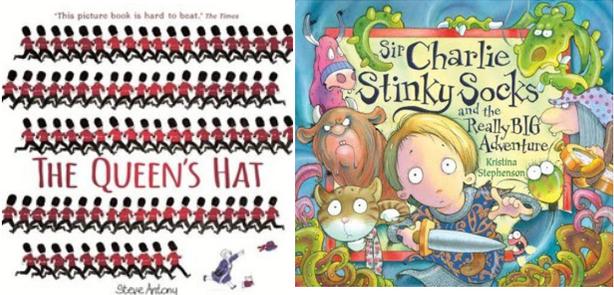


Communication, Language and Literacy	Castles, Kings and Queens Year 2 Autumn 1	Mathematical Development
<p>In literacy we will focus on reading skills in our daily Guided Reading sessions and individual reading times. Our writing focus will be specific commands for looking after a dragon as a pet and we will be drawing on the text- Sir Charlie Stinky Socks!</p> <p>We will read the story of the Queen's Hat and will be writing our own stories in this style and recreating the story in a school context.</p> <p>We will also be looking at labelling and caption writing skills and will be using Castle non-fiction books to create our own castle top trump cards.</p> <p>We will develop our speaking and listening skills in class sessions and in our castle role play area.</p>	<p>Dear parents, welcome to Year 2</p> <p>This half term, our topic has a History theme, looking at different Queens from different ages. We are very much looking forward to our visit to Windsor castle on Thursday 27th September.</p> 	<p>Pupils should be taught:</p> <p>Number - number and place value</p> <p>To count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.</p> <p>To recognise the place value of each digit in a two-digit number (10s, 1s)</p> <p>To identify, represent and estimate numbers using different representations, including the number line</p> <p>To compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>To read and write numbers to at least 100 in numerals and in words</p> <p>To use place value and number facts to solve problems</p> <p>Number - addition and subtraction</p> <p>To solve problems with addition and subtraction:</p> <p>To use concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>To apply their increasing knowledge of mental and written methods.</p> <p>To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>To add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <p>a two-digit number and 1s, a two-digit number and 10s</p> <p>2 two-digit numbers, adding 3 one-digit numbers</p> <p>To show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot</p> <p>To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>Measurement</p> <p>To compare and sequence intervals of time</p> <p>To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>To know the number of minutes in an hour and the number of hours in a day</p>
<p>Spiritual, Moral and Cultural development</p> <p>We will continue to focus on our spiritual, moral and cultural development through assemblies and class sessions and a focus on school rules and setting our own rules for the year. In our Religious education sessions our key concept is Thanksgiving.</p> <p>We will be learning;</p> <p>To communicate what we are thankful for.</p> <p>To identify how thanking applies to their lives.</p> <p>To identify and talk about thanking.</p> <p>To recognise ways Christians and Jews how thanks at Harvest and Sukkot.</p> <p>To talk about the importance of thanking God to Christians and Jews at Harvest and Sukkot.</p>	<p>Personal, Social and Emotional learning</p> <p>In our PSHE lessons we are focussing on caring for myself. They will be learning ;</p> <p>To recognise what they like/ dislike. What is fair/ unfair and what is right and wrong.</p> <p>To develop and maintain personal hygiene skills and to be motivated to be clean and healthy.</p> <p>To show a willingness to care about others.</p> <p>To make positive statements about people in their family. To recognise the worth in themselves and others.</p> <p>To think about what goes into (food/ medicines etc.) our bodies and onto (Sun cream etc.) our bodies.</p> <p>To know that all household products can be harmful, including medicines if not used properly.</p>	<p>To solve problems with addition and subtraction:</p> <p>To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>To add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <p>a two-digit number and 1s, a two-digit number and 10s</p> <p>2 two-digit numbers, adding 3 one-digit numbers</p> <p>To show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot</p> <p>To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>Measurement</p> <p>To compare and sequence intervals of time</p> <p>To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>To know the number of minutes in an hour and the number of hours in a day</p>

Science and Environment	Creative Development	Physical Development
<p>We will be focussing on materials and their properties. We will be looking at how we can classify different materials and group them according to their properties. We will be developing our subject specific vocabulary related to materials- opaque, bendy, stretchy etc. We will be designed a new bridge for the Queen.</p> <p>As part of our work on Queens through the ages we will be focussing on the Human Life cycle and answering the question- will our current Queen be our queen forever?</p>	<p>This half term our focus will be Design and Technology and we will be making a castle! As part of the design process we will be looking at castles to gain ideas, we will generate and mock up our ideas. In our making sessions we will be learning to use different tools and different techniques for joining. We will be developing our technical knowledge by looking at different structures. Finally we will evaluate our castle. What worked really well with our design? What might we change next time and why?</p>	<p>In our weekly PE sessions with Club Sport, we will be focussing on gymnastics skills. In our lessons with our class teachers we will be developing our sending and receiving skills. We will be learning;</p> <p>To begin to send and receive a range of equipment effectively. To send a ball with their feet with increasing accuracy. To their and catch a large ball with partner , with increasing accuracy. To develop a chest pass technique. To throw and catch a smaller ball with a partner. To develop the skills learnt for sending and receiving in a variety of sports and to apply these in mini-games. To send and receive a ball with a Uni Hoc stick with increasing accuracy.</p>
How you can help at home?	History	Computing
<p>Talk to your child about the topic and any of the areas covered in this newsletter.</p> <p>Complete homework tasks—in Year 1 the children will have reading, a weekly spelling test and later in this half term they will begin the number bond challenge. The parents worships on 18th September 2.30pm or 20th September 6pm will give you more information on this.</p> <p>They will also have two homework tasks. The September task has already been given out (Make a shape crown) and the October task will be a Maths game. Please complete these and record in their homework diary how they got on.</p>	<p>We will be following Hampshire's History planning 'Queens, Lives and times'. This work follows a six step enquiry approach.</p> <p>In step 1, we will explore a History chest linked to Queens we have on loan from the Hampshire History centre. In Step 2 we will collect information on different Queens through the ages. In Step 3 we will make sense of the information and try to work out which Queen is fro the longest ago and how do we know from the evidence? In step 4 we will try and compare what life was life at the different times these queens reigned. In step 5 we will look at the different queens as part of a timeline to compare the differences between lives for everyone at that time. In Step 6, we will be creating our own pop up museum for others in the school o to learn about the Queens.</p>	<p>The children will be focussing on Safety and how to keep themselves safe on line.</p> <p>They will be learning;</p> <ul style="list-style-type: none"> ◆ To write a set of top tips for keeping safe online. ◆ T o know what to do if they something inappropriate online. ◆ To use the internet purposefully to search for specific information. ◆ To save their work securely.