books each week.

The spelling rules covered this term will be:

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y: badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y: race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words: knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words: write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words: table, apple, bottle, little, middle
The /l/ or /əl/ sound spelt -el at the end of words: camel, tunnel, squirrel, travel, towel, tinsel

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 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

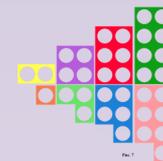
Homework is given out on a Friday and needs to be handed in by the following Thursday at the latest.

This year children will not have a weekly homework task set as they have done in the past, as we will be emphasising the learning of multiplication tables, 2, 3, 5 and 10 over the course of the year.

Those children who are new to Key Stage 1 will be given word -building books. These are 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.

Please continue to listen to your child read each day if you can. 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:

Number and place value

- Recognise the place value of each digit in a two-digit number (tens, ones)
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- Read and write numbers to at least 100 in numerals and in words
- Use place value and number facts to solve problems

Calculating

- 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.

Shape, Space and Measure

Year 2

Measurement: Centimetres

- Comparing increasing lengths
- Ordering lengths
- Introducing centimetres
- Presenting data in a pictogram
- Measuring non straight lengths
- Investigating centimetre rulers

Geometry: Making and classifying polygons

- Introducing polygons and angles
- Making and naming pentagons, hexagons, heptagons and octagons
- Identifying polygons and recognising congruent similar shapes
- Identifying and classifying polygons and non-polygons

Year 1

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

- To experience situations when it is useful to add.
- To understand the word 'total'.
- To understand subtracting as take away and decrease.

- To begin to understand that adding can be done in any order.
- To use and read the words 'and', 'add', 'plus', 'makes' and 'equals' in adding number sentences.
- To understand the operation of adding through solving problems.

Recognising and naming 2D Shapes

- Exploring flat geometric shapes and patterns
- Making large shapes from smaller ones
- Recognising common 2D shapes
- Categorising squares and oblongs as rectangles
- Sorting and classifying 2D shapes

Measurement, comparing ordering and measuring lengths

- Comparing lengths using a range of vocabulary
- Identifying and comparing length and width
- Measuring distance using non standard units

Measurement: Introducing the 1p, 2p, 5p and 10p coins

- Understanding value and exchange
- Introducing 1p and 2p coins and talking about pennies and pence
- Adding with 1p and 2p coins
- Introducing 5p and 10p coins
- Selecting the fewest coins and investigating equivalence

Times tables

Please use the Interactive Recourses website to help with times table practice at home. The IR login 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

Our Science topic this term is *Animals including humans*. We will start by investigating key scientific vocabulary using a Never Heard the Word Grid. We will learn the definitions of these new words by story mapping using the Talk for writing format. We will investigate the senses and work practically to find out how each of the five senses work.

We will then look at a variety of animals found in the Arctic and Antarctic to investigate animal types and habitat. We will consider the differing structures of animals by devising a key to find out if an animal is a fish, amphibian, reptile, bird or mammal.

Finally we will investigate autumn by exploring our outside space and record our findings.

- Targets:**
- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
 - To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
 - To identify and name a variety of common carnivores, herbivores and omnivores.

Geography

This term's geography topic is human/physical geography which will link to our Great Fire of London history work. We will start by locating London on a map of the UK and the world. During this topic, we will investigate the geographical features of London 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 London using an atlas
 - To compare and contrast geographical features

History

This term we will begin our history topic *The Great Fires* starting with *The Great Fire of London*. We will start by creating a timeline to show when this happened and move on to find out the key events using a 'History through Stories' narrative using the Talk for writing format. We will look at historical sources to consider how life was different in 1666 and find out about eyewitnesses such as Samuel Pepys. We will then write our own recount as a diary entry as if we are a first-hand witness to the fire.

Finally we will reflect on why the fire spread and use this knowledge to write an explanation text. Following this work we will write a set of instructions 'How to fight a fire using 17th century fire fighting equipment'.

- 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 engaging in a computing unit called *Developing online Safety Guidelines* where they will learn to:

- Create a set of rules to help them stay safe online
- Create a worry box to prompt them to share questions or worries they have about online activity of any kind
- In groups, make a short information video aimed at other children with top tips on balancing screen time with other activities and the importance of such.

This unit will have cross-curricular links to Literacy. Towards the end of term children will use Pie Corbett's Warning Tale tool kit to create a story about the importance of being a good digital citizen using a mixture of Microsoft Word, PowerPoint and iPhoto.

As usual, the first computing lesson of the term will be solely focussed on online safety. Children will be shown an animation of 'The adventures of Lee and Kim' which you are welcome to watch at home with your child and discuss prior to the lesson. This can be found at the following link: <https://www.youtube.com/watch?v=-nMUbHuffO8>

Children will then be supported and encouraged to reflect on the main points about staying safe online through discussion and poster making.

Music

The children in Class I will be taught this term by Mrs Enright and will focus on speaking and chanting short phrases, making changes to their voices to express different moods. They will sing a variety of songs both accompanied and unaccompanied, co-ordinating actions to go with the song and playing percussion instruments by tapping, scraping and rattling.

Religious Education (RE)

This term the children will be learning about the Hindu family celebration of Raksha Bandhan. By the end of this unit children should be able to:

- Identify and describe the key features of Raksha Bandhan and its importance to Hindus
- To consider the importance of food in celebrations
- To know the key features of the Rakhi tying ceremony
- To know that Hindus consider all relatives to be of great importance
- To know that celebrating is a common human experience
- To know that religions usually involve celebration
- To identify people who are important to us

ART/DT

Our Art work this term will link to our history topic *The Great Fire of London*. We will be investigating paintings of the fire by using painted backgrounds and collage to create the houses. During this work we will look at painting from the time.

We will be constructing models of 17th century houses and the children will consider the design and building materials from that time. It would be appreciated if you could send in any boxes (varied sizes – eg: shoe boxes, cereal boxes, tea-bag boxes) you may have at home to help us with this work.

During RE children will make a Rakhi bracelet for our mock ceremony. This will include threading tiny beads, weaving and cutting out preferred shapes. Children will also be measuring. In RE children will be making sweets for the Raksha Bandhan ceremony.

In ICT children will be making an online worry box using a net of a cube and various collage items to decorate.

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 *Activity games (Football Skills)*. In this unit, children develop basic motor skills and hand eye co-ordination using football related games. They have an opportunity to play one against one and in small teams. The children improve and apply their basic skills in games. Children will play games that involve simple choices and decisions on spatial awareness to avoid opponents, keep the ball and score points.

PSHE

This term our assembly focus of *Developing a Positive Mindset* will continue. Alongside this, as a staff we will be exploring how to further develop self-regulated learning. Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves. As well as this we will be adding mindfulness to our agenda. This is the further development of effective learning: to pay attention, on purpose, to the present moment (Grossman 2016). To develop this we will be introducing mindfulness activities into the classroom/ assemblies.

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.

