**Heathcoat Primary School**

**Year 2 Autumn Term Newsletter**

**September 2021**

Dear Parents/Carers,

We are delighted to welcome all of the children back to school. We hope that you have all had a really relaxing and enjoyable summer holiday. Here are the exciting new topics that the children will be exploring in Year 2 this term.

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| **Autumn Term 2021** | | |
| **Subject** | **1st half term** | **2nd half term** |
| **English** | **Augustus and His Smile- fiction**  **Teaching Focus:**   * conjunction ‘but’ * expanded noun phrases * commas in a list * past tense verbs   **What do you do with a Tail Like This? - non fiction**  **Teaching Focus:**   * subordination * statements and questions * question marks * verbs | **Fatou Fetch the Water- fiction**  **Teaching Focus:**   * conjunction ‘and’ * statements and questions * question marks * expanded nouns   **This is How We Do It- non fiction**  **Teaching focus**   * contractions * noun phrases * verbs * present tense |
| **Mathematics** | **2:1 Number Sense (3 weeks)**  *Number, place value and rounding*   * count in steps of 2 and 5 from 0 and in tens from any  number, forward and backward * recognise the place value of each digit in a two-digit  number (tens, ones) * identify, represent and estimate numbers using different  representations, including the number line * compare and order numbers from 0 up to 100 * read and write numbers to at least 100 in numerals * use place value and number facts to solve problems   **2:2 Additive Reasoning (3 weeks)**  *Addition and subtraction*   * solve problems with addition and subtraction:   – using concrete objects and pictorial representations,  including those involving numbers, quantities and measures  – applying their increasing knowledge of mental methods   * recall and use addition and subtraction facts to 20 fluently * add and subtract numbers using concrete objects, pictorial  representations, and mentally, including:   – a two-digit number and ones  – a two-digit number and tens  – adding three one-digit numbers | **2:3 Geometric Reasoning (2 weeks)**  *Geometry: properties of shapes*   * identify and describe the properties of 2-D shapes, including  the number of sides and line symmetry in a vertical line * identify and describe the properties of 3-D shapes,  including the number of edges, vertices and faces * identify 2-D shapes on the surface of 3-D shapes, [for  example, a circle on a cylinder and a triangle on a pyramid] * compare and sort common 2-D and 3-D shapes and  everyday objects   **2:4 Number Sense (2 weeks)**   * *count in steps of 2 and 5 from 0 and in tens from any*  *number, forward and backward* * *recognise the place value of each digit in a two-digit*  *number (tens, ones)* * *identify, represent and estimate numbers using different*  *representations, including the number line* * *compare and order numbers from 0 up to 100;* use <, >  and = signs * *read and write numbers to at least 100 in numerals* * *use place value and number facts to solve problems*   **2:5 Additive Reasoning (2 weeks)**   * *recall and use addition and subtraction facts to 20 fluently,* and derive and use related facts up to 100 * show that 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 |
| **Science** | Living things and their habitats   * explore and compare the differences between things that are living, dead, and things that have never been alive * identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other * identify and name a variety of plants and animals in their habitats, including microhabitats * describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. | Animals, including humans   * notice that animals, including humans, have offspring which grow into adults * find out about and describe the basic needs of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. |
| **PE** | **Use Real PE scheme (and Jasmine website)**  **FUNs 10- Coordination-** Footwork  **FUNs 1- Static Balance-** One Leg | **FUNs 6- Dynamic Balance to Agility-** Jumping and Landing  **FUNs 2- Static Balance-** Seated |
| **ICT** | **Mouse Skills, Logging on, Dance Mat typing, Digital Literacy**   * learning to log onto the school network * using programmes such as Word and Paint to developing computing skills (font size and colour, creating a picture) * learning to touch-type using Dance Mat typing | |
| **DT** | **Balanced Diet**   * learning about the sugar processing from a plant to refined sugar, looking at a range of foods to see how much sugar they contain * tasting different combinations of food and designing a healthy, balanced wrap | |
| **Geography** | **Why don’t penguins need to fly?**  · Identify, recognise and describe the key geographical features of the Antarctic environment;  · Identify ways in which penguins are adapted to the Antarctic environment;  · Identify countries in Africa which lie within the Sahara Desert;  · Identify, recognise and describe the key geographical features of the Sahara Desert;  · Describe ways that the Arctic region and North Pole is similar to and different from (compare and contrast) Antarctica and the South Pole and offer reasons for such differences; |  |
| **History** |  | **How do we know so much about where Sappho used to live?**   * **Identify, recognise, describe** and **suggest reasons** for the way in which people lived in the city of Pompeii based on the evidence of the reconstructions of modern-day artists; * **Describe** a ‘typical’ day in the life of Sappho, a wealthy young teenager, and **suggest reasons** why she was able to live the life she did **compared** with many others in the city at the time; * **Identify** and **describe** in simple terms what the Roman Empire was and **recognise** some of the ways in which the lives of the rich and poor were different in the city of Pompeii; * **Describe** and **provide reasons** for the causes and effects of the destruction of Pompeii in ad 79; |
| **Music** | **African call and response song: Animals**   * hearing and replicating animal sounds, using instruments, experimenting with the variations of timbre * using voices to imitate animal noises and taking part in a ‘call and response’ structure * creating own ‘call and response’ using instruments and recording notation * performing own ‘call and response’ to the class | **Orchestral instruments: Traditional stories**   * introduced to instruments within the orchestra and identify the sound of instruments within a piece of music * analyse how music can convey different moods or narrative aspects * use understanding of timbre, tempo and dynamics to tell a traditional story * perform traditional stories to the class |
| **Art** | **Drawing**  • Look closely at natural objects, talk about different aspects and know how to make a controlled drawing.  • Know how to represent texture and tone by using a variety of different marks.  • Begin to use a sketch book and know why sketchbooks are important to artists  • Use a variety of drawing techniques such as hatching, scribbling, stippling and blending to create light / dark lines | |
| **RE** | **Who is a Muslim and how do they live?**  • Recognise the words of the Shahadah and that it is very important for Muslims.  • Give examples of how stories about the Prophet show what Muslims believe about Muhammad.  • Give examples of how Muslims use the Shahadah to show what matters to them.  • Give examples of how Muslims put their beliefs about prayer into action.  • Think, talk about and ask questions about Muslim beliefs and ways of living. | **Why does Christmas matter to Christians?**  • Recognise that stories of Jesus’ life come from the Gospels  • Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians  • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas  • Think, talk and ask questions about Christmas for people who are Christians and for people who are not  • Decide what they personally have to be thankful for, giving a reason for their ideas. |
| **PSHE** | Use Jigsaw scheme  **Being me in my World**   * I can identify some of my hopes and fears for this year. * I understand the rights and responsibilities for being a member of my class and school. * I can listen to other people and contribute my own ideas about rewards and consequences. * I can recognise the choices I make and understand the consequences. | **Celebrating Difference**   * I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). * I understand that bullying is sometimes about difference. * I can recognise what is right and wrong and know how to look after myself. * I understand that it is OK to be different from other people and to be friends with them. * I can tell you some ways I am different from my friends. |

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| **Trips / visits:** | Exmoor Zoo |  |
| **Dates for your diary:** | Half term: 25 – 29 October | 8 November – Parent consultations  10 November – Parent consultations  End of term: 17th December |

**READING**: It is really important that children complete repeat reading of their books. This is because on each read they are gaining a different skill:

* decoding,
* understanding
* fluency.

Please continue to support your child’s reading at home by hearing them read **at least 3 times each week.** Please record information about their reading in their reading record book.  Please remember to ask your child questions about what they have read or to summarise/explain what they have read to check their understanding.

Here are 3 example questions that you could ask when they read:

* **Tell me about what you have just read (summarise).** Can they clearly explain to you what has just happened?
* **What do you think is going to happen next? Why? Explain why you think this.** A good example of an answer would be: I think the main character will go back to the bike track because he was so excited last time, and even though he fell off, he wants to race because he said “I wish I could race my bike like those fast kids”. (The child is using what they have read, including quotes, to explain their ideas – even if they are not right about what happens next. They are showing a good guess based n what they have read).
* **Which words do you not understand?** Ask them to try to work out what the word means from the rest of the sentence. Then look up the word on a computer/tablet or in a dictionary.

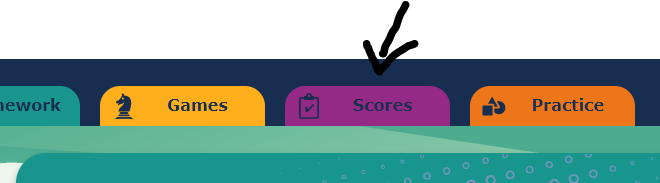
**Here is an example of what you might write in a reading record:**

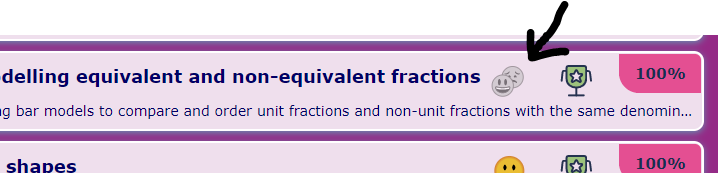
Read well to daddy. Could remember and tell me what happened in the story. Got stuck on reading the word ‘route’. Pg 12 next.

**Homework**: Maths and phonics homework will be set each week on a Friday via Google Classrooms. This is to be completed and handed in online by Wednesday.

We will, at times, set ‘My Maths’ homework.

It is important for children to complete the **lesson** and **practise** tasks **as well as** the **homework** section. This enables them to reinforce learning and see fun graphics which explain topics. Lots of these lessons are fun games that you can play together. The games help to remind children of efficient ways of working and will also show you how the maths topic is being taught. When they finish their homework, your child can rate how well they did – e.g. did they feel a bit unsure? Did they totally understand it? Click on the tab marked SCORE and then the relevant statement and face to show how they feel they did.





**Useful websites**:

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| **Topmarks** | fun maths games | <https://www.topmarks.co.uk/> |
| **Phonics Play** | play free phonics games to help reinforce the phonic sounds learnt at school | <https://www.phonicsplay.co.uk/> |
| **Scratch** | a fun coding ICT site where children can create their own animations | <https://scratch.mit.edu/> |

You can help your child at home by using the above websites and encouraging them to learn through play.

You can also help them to research animals and how they have adapted to survive in their environment.

If you aren’t a member already, the local library in town is free to join and is a great place to visit with your children so they can do research or borrow books to read at home.

**PE**: Our PE days are Monday and Wednesday. Children should come to school wearing their school PE kit on these days. This includes a white PE shirt or t-shirt in their house colour, plus their school jumper. They must wear sensible trainers. Earrings must be removed or covered with tape for safety.

**Outside learning**: Please remember that children will often be going outside to learn. They will need waterproof coats in school each day- as you know our English weather can be unpredictable!

We hope this information is helpful. Please do not hesitate to email us if you require any further guidance.  We now have a year group email: year2@heathcoat.devon.sch.uk This will be checked on a Monday, Wednesday and Friday. If you need to get an important message to us urgently, please contact the office on 01884 252445 or email them on [admin@heathcoat.devon.sch.uk](mailto:admin@heathcoat.devon.sch.uk).

We are looking forward to a really exciting term of learning.

Yours sincerely,

Miss Davis, Miss Pearson (Year 2 Class Teachers)

Mrs Budden (KS1 Team leader)