

<p>English</p> <p>We will begin by reading 'Where the Wild Things Are'. The children will develop descriptive language through the use of fantasy settings as well as working on characterisation and emotional responses to texts. Children will develop their understanding of narrative structure and apply this within their own writing.</p> <p>After this, the children will be reading Poems to perform. Children will listen to poems from this collection throughout the sequence; expressing interest and preferences and making choices for their own class anthologies on a preferred theme. The children will engage in recital and expressive performance. They will explore vivid imagery to inspire a creative response and interesting use of language to play around with and extend interest in the meaning of words which the children will use to compose their own poetry</p> <p>SPaG</p> <p>Children will use capital letters for people, places, days of the week and the personal pronoun I (inc days of the week and months of the year). Children will learn how to use familiar and new punctuation correctly (full stops, capital letters, exclamation marks and question marks). Additionally, they will join words and clauses using 'and', use commas to separate items in a list and use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>Maths</p> <p>First we will focus on children's ability to read and understand numbers to 100. They will use their growing understanding of place value to help them sort, compare and order numbers. Within this unit, children will revise their understanding of different representations of numbers and also meet other representations for the first time. They will use these representations to show a number's '10s' and '1s' and use this to help them compare and order. Children will use part-whole models and place value grids to show their partitioning of numbers and use these to support their reasoning when comparing and ordering. Moving on from partitioning and ordering numbers, the children will begin to develop their ability to count forwards and backwards efficiently in steps of 2, 3, 5, and 10.</p> <p>In our addition and subtraction unit, children will build upon the number bonds to 10 that they will have learned in Year 1. Children are introduced to writing fact families of equations, and to relating addition and subtraction operations. As a result, children learn to use the inverse of one operation to check calculations using the other operation. Children will also be introduced to the concept of 'make 10' to aid mental calculations. The key learning is being able to work confidently with numbers as 10s and 1s, and to understand the counting patterns, as well as the application of number bonds, to deal with 10s and 1s in efficient ways</p>	<p>Science - Does everything live in a house?</p> <p>The children will spend time grouping things by whether they were living, non-living or dead. We will work together to create rules and characteristics to help us sort things into these groups. We will take this learning out of the classroom and hunt around the school grounds, putting the things we find into one of three groups.</p> <p>Children will learn about habitats and how they provide for the basic needs of life. They will then learn to identify common plants, animals and insects in our school grounds. We will learn about microhabitats and how each creature is perfectly suited for its own habitat. The children will research a habitat for a chosen animal and use their acquired knowledge to build a mini version of this habitat. The children will also learn about food chains and learn to recognise them within habitats in our local grounds.</p> <p>You could explore your local environment, choose one living thing that you find and help your child create a food chain that it could be part of.</p>
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<p>Information and Reminders</p> <ul style="list-style-type: none"> ★ Please could you make sure that your child has their reading planner in school every day? ★ Children can collect a range of rewards for reading frequently at home! Please sign your child's reading record every time you read with them to help them to gain their tallies. ★ Please check that your child brings their water bottle into school each day. ★ PE days 2RC: Wednesday & Thursday 2JF: Tuesday & Wednesday. 	<p style="text-align: center;">Year 2 Newsletter Autumn 1</p> <p style="text-align: center;">2RC - Mrs Cant rosalynd.cant@cragside.northumberland.sch.uk</p> <p style="text-align: center;">2JF-Mr Flynnwood joshua.harries-wood@cragside.northumberland.sch.uk</p>	<p>Topic - History</p> <p>School in the past</p> <p>In this unit the children will Correctly order and date four photographs on a timeline and add some dates. Ask questions about schools in the past. Make comparisons between schools in the past and present. Use sources to research and develop an understanding of what schools were like 100 years ago. Identify the features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. State whether they would have preferred to go to school in the past or not and explain why.</p>
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<p>RE - Who is a Muslim and how do they live?- Part 1</p> <p>In this unit children will learn about Muslims belief in Allah as the one true God (tawhid.). How the Shahadah expresses Muslim belief (iman); when, how and why Muslims use it. • How Muslims use 99 Names for Allah to help them understand Allah better; They will find out about the use of calligraphy. Children will learn about Muhammad as God's messenger; explore stories of what the Prophet said and did and that they are very important in Islam. They will find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an on the 'Night of Power'. The children will have an opportunity to visit a local Mosque.</p> <p>PSHCE</p> <p>In PSHCE, children will be negotiating rules to start our school year. They will then focus on 'Happy Friendships'. We will focus on; characteristics, friendships, personal boundaries, safe/unsafe situations, unwanted touch and feeling worried/unsafe in school.</p>	<p>PE and Sport Fundamentals</p> <p>Children will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment.</p> <p>Invasion</p> <p>Children will develop their understanding of invasion games and the principles of defending and attacking. They use and develop skill such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands.</p> <p>At home, please encourage your child to be active for the recommended daily amount.</p>	<p>Computing Technology around us</p> <p>In our Computing lessons we will be identifying different forms of ICT. We will then discuss how we can use it responsibly and safely. Then we will consider how it can improve our world in school and beyond.</p> <p>MFL- I'm learning French</p> <p>In this unit the children will locate France, Paris and a few key cities on a map. They will say their name and how they are feeling. They will learn up to 10 colours and count from 1-10 in French.</p>	<p>DT - What makes a healthy lunch?</p> <p>In this unit children will be finding out about a balanced diet, evaluating products, planning, designing, making and evaluating a healthy chilli.</p> <p>Music Ourselves- (Exploring sounds)</p> <p>Discover ways to use voices to describe feelings and moods. Explore, create and perform vocal sounds and notate pitch duration building performance. (Cross curricular link- English/PSHE)</p> <p>Toys- (Beat)</p> <p>Move and play to a steady beat and sequences of sounds. Learn to control and change tempo as they take a scooter ride. (Cross curricular link- PSHE)</p> <p>Classical Musician Focus</p> <p>Kerry Andrew- No Place Like (BBC Ten Pieces)</p>
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