

Literacy

We will be learning to:

Reading

- Answer questions about the texts we read.

Writing

- Write instructions using command verbs and numbers.
- Write a report, using sub headings and paragraphs.
- Plan, innovate and write stories.
- Use adjectives, adverbs and conjunction words in our writing.
- Write compound sentences with conjunctions e.g. but, so, and.
- Use adverbial phrases in our writing e.g. As quick as a flash.
- Use a range of punctuation (! " " , ?)

Parents When working with your child please model and encourage them to use:

- **adjectives** e.g. huge, soft, tall, shiny...
- **adverbs** e.g. quickly, quietly, softly, calmly, sweetly...
- **conjunctions** for more complex sentences joined by e.g. so, when, because, and, while, but, or...

Mathematics

We will be learning to:

- Add and subtract two-digit numbers including finding a missing number and find inverse relationships.
- Use $<$, $>$, $=$ signs to compare numbers and measures.
- Solve \times using repeated addition and arrays (see overleaf)
- Solve \div using sharing and arrays.
- Recognise, find and name fractions (thirds, two quarters and three quarters)
- Read scales using standard measures (litres and millilitres, grams and kilograms).
- Answer questions using graphs and tables.
- Use our place value to put numbers on an empty number line
- Partition numbers in different ways. E.g. $23 = 20+3$ $10+13$ $0+23$
- Know the names and properties of 3D shapes

Parents You can help your child learn their times table (and \div facts) for 2s, 5s and 10s for rapid instant recall. Remember Hit the Button is a good website to help with this.

ICT

We will be learning to:

- Develop our word processing skills.
- Research animals.

Parents You can help your child practise their typing skills by using a keyboard.

Year 2 Spring 1 Eggs (What came first?)



PSHE- How do we recognise our feelings?

We will be learning:

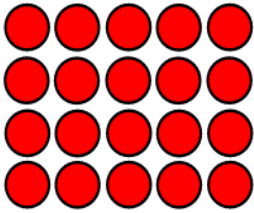
- how to recognise, name and describe a range of feelings
- what helps us feel good, or better if not feeling good
- how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
- how feelings can affect people in their bodies and their behaviour
- ways to manage big feelings and the importance of sharing their feelings with someone they trust

Science

We will be learning:

- About the differences between things that are living and things that have never been alive
- That animals, including humans, move, feed, grow, use their senses and reproduce
- To understand how humans stay healthy (food, exercise, rest and water)
- About animals and plants found in the local environment and their habitats, including micro habitats (e.g. homes for worms and insects)
- About nocturnal animals
- About the life cycles and simple food chains

Parents Please look out for plants and animals on your way to school or take your child to the park and name the trees, plants and animals you can see. Take a walk at night time and discuss what they can see and hear.

<p style="text-align: center;"><u>Art</u></p> <p><u>We will be learning to:</u></p> <ul style="list-style-type: none"> • Use pastels to create a picture • Sketch what is in front of us • Observational Drawings 	<p style="text-align: center;"><u>PE</u></p> <p><u>We will be learning to:</u></p> <p><u>Dance</u></p> <ul style="list-style-type: none"> • Follow steps • Use a traditional style of dance, to modern music <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To create a sequence using balances, shapes, rolls and jumps.
<p style="text-align: center;"><u>DT</u></p> <p><u>We will be learning to:</u></p> <ul style="list-style-type: none"> • Design a group project (shoe box habitat) • Create a group project • Evaluate a group project • To use levers to move objects in our habitats 	<p><u>Further Maths information: Repeated Addition and Arrays</u></p> <p>We can solve multiplication calculations using:</p> <p>-Repeated Addition</p> $4 \times 5 = 20$ $5 + 5 + 5 + 5 = 20$ <p>-An array</p> <p>Eg $4 \times 5 = 20$</p> 
<p style="text-align: center;"><u>RE</u></p> <p><u>We will be learning:</u></p> <p>Can stories change people?</p>	
<p><u>Phonics and spelling</u></p> <p>Children will be taught according to their phonic ability.</p> <p><u>We will be learning:</u></p> <ul style="list-style-type: none"> • Phase 2 or 3 catch up • Phase 5 review • Bridge to spelling: <p>To use the phonic code chart to help me spell.</p> <p>To double letters at the end of words, and to double letters in some longer words ending in -er.</p> <p>Why some words end in 'k' or 'ck' and 'ch' or 'tch'.</p> <p>When to add the suffix -es/-s to words.</p> <p>To double the final letter in some words when I add the suffix -ing.</p> <p>To swap the 'y' for an 'i' when I add the suffix -ed.</p> <p>To drop the 'e' when I add the suffix -ing.</p> <p>All children will be given spellings to practice at home according to their phonic ability.</p>	