

## Year 2 – Spring Newsletter



Friday 18<sup>th</sup> January

Dear Parent(s)/Carer(s),

Hello and a very happy new year to you all! I hope you all had a great Christmas and a chance to have a good rest. The Year 2 team would like to thank you for our Christmas cards and gifts! These were very much appreciated- thank you!

We have a busy term coming up and I hope that this newsletter will answer any questions that you have. As always though, if you have any unanswered questions or would like to speak to me about anything, feel free to grab me at the end of the day or alternatively, contact me via my email ([lucy.frearson@allsoulsschool.co.uk](mailto:lucy.frearson@allsoulsschool.co.uk)).

### **Spring Term Curriculum**

This term, our topic is 'Explorers'.

<b>Literacy</b>	<b>'The Owl Who Was Afraid Of The Dark' by Jill Tomlinson:</b> writing our own chapters, writing our own stories based on the text, describing characters and letter writing. These writing focuses will go alongside our reading comprehension lessons and punctuation and grammar lessons.
<b>Numeracy</b>	<ul style="list-style-type: none"><li>- Interpreting and constructing simple <b>pictograms, tally charts, block diagrams and simple tables</b></li><li>- recognising, finding, naming and writing <b>fractions</b> (1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity) and recognising the equivalence of 2/4 and 1/2</li><li>- Estimating, measuring, comparing and ordering <b>units of measure</b> such as length (m / cm); mass (kg / g); temperature (°C); and capacity (litres / ml)</li><li>- <b>Telling and writing the time</b> to five minutes, including quarter past/to the hour and drawing the hands on a clock face to show these times *</li></ul> <p><i>*Please support the teaching of this notoriously difficult concept at home by encouraging your child to look at clocks and tell the time regularly.</i></p>
<b>RE</b>	<b>Christmas, Parables and Miracles, Special Celebrations in the Liturgical Year and Lent</b>
<b>Science</b>	<b>Living Things And Their Habitats:</b> comparing the differences between things that are living and dead, identifying habitats and why different animals are suited to them, identifying and naming a variety of plants and animals in their habitats and understanding food chains.
<b>History</b>	<b>The Lives of Significant Individuals:</b> Studying the lives and achievements of many different explorers (e.g. Christopher Columbus and Neil Armstrong) and understanding where they fit in a timeline.
<b>Geography</b>	<b>Locational Knowledge:</b> Naming and locating the seven continents and five oceans and using maps, atlases and globes. <b>Place Knowledge:</b> Comparing the geographical features of the UK and a contrasting non-European country. E.g. Amazon rainforest, Sahara desert. <b>Geographical Skills/Fieldwork:</b> Using simple compass directions (N, S, E, W) and locational and directional language (e.g. near/far, left/right) to describe the location and features and routes on a map.
<b>PE</b>	Wednesday: <b>Dance</b> Thursday: <b>Basketball</b>

### **Year 2 Expectations**

#### **Homework**

The Year 2 times tables homework has recently changed; you should have received a letter about this already. Please see the 'Letters' section on the website for further information about the new format should you need. The homework is still due in on a Wednesday and children who fail to complete their homework will be asked to attend homework club during Wednesday lunchtime.

Your child will continue to receive spellings on Friday and they will be tested on the following Friday.

Please support and encourage your child with their homework: embedding crucial skills such as spelling and times tables will provide the building blocks for them to excel in the classroom.

### **Reading**

In addition to their other homework, your child should also be reading at home on a (almost) daily basis with an adult. Their reading record should be completed each time they read, detailing what was read and with whom. Please ensure that this reading record is brought into school **every day**. I ask for your support in encouraging and monitoring your child's reading as this is absolutely critical to their development in Literacy. Please expose your child not only to the reading scheme books provided by school, but also to further material such as magazines, encyclopaedias and other books by their favourite authors. They may not be able to read these independently, but sharing different books with your child will nurture their love of reading and hugely benefit their academic development.

Please note that it is your child's responsibility to get their books changed. Once they have read both books, they should put them in the box in the classroom. They are changed by an adult that day and the new ones are placed in their draws for them. It is then their responsibility to bring them home.

### **Miscellaneous Messages**

- Please ensure that all school uniform and PE kit is labelled clearly with your child's name.
- Please ensure that your child brings a water bottle into school each day, labelled with their name.

### **Dates For The Diary**

*Friday 8<sup>th</sup> February – mid-year reports to parents*

*Tuesday 12<sup>th</sup> & Wednesday 13<sup>th</sup> February – open evening for parents*

*Tuesday 12<sup>th</sup> February – Y1/2 class mass*

*Thursday 14<sup>th</sup> February – Year 2 class assembly*

*Friday 15<sup>th</sup> February – last day of school/break up for half term*

*Monday 25<sup>th</sup> February – Teacher training day*

*Wednesday 6<sup>th</sup> March – Whole school mass for Ash Wednesday*

*Thursday 7<sup>th</sup> March – World Book Day*

*Friday 22<sup>nd</sup> March – Explorers projects due in*

*Friday 29<sup>th</sup> March – Explorers projects celebration day*

*Thursday 11<sup>th</sup> April – whole school mass*

*Friday 12<sup>th</sup> April – last day of school/break up for Easter holidays*

*\*Please stay up to date with dates for your diary and any changes that may occur by regularly checking our school webpage and the Y2 blog.*

Kind Regards,

L. Frearson

S. McGaffney

J. Swain