



Year 2:

Who lives in a place like this?

Autumn 2



Welcome Back!



We hope you have had a lovely Autumn break and are all feeling refreshed for the run up to Christmas! We are excited to continue our adventures into 'Who lives in a place like this?' Developing our knowledge and understanding of our wonderful world. It is going to be a jam-packed journey so we are ready and buckled in for another fantastic half term with fun and festivities along the way!

Outdoor Learning

Please ensure children have appropriate outdoor clothes. Wellies should be in school and as the weather turns colder please ensure your child has appropriate socks, gloves and hats.

2P – 13th November & 11th December

2S – 13th November & 12th December

Teachers and support staff in Year 2

- 2S: Class teacher – Miss Yates (M/T/W/T) and Mrs Spivey
- 2P: Class teacher – Mrs Howells (M/T/W) and Mrs Berry (W/Th/F)
- Year 2 Teaching Assistants
- Mrs McNicholas, Mrs Hodgkinson, Miss Bates

Home Learning

- Reading–book bags need to in school every day. Books will be changed on a **Monday**. We would love it if you would read every day, but we recommend aiming for at least 3-4 times per week if possible.
- Children will receive a reading raffle ticket for every 3 reads recorded in their reading diary.
- Spellings are practised within our phonics/ spelling lessons.
- Learn by Heart (maths facts) are taught each week and need to be practised at home.

(Spelling and learn by heart lists can be found at the end of this letter)



Dates to remember

3rd November -Back to school
 10th November Odd Sock Day- Anti Bullying Week.
 14th November- House Team Day for Children in Need.
 19th November- Parent/ Career Consultation Evening 3.30-7.00pm
 20th November- Parent/ Career Consultation Evening 2.30-6.00pm
 21st November- Own clothes Day.
 17th December- KS1 Nativity 10.00 am
 17th December- Christmas Dinner.
 18th December – KS1 Nativity 2.00 pm
 19th December- Break up for Christmas.

Please can **all** belongings: coats, wellies, shoes, pumps, water bottles, lunch boxes, uniforms etc be **clearly labelled with your child's name**.

Ensure your child has a bottle of water and healthy, nut free, snack with them. School provides a variety of fruit daily which the children can access freely therefore we recommend that 1 snack from home is enough!

Children should wear shoes that they can put on and take off themselves. Please don't send them in shoes with laces **unless** they can tie them.

Please avoid bags except the reading bags provided and lunchboxes. Children can bring a change of clothes to keep in school.

A pair of black pumps and wellies should be brought in and kept in school.

Come wearing PE kits. This **MUST** be the Sandal PE kit, consisting of their house PE t-shirt, black shorts or joggers, trainers and a black hoodie.

Personal Development

Our whole school themes this term are: Root of Learning "Working Together" and the British Value of 'Mutual Respect'.

PSHE

Our PSHE theme for this half term is 'Celebrating Difference'. This topic will challenge stereotyping, look at our differences, challenge bullying and how we can stand up for ourselves.

PE

PE days

2S: Tuesday and Thursday

2P: Tuesday and Thursday



Hands - The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order to keep possession and score a point.

Games for Understanding - The unit of work will challenge pupils to create simple defending and attacking tactics, while continuing to develop an understanding of the transition from defence to attack. Pupils will apply these tactics as a team into games.

Our World

History

In this exciting topic 'What we can learn from a journey around the world?' the children will have the opportunity to delve into the historical question 'What is an explorer and why were these people significant?' They will discover the impact of James Cook's expeditions on life today and how exploring has changed over time. The children will be introduced to real life explorers today and make comparisons between the past and present-day explorer.

R.E

How can we make good choices? We will look at Christianity, Islam and non-religious approaches to life, with some reference to Judaism. Work will help the children to understand that how making good choices in life can make ourselves and others around us happy, and what can happen if we don't stick to the rules.



STEM

Science

Following on from 'Habitats', we will be exploring 'Micro Habitats'. These are smaller habitats within a larger habitat such as a tree, log pile or pond. Our school grounds are a perfect place for investigation to explore minibeasts and their microhabitats as well as investigate if they prefer a damp or dry place.

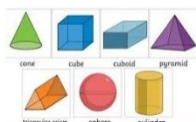
Computing

In Year 2, the children will continue having a weekly computing lesson with Mrs Holmes. She will be teaching the children how to understand a collision event, to create a program using a given design and to follow an algorithm that has a timed sequence. They will also look at safety on line, as this is regularly revisited.



Maths

Addition - Children will be using different models and images to understand the concept of commutativity within addition. They will develop their mental and written methods to be able to add two 2-digit numbers, firstly within 10 and then bridging 10. We will move onto deepening their understanding of subtraction through subtraction of a 1-digit number from a 2-digit number, subtraction of 2-digit numbers and explore the use of inverse operations to check subtraction calculations. Nearer the end of the half term, we will learn about 2D and 3D shapes and their properties, including symmetry.



Arts

DT 'Wheels and Axels' The children will explore two differing types of axels then use their preferred choice to make a model vehicle for the crayons in the English text 'The Day the Crayons Quit'. This learning journey will include the planning, making and evaluating process.

Music

In this topic, the children will develop their knowledge and understanding of dynamics, timbre, tempo and instruments, identifying them in music that they hear and to comparing pieces by the same composer. They visually represent music in creative and more formal ways and learn to play and compose motifs based around the theme space.



Language and Communication

Speaking

Skills will be developed through phonics, reading, drama and opportunities for discussions around a wide variety of themes. Children will also be encouraged to explain their thinking and reasoning within different subject areas.

Writing

The English focus for this half-term is postcard writing. Children will be immersing themselves into the class text 'The Day the Crayons Quit' by Oliver Jeffers who is our spotlight author. They will be writing a recount text in the form of a postcard. They will embed their knowledge of writing in the past tense from Year 1, develop punctuation to include exclamation and question style sentences and be introduced to adverbs of time to sequence events.



Reading

All individual and group reading books in Year 2 match the pupils' phonic knowledge. Children should be reading with more fluency being mostly automatic. Some pupils are involved in group reading three times a week, though some children will be moving to the Little Wandle fluency reading (in groups).

Spelling

Work will begin using the Little Wandle bridge to spelling program.

Library

2P-Wednesday

2S - Friday

Autumn 2 Spellings – Little Wandle Bridge to spelling

Week	Spelling
1 What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	ghost wrist league goat
2 Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	bitter river mixer helper supper
3 Why do some words end in k or ck? Why do some words end in ch or tch?	truck brick peck shock hutch match scratch
4 When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	Boxes crosses buses wishes running clapping skipping
5 Why do I swap the y for an i when I add the suffix -ed? Why do I drop the e when I add the suffix -ing?	tried fried carried stayed spied tidied
6 Review week Why do I double letters at the end of words?	stiff cross yes hiss fizz hill loaf
7 Review week- When do I add the suffix -es/-s to words?	Mixes fizzes snacks brushes books



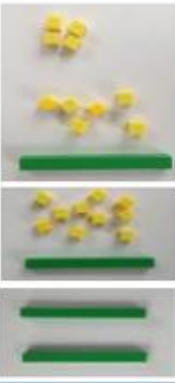
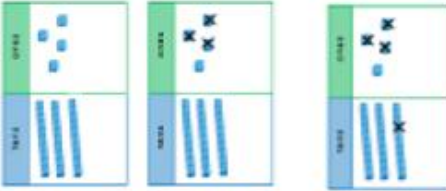
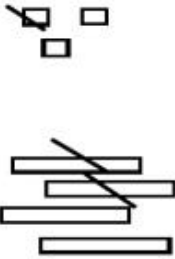
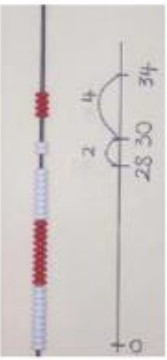
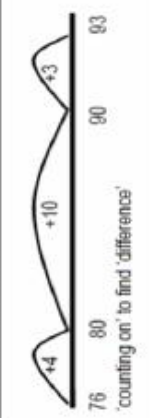
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ADDITION

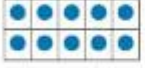
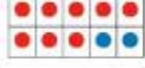
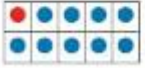
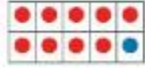
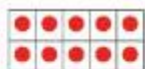
Objective & Strategy	Concrete	Pictorial	Abstract
Add a two digit number and ones	$17 + 5 = 22$ Use ten frame to make 'magic ten' Children explore the pattern. $17 + 5 = 22$ $27 + 5 = 32$	Use part part whole and number line to model. $17 + 5 = 22$	$17 + 5 = 22$ Explore related facts $17 + 5 = 22$ $5 + 17 = 22$ $22 - 17 = 5$ $22 - 5 = 17$
Add a 2 digit number and tens	$25 + 10 = 35$ Explore that the ones digit does not change	$27 + 30$ $+10 +10 +10$	$27 + 10 = 37$ $27 + 20 = 47$ $27 + 30 = 57$
Add two 2-digit numbers	Model using dienes, place value counters and numicon	$47 + 20 = 67$ $67 + 5 = 72$ Or $47 + 3 = 50$ $50 + 20 = 70$ $70 + 2 = 72$ Use number line and bridge ten using part whole if necessary.	$25 + 47$ $20 + 5 = 25$ $20 + 40 = 60$ $5 + 7 = 12$ $60 + 12 = 72$
Add three 1-digit numbers	Combine to make 10 first if possible, or bridge 10 then add third digit	Regroup and draw representation. $47 + 17 + 17 = 81$	$4 + 7 + 6 = 10 + 7 = 17$ Combine the two numbers that make/ bridge ten then add on the third.

Nurture Grow Succeed

Y2 SUBTRACTION

Objective & Strategy	Concrete	Pictorial	Abstract
Regroup a ten into ten ones	 Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'	 $20 - 4 =$	$20 - 4 = 16$
Partitioning to subtract without regrouping. 'Friendly numbers'	 Use Dienes to show how to partition the number when subtracting without regrouping.	Children draw representations of Dienes and cross off.  $43 - 21 = 22$	$43 - 21 = 22$
Make ten strategy Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.	 34 - 28 Use a bead bar or bead strings to model counting to next ten and the rest.	 Use a number line to count on to next ten and then the rest.	$93 - 76 = 17$

Please help your child do rapidly recall number bonds to 10 and 20

$0+10=10$ 	$4+6=10$ 	$8+2=10$ 
$1+9=10$ 	$5+5=10$ 	$9+1=10$ 
$2+8=10$ 	$6+4=10$ 	$10+0=10$ 
$3+7=10$ 	$7+3=10$ 	

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0 1 2 3 4 5 6 7 8 9 10 20 10 11 12 13 14 15 16 17 18 19 20

$0 + 20 = 20$	$10 + 10 = 20$
$1 + 19 = 20$	$11 + 9 = 20$
$2 + 18 = 20$	$12 + 8 = 20$
$3 + 17 = 20$	$13 + 7 = 20$
$4 + 16 = 20$	$14 + 6 = 20$
$5 + 15 = 20$	$15 + 5 = 20$
$6 + 14 = 20$	$16 + 4 = 20$
$7 + 13 = 20$	$17 + 3 = 20$
$8 + 12 = 20$	$18 + 2 = 20$
$9 + 11 = 20$	$19 + 1 = 20$

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