



## REMINDERS & NOTICES

Welcome to Year 2, I hope you all had a good summer break and are looking forward to the term ahead.



### P.E. Kits

P.E. days are Monday and Thursday. Thursday will be outdoor PE and Tuesday will be indoors. However, the children should have a full indoor and outdoor PE kit in school (at all times), in case the weather forces us to change the day outdoor P.E. takes place.



### Homework

Homework will be given on a **Friday** and should be returned before the following **Wednesday**. It will consist of a short-written task and an optional task that will be linked to our Creative Curriculum or Science topic (*taken from a choice menu given at the beginning of each half term*) and a short maths task (differentiated, given weekly). The children will also receive spellings and times tables that they must learn for weekly tests and they are expected to read their reading book at least 5 times a week (and record this in their reading diaries). Reading miles passports with rewards will be sent home to encourage you to read more. These tasks you can complete with your child at home, will help them improve over the half term.



### Questioning

In KS1 the main types of questioning promoted are **Compare and Contrast** (e.g. how is Warrington similar/different to London?) and **Basketball questioning**. This means the question is 'bounced' around the classroom. Or, a question is posed and a student is asked to answer the question. The teacher then asks another student to expand on that answer further and then another student is asked to evaluate the response e.g. All children should wear a school uniform – discuss.



### Snacks and Water

A reminder that snack for morning playtime should either be money for toast (provided in a purse/wallet or envelope) or a healthy snack such as fruit, crackers or a small sandwich. Snacks for the afternoon are not necessary as fruit is provided by the school. Children should have a transparent drink bottle filled with water in school every day.



### School Uniform

Please refer to the school's uniform policy (including P.E kit policy) on the school's website. [www.callands.warrington.dbprimary.com](http://www.callands.warrington.dbprimary.com). A coat must be brought to school every day, regardless of the weather, just in case. Stud ear-rings only and these **must** be removed prior to P.E sessions.

Your child's happiness and well-being is of paramount importance and therefore any concerns or questions that you or your child has I want you to feel able to speak to me about them. The quicker you let me know if you think there is a problem the sooner we can sort it out together, so please do not hesitate to make an appointment to speak to me.

Regards  
Mrs Leel


# Autumn Term A 2017


## Teacher Name: Mrs Lee



## Year/Class: Y2L





# Curriculum Overview


<p><b>PSHE</b> Core Theme 1: Health and Well-being <b>Fundamental British Values:</b> Rule of law <b>Community Values</b> Respect for yourself, thoughtfulness, happiness acceptance <b>5Rs relationships,</b> responsibility</p> <p>The children will learn about</p> <ul style="list-style-type: none"> <li>• good not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</li> <li>• change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>• the process of growing from young to old and how people's needs change</li> <li>• growing and changing and new opportunities and responsibilities that increasing independence may bring</li> </ul> <p> <b>Talk to a teenager, adult and older person. How is their everyday life similar and different to yours?</b></p> <p><b>UNICEF RIGHTS (We will be focussing on this term)</b> The freedom to say what you think (Article 13 – every child must be free to say what they think and to seek and receive all kinds of information as long as it is within the law) The right to believe what you want (Article 14 – every child has the right to think and believe what they want and to practise their religion as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right)</p> <p><b>Social, Moral, Spiritual and Cultural understanding</b> This will be promoted across the curriculum daily. <b>Which activities do you like doing as a family? Why is it good do things together sometimes?</b></p>
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<p><b>Mathematics</b> This half term we will be covering the following objectives:</p> <p><b>Number -place value</b> Count in steps of 2, 3 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 to 100 using different representations including the number line. Compare and order numbers from 0 up to 100; Use &lt;, &gt; and = signs. Read and write numbers to at least 100 in numerals and words. Use place value and number facts to solve problems</p> <p><b>Number –addition and subtraction</b> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 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 and written methods.</p> <p> <b>Practise counting in patterns of 2,5 and 10 (3,4,8)</b></p>
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<p><b>English</b> This half term we will study two fiction books in depth - Wild by Emily Hughes and Alice in Wonderland (Abridged version) by Emma Chichester Clark. Children will read and respond to Transport poems and write a recount. When writing, we will concentrate on writing extended sentences that include a variety of conjunctions and expanded noun phrases. In handwriting we will be practising using cursive joined up writing. We will work on ensuring that children produce lower case letters that are consistent in size and that capital letters stand out. Phonics and spelling will be taught daily following the Year 2 expectations. Children read once a week in a guided group session with the teacher. This will focus on comprehension skills.</p> <p> <b>Read every day to an adult. Write for pleasure e.g. a weekend diary. Practise cursive joined up handwriting.</b></p>
<p><b>Science</b> Living things and their habitats Children will explore and compare the differences between things that are living, dead, and things that have never been alive. They will 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. They will identify and name a variety of plants and animals in their habitats, including micro-habitats. They will 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. Focus for Enquiry: Why do animals and plants live in different places? Subsidiary focus: How do animals protect their habitats?</p> <p> <b>Collect snails and slugs to add to the habitat we will create in class. Can you find out any interesting facts about these creatures?</b></p>



<p><b>Computing</b> The children will learn about being creators The children will learn that technology can be used to communicate ideas and will recognise common uses of information technology beyond school. They will recognise that some forms of communication are better than others. They will also be able to create, store and retrieve digital content and to use a branching database to integrate data</p> <p> <b>With a grown up, practise taking digital photos and making videos using your family and toys.</b></p>
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<p><b>Music</b> The children will use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will play tuned and untuned instruments musically. They will listen with concentration and understanding to a range of live and high-quality music. They will experiment with, create, select and combine sounds using the inter related dimensions of music.</p> <p> <b>Share some of the songs we are learning in school with an adult.</b></p>
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<p><b>RE</b> <b>Christianity God</b> This unit enables the children will examine Jesus as the perfect expression of God; he is 'The Christ'; Son of God; Saviour. The focus is on God as a source of power as revealed through the actions of Jesus. Opportunities are provided to explore the use of prayer in empowering Christians and to consider how pupils can be empowered to bring about change in their lives.</p> <p>Focus for Enquiry: What do people think is important to do daily, [weekly, monthly]? Why are these important?</p> <p> <b>Talk to your family members about visiting a place of worship and what type of activities they do every time they visit.</b></p>
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<p><b>Geography</b> Children will learn about the area in which they live and examine what is special about it. They will use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. They will track how far they have you travelled around the United Kingdom and discuss types of transport used. This will include naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Children will compare places they have visited to look for geographical similarities and differences in terms of human and physical geography. They will use world maps, atlases and aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Focus for Enquiry: Where do the wheels on the bus go?</p> <p> <b>Locate places you have visited in the UK on a map. Find out some interesting facts about one of the places and think about what makes it special.</b></p>
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<p><b>British Values</b> We will be learning about further tolerance and harmony between different cultural traditions e.g. in R.E and about the respect for democracy and support for participation in the democratic processes e.g. by voting in the school council elections.</p> <p> Do you think you would make a good School Councillor? Begin to write down ideas about why you think you would be great for the job showing what skills/attitudes you would need to have.</p> <p><b>Important dates/trips</b></p> <p><b>26.09.2017 - European Day of Languages</b> 27.09.2017 - Harvest Festival 03.10.2017 - World Mental Health Week 16.10.2017 - Black History Month</p> <p>In Autumn Term B, we will be visiting the Palace Theatre Manchester to watch the stage show of 'Nativity!'</p> <p></p>
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<p><b>Art - Painting</b> The children will focus on choosing, using and mixing their own colours to create quality art work that shows progression in skills. The children will have the opportunity to explore the life and work of key abstract artists and, working primarily in paint, to create pieces in a range of abstract styles Focus for Enquiry: Can all the colours of the rainbow be made by mixing different colours together?</p> <p> <b>Look around your home. Which colours do you think are 'warm' colours and which are 'cold' colours.</b></p>
<p><b>PE</b> <b>OUTDOOR: REAL P.E INDOOR: REAL GYM</b> Children will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. They will participate in team games, developing simple tactics for attacking and defending</p> <p> <b>Practise ball skills at home – use a variety of different sized balls and work on your ability to control them.</b></p>

