

<p>English</p> <p>Year 2 children will be working in groups completing a daily Read Write Inc. session. The children will read a range of texts which are targeted at their level of phonological awareness and knowledge. The children will have a daily speed sound session where they focus on their target sound. They will explore texts in partners and respond to a range of comprehension questions. They will complete writing tasks such as holding a sentence, writing a sentence and creating their own texts, inspired by what they have read.</p> <p>The children will also complete grammar work, where they proofread sentences , identifying and correcting errors.</p> <p>Children will also learn a range of red words, which cannot be sounded out using phonological knowledge.</p>	<p>Maths</p> <p>We will make sure to assess children's current attainment and address any gaps there may be from the Year 1 curriculum.</p> <p>Children will develop understanding that 10 is one group of ten, 20 is two groups of ten, etc. They will then use 'dual counting' to count in groups of ten, saying 'no tens, one ten, two tens, three tens...' as well as 'Zero, ten, twenty, thirty...' Building on this, children will count in multiples of ten, to add and subtract ten from a multiple of ten. They will apply ordinal knowledge and number facts within then, to understand the position of multiples of ten in the number system, and addition and subtraction of multiples of ten.</p> <p>For the next unit, children will learn about the addition of three or more single-digit numbers in the context of both aggregation (e.g, if Sarah has 3 pencils and Tom has 2, how many pencils are there altogether?) and augmentation (e.g, There is a crate containing 5 bottles, 4 more are added. How many bottles will the crates have now?) They will understand the importance of the laws of commutativity and associativity in the context of adding three or more numbers. Children will practise applying written and mental strategies for the addition of three or more addends, using partitioning, commutativity and associativity.</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 groups, 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. ★ Spellings will be set by your child's phonics teacher, when a new book has been started in school. ★ Please check that your child brings their water bottle into school each day. <p>PE days 2RC: Tuesday and Wednesday 2JF: Tuesday & Thursday.</p>	<p>Year 2 Newsletter Autumn 1</p> <p>2RC - Mrs Cant rosalynd.cant@cragside.northumberland.sch.uk</p> <p>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</p> <p>Yoga</p> <p>During our topic on yoga the children will learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body building strength, flexibility and balance.</p> <p>Invasion games with an NFU Coach</p> <p>Children will develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills, 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</p> <p>This half term, children will look at a range of issues regarding e-safety. We will discover how useful the internet can be when used correctly and learn how to use the internet safely to find out information. The children will also learn how computers can be used for communication with family and friends safely.</p> <p>In coding, we will be writing code for a specific outcome and debugging to overcome any issues.</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 - Snack bars for sale!</p> <p>In this unit children will be finding out about a balanced diet, evaluating products, planning, designing, making and evaluating a snack bar to give away during parents evening.</p> <p>Music</p> <p>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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