

Ideas to support your child's learning at home this half term

Research 'The Great Fire of London' by using the internet. Think about what caused the fire and why it spread so quickly. Can you draw a picture of the bakery where the fire started?	We are exploring William Morris's style of printing in Art. Choose 2 or more leaves of different sizes or shapes, paint them and use them to make prints on paper. You can use as many different colours as you want.	Create an information leaflet about an animal of your choice. Include awesome facts about the animal, its habitat, where it comes from, and the food it eats.
Can you create an animal dance using the movements of 3 of your favourite animals?	We are reading 'Augustus and His Smile'. Can you think about what makes you sad and what makes you happy? Draw a picture of all the people and things that make you happy.	We are learning about festivals and about Christmas. Can you follow a recipe with your adult's help and bake a festive treat?

General reminders

- Please ensure your child arrives at school equipped and ready at their allocated time
- Please keep us informed of anything which may affect your child within school
- Please ensure everything is labelled clearly with your child's name - clothing, bags, water bottle, coats, hats, gloves etc.
- Please read with your child every day - school reading books plus a variety of other books from home or the library
- Speak to your child's teacher if you would like any further information on how to support your child's learning at home

Year 2 Curriculum Information

Autumn 2nd Half 2020



Welcome to Fox and Badger classes

Our teachers are Miss Annal (Fox Class) and Mrs Siebu (Badger Class)

Our teaching assistants are Mrs Ryan, Miss Hunt and Mrs Buckley

Please remember					
	Monday	Tuesday	Wednesday	Thursday	Friday
Book bag and water bottle	✓	✓	✓	✓	✓
Maths homework, mental maths books and spelling books			✓		
Library book bag				✓	
Recorder				✓	

PE is on Monday, Wednesday, Thursday and Friday. PE kits should stay in school and all bags and items must be clearly labelled with your child's name.

Welcome back to the new half term!

In the second half of this term our history focus will be learning to observe and handle evidence that help us to ask questions and find answers to questions about the past. The significant historical events we will be learning about will be centred primarily around 'The Great Fire of London' as well as exploring the Gunpowder Plot. We will be learning about the different types of printing in Art and the influence of William Morris's work. On the back of this leaflet are some suggestions for ways in which you could support your child's learning this term. Thank you.

Please see below information about what your child will be learning in each subject this half term.

English

- Narrative—Augustus and His Smile
- Use the above shared text as a model for writing and re-tell the familiar stories with events in sequence, writing down ideas, and/or key words.
- Write sentences using full stops, capital letters and expanding sentence using 'and, or, but'; 'when, if, that, because'.
- Read aloud what they have written with appropriate intonation to make meaning clear to the audience.
- Phonics - revise all sounds and patterns taught in previous years (phase 2-5), and begin to introduce year 2 spelling rules (these will be sent home weekly).

Maths

- Explore equal or unequal groups and remainders when multiplying and dividing.
- Explore fractions by applying their knowledge of sharing into equal groups to find fractions of shapes.
- Explore a range of 2-D shapes to identify equal and unequal parts.
- Identify whether a shape has been split into halves, quarters or not.
- Continue to practise using mental strategies for addition and subtraction.

History

- Identify and compare the similarities and differences between ways of life in different periods.
- Observe or handle evidence that help them ask questions and find answers to questions about the past.
- Organise and summarise information they have found out about by looking at historical sources.
- Explain how we use a range of artefacts, pictures, stories, online sources and databases to find out about the past.

Art

- Compare pieces of work by notable artists.

Science

- Explore and explain the differences between things that are living, things that are dead and things that have never been alive.
- Identify and name a variety of plants and animals in their habitats.
- Gather and record data to help answer questions.
- Identify that most living things live in habitats to which they are suited.
- Ask simple scientific questions.
- Describe how different habitats provide for the basic needs of different kinds of animals and plants.
- Describe how animals obtain their food from plants and other animals using a food-chain.

Religious Education

- Retell and suggest meanings to some religious and moral stories, think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.
- Understand how festivals bring people together and consider what makes a festival.
- Identify the key events in the Christian nativity story.
- Understand why Christmas is important to Christians.

Computing

- Understand that digital devices need precise commands to perform a task.
- Understand that images can be sequenced to tell a story or describe an event or process.
- Understand that digital images can be stored in electronic collects (on and off) and searched using keywords and menus or categories.
- Understand that objects can be animated in different ways.

Personal, Social and Health Education (Jigsaw)

- Understand that sometimes people make assumptions about boys and girls.
- Start to understand some ways in which boys and girls are similar and ways in which they are different.
- Understand that bullying is sometimes about difference.
- Help make my class a safe and fair place.
- Know some ways to make new friends.
- Understand that differences make us special and unique.

Physical Education

- Work co-operatively in pairs and threes to create a dance.
- Respond to different stimuli (music, bubbles and a poem).
- Change and vary action – showing contrasts in shape, speed and size.
- Select and use appropriate basic dance skills.