

NATHANIEL NEWTON INFANT SCHOOL

Learning in Year 2 in the first half of Autumn Term – Our topic is called I'm Alive.

<p>Reading</p> <p>Looking at the structure of different non-fiction texts such as non-chronological reports and instructional texts helps children to use the correct structure in their own writing. Reading helps to extend children's vocabulary and your child will attempt to recite poems expressively, off by heart.</p> <p>Writing and Spelling</p> <p>Children will learn trickier words known as homophones will be taught in order for children to be aware that words can sound the same but have different spelling, e.g knew and new. Spelling of trickier contracted words (shortened forms) such as 'we've', 'they'll', 'they've' is taught with children learning how to use the possessive apostrophe e.g the boy's bag (the bag belonging to the boy) or Lewis' pencils (if the word ends in an 's', the apostrophe follows it or sometimes an additional 's is added e.g. Lewis's pencils)..</p> <p>Children will be encouraged to use more detailed descriptions in their writing and re-read their own and other's writing, looking for ways to edit and improve it. Your child will begin to learn how two words can be put together to create a new word, e.g play + ground = playground or foot + ball = football, these are known as compound words.</p> <p>Children are learning different ways of joining ideas together to make longer, more detailed sentences using words such as when, if, because, or, and, but.</p>	<p>Maths</p> <p>Children are learning to identify odd and even numbers confidently and read and write numbers to 100 in numerals and in words. They will also be able to understand that a two-digit number is made up of tens and ones (place value). From understanding this concept, children will learn to estimate where numbers might appear on a blank number line, compare and order numbers up to 100 using symbols ($>$, $=$ and $<$) and use place value to solve problems, for example $24 > 12$ (24 is greater than 12), $9 < 78$ (9 is less than 78) or $19 = 19$ (the same as). An easy way to remember how to use these symbols is to think of the arrow as a crocodile's mouth, which always likes to point towards the larger number!</p> <p>Children will be taught how to solve addition and subtraction problems involving measures (e.g length, capacity, weight or time), quantities (e.g money) and numbers both mentally and with written calculations and using pictures or practical equipment to help them.</p> <p>Children will learn that multiplication, as addition, can be done in any order however this rule doesn't apply to division. Children will be taught to recognise that multiplying by 2 is the same as doubling and dividing by 2 is halving. In Year 2, your child may be taught to name, write and find $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a shape, length or set, writing and solving calculations such as $\frac{1}{2}$ of $8 = 4$.</p>	<p>Science</p> <p><i>Living things and their habitats</i></p> <p>To explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>To 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</p> <p>To identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>To 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.</p> <p><i>Animals, including humans</i></p> <p>To notice that animals, including humans, have offspring which grow into adults. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
<p>At home you can help by:</p> <p>Reading every day with your child extends their vocabulary enabling them to use these new words in their writing. Encourage your child to use different describing words in their writing and the use of conjunctions such as because, so, but etc.</p> <p>Practise weekly spelling and use them in their writing.</p>	<p>At home you can help by:</p> <p>Encouraging your child to measure length, capacity, weight and time of everyday items will help them understand why we need to learn measuring. Allowing your child to handle coins and pay for items will enable them to understand the value of money.</p>	<p>At home you can help by:</p> <p>Discuss and make a skeleton. Talk to your child about the importance of keeping healthy.</p>

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<p>Personal, Social and Health Education:</p> <p>To understand that we all have feelings.</p> <p>To understand that we all have the right to feel safe all of the time.</p> <p>To recognise early warning signs and be aware of ways of dealing with them.</p> <p>To identify people to talk to if I feel unsafe.</p> <p>In PSHE the children will be discussing why it is good to be themselves and what they like about their friends.</p>	<p>Art and Design:</p> <p>Children may use all or a selection of the following: pencils, charcoal, crayons, pastels, rubbers, felt tips and chalk in order to investigate their effects on different textured surfaces. Children are encouraged to make careful observational drawings and investigate the tone of their lines by creating darker/lighter shades using different materials.</p> <p>In Design and Technology the chn will design products for a specific purpose aimed. Children will be encouraged to come up with ideas and create models and plans to explain their ideas.</p> <p>In art and design, your child will be encouraged to evaluate their own and other's work critically, looking for ways to improve it.</p>	<p>R.E.</p> <p>To reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses.</p> <p>To ask and respond imaginatively to puzzling questions, communicating their ideas.</p> <p>To recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p>To identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate</p> <p>To explore a range of religious stories and sacred writings and talk about their meanings</p> <p>To identify what matters to them and others, including those with religious commitments, and communicate their responses. To reflect on how spiritual and moral values relate to their own.</p>
<p>At home you can help by:</p> <p>Discuss different feelings such as happy, sad, upset, embarrassed, cheerful, nervous, scared etc. Discuss how to keep safe and people they can talk to.</p>	<p>At home you can help by:</p> <p>Let your child explore different materials, tools (scissors, sticky tape) and shapes to create their own pictures and designs.</p>	<p>At home you can help by:</p> <p>Discuss with your child that different people have different beliefs.</p>

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<p>Computing</p> <p>E-Safety is a very important aspect of Computing in which children are learning how to keep themselves safe online. The children will learn what personal information is and how to keep this information safe. Children are also taught to say something to an adult if they hear or see something that they don't like.</p> <p>Children might discuss why we use technology in our lives and how not everything they see on the internet is true.</p> <p>Data</p> <p>Children will learn different ways in which they can present their work in an interesting way using a wide range of fonts, colours and sizes.</p> <p>Children will also learn to gather data in different ways such as recording using a microphone and taking pictures in order to create and save a chart or graph using the collected data. They will be exposed to branching databases and give ideas as to what sort of information would help to answer a question.</p>	<p>Games</p> <p>Your child will take part in different competitive games, before doing this however they will be taught new skills, actions and ideas to use during their game play.</p> <p>They will continue to work on improving co-ordination and controlling their bodies whilst using a range of different equipment and be encouraged to think more tactically. Children may begin to recognise the changes occurring with their bodies before, during and after exercise and be able to discuss these changes. Finally, your child will be encouraged to evaluate their own and other's game play, suggesting improvements and positives.</p> <p>Dance</p> <p>Children will work on exploring, remembering, repeating and linking different movements with co-ordination and control ensuring their dance moves are expressive.</p> <p>They will be given the opportunity to compose and perform dance phrases and short dances varying their ideas.</p>	<p>Music</p> <p>Children will experiment using their voices to create different effects, learning to sing in tune and with expression. Children will learn about how sounds can be organised, composing pieces, which have a beginning, middle, and an end. During performances, children will try and keep a steady pulse.</p>
<p>At home you can help by:</p> <p>Encourage your child to keep themselves safe on the internet by reminding them not to communicate with strangers.</p>	<p>At home you can help by:</p> <p>Discuss with your child how important it is to keep fit and healthy and different forms of exercise such as swimming, running, walking and bike riding.</p>	<p>At home you can help by:</p> <p>Encourage your child to listen to different genres of music and ask them which instruments they can hear in a piece of music.</p>