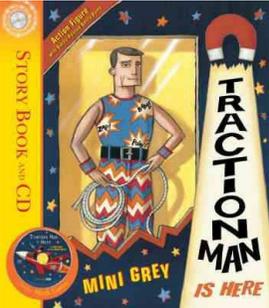
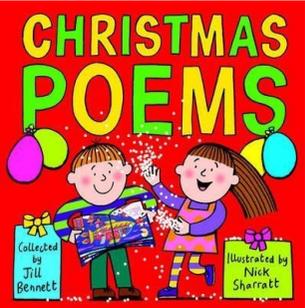


<p style="text-align: center;">Communication, Language and Literacy</p>	<p style="text-align: center;">TOYS Year 2 Autumn 2</p>	<p style="text-align: center;">Mathematical Development</p>
<p>In literacy we will focus on reading skills in our daily Guided Reading sessions and individual reading times. Our writing focus will be story writing. We will be using the story Traction Man written by Mini Grey. We will be using role play and drama to explore the characters and locations in the story and then we will be writing our version of the Traction Man story as an extended write.</p> <p>Our focus will then change to Poetry and we will be writing our own Poetry using Christmas as our theme.</p>	<p>Dear parents, welcome to Year 1,</p> <p>This half term, our topic has a History theme, looking at Toys and how they have changed over time to reflect the age. We have started by looking at our favourite Toys as part of our launch day.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Pupils should be taught:</p> <p>Number - Multiplication and division</p> <p>To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. To calculate mathematical statements for the multiplication and division within the multiplication tables and write them using the multiplication (X), division (÷) and equals (=) signs. To show that multiplication of two numbers can be done in any order (Commutative) and division of one number by another cannot. To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.</p> <p>Number - Fractions</p> <p>To recognise, find, name and write fractions 1/3 1/4 2/4 and 3/4 of a length, shape, set of objects or quantity.</p> <p>To write simple fractions for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.</p> <p>Measurement—Length</p> <p>To choose and use the appropriate standard units to estimate and measure length/ height in any direction. (m/cm). To compare and order lengths.</p> <p>Measurement- Money</p> <p>To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. To find different combinations of coins that equal the same amounts of money. To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Measurement- Time</p> <p>To compare and sequence intervals of time. 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. To know the number of minutes in an hour and the number of hours in a day.</p> <p>Statistics</p> <p>To interpret and construct simple pictograms, tally charts, block diagrams and simple tables. To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. To ask and answer questions about totalling and comparing categorical data.</p>
<p style="text-align: center;">Spiritual, Moral and Cultural development</p>	<p style="text-align: center;">Personal, Social and Emotional learning</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 Candle light as a symbol.</p> <p>We will be learning;</p> <ul style="list-style-type: none"> To talk about their own responses to candle flame. To identify how candle flame relates to their own life. To talk about candle flames as a reminder (symbol) of important people or events. To recognise how candle flames are used at Hanukkah ad Advent. To talk about the importance of candle flames in simple terms. 	<p>In our PSHE lessons we are focussing on Celebrations. They will be learning ;</p> <p>To express positive statements about themselves and others. To recognise what they like and dislike, and what is right and wrong. To recognise and name feelings. To think about themselves, learn from their experiences and recognise what they are good at. To feel good about themselves. To identify some similarities and differences between people such as gender, appearance, abilities, families, cultural background. To be proud of who they are and understand that difference does not mean better or worse. To explore the idea of fairness for all.</p>	

Science and Environment	Creative Development	Physical Development
<p>We will start the half term by continuing our longitudinal study across the seasons.</p> <p>We will then move on to exploring and comparing the differences between things that are living, dead and things that have never been alive.</p> <p>We will be learning to identify and name a variety of plants and animals in their habitats.</p>	<p>This half term our focus will be on Art and Design. WE will begin by creating firework Art using different techniques to apply the paint. In our main unit we will focus on light and collage skills. We will be learning;</p> <p>To use chalk to create bright lights picture. To use collage materials to recreate a bright light picture. To make a collage with a partner. To use a digital camera.</p> <p>To apply glue correctly. To choose complementary colours. To cut random shapes</p> <p>In our Music lessons we will be preparing for our Christmas productions. In our class sessions we will be focusing on dynamics and tempo and will create a class composition on the toys theme.</p>	<p>In our weekly PE sessions with Club Sport, we will be focussing on games skills. In our lessons with our class teachers we will be developing our dance skills. We will be learning;</p> <p>To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own and general space, using changes of speed, level and direction. To compose and link movement phrases to make simple dances with clear beginnings, middles and ends. To recognise how their body feels when it is still and when exercising. To talk about dance idea inspired by different stimuli. To copy, watch and describe dance movements.</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>Talk about Toys! Discuss toys you used to play with and how they are the same. If you have any old board games, you could play them as a family.</p> <p>Can you find out about old toys? Maybe visit the library and look for some non-fiction texts for some more information.</p> <p>The November homework task is to interview a family member about their old toys- we will use this to support our History work in class.</p> <p>Please continue to practise the spellings, numbers bonds (Which begin on 5th November for Year 1 children) and other homework tasks that are sent home.</p>	<p>We will be following Hampshire's History planning 'Toys' This work follows a six step enquiry approach.</p> <p>In step 1, we will explore and describe what our own toys are like, through our Toys day in school. In Step 2 we will collect information on different toys, from the past by asking what were our parents and grandparents toys like? This will be linked to our November homework task. In Step 3 and Step 4—we will make sense of the information. How have toys changed through time? Why have some changes happened? (E.g. the invention of plastic) and therefore I we are looking at a toy- can we tell if it is old or new? In step 5 we will look at the different toys and comparing them. We will also be investigating if some toys have stayed the same e.g. draughts and why that might have been. In Step 6, we will be creating our own class book on old and new toys to show our understanding . .</p>	<p>The children will be focusing on digital literacy and creating pictures using computers. They will learn;</p> <p>That ICT can be used to create pictures. To create a firework picture. To know that ICT makes it easy to correct a mistake and to explore alternatives. To select and use the spray tool. To create a portrait using the computer. To use the flood fill tool to create highlights of colour. To select and use different techniques to communicate ideas through picture. To use 'save as' to save their work. To create a Christmas Card using the computer. To select and use geometric shapes and flood fill tools to create their card.</p>