

Subject	What is my child learning about at school?
Writing	Fiction: <i>George and the Dragon</i> Our learning this half term is based around the story of <i>George and the Dragon</i>. Pupils will use Talk for Writing to orally retell the story with actions and a text map to aid their memory. Pupils will look at the story and focus on the descriptions of settings. Once children have learnt the story and looked at the language features, pupils will then create their own defeating the monster tale based on the structure of <i>George and the Dragon</i>. Each day they will practise writing extended sentences with correct punctuation. As well as studying composition, we will be focusing on adjectives (delicious), adverbs (carefully), and similes (hot like a fire). Non-fiction: Information Texts We will begin by orally retelling a non-chronological report. Pupils will look closely at the structure and language features needed to compose a good non-chronological report. Once internalised, pupils will write and publish their own version of a non-chronological report. Pupils will practise writing using our 'Everyday tool kit', which includes capital letters, finger spaces and full stops at the end of a sentence. Nelson Handwriting Your child is practising with their 'Perfect Pencil Grip' and 'Posture for Writing'. Pupils are writing number digits, words and full sentences. As we move through our first half term, your child will be encouraged to start joining their letters up with the exception of g, j, x, y and z. 
	How can I support my child's learning? You could support at home by asking your child to tell you about the story at home. Pupils should use full sentences, describing words and expression in their voice. It is vital that all children work with independence and stamina, and this is something you can expect at home too.
Reading and Phonics	<u>Sounds-Write (Phonics)</u> Sounds is taught every day following the Sounds-Write scheme. Pupils build, read and then write words whilst focusing on the focus sound. Your child is practising their skills of: • Splitting polysyllabic words into their syllables (e.g. hand/bag, wind/mill, syll/a/bles) • Reading polysyllabic words with fluency and applying them in writing. • Further consolidation of sounds and their spellings. Spellings are taken from the week's previous sounds. When your child needs to spell a longer word e.g. "important", try saying this: "How many syllables does "important" have? (say it slowly with a pause between syllables). Then say "Sound out the first syllable," (im) "Now the second," (por) "And the third," (tant). <u>Whole Class Reading</u> Pupils will be reading three books this half term: <i>Grandads Island</i> by Benji Davis, <i>The Goose that Laid Golden Eggs</i> a traditional book by Aesop and <i>Mrs Noah's Pockets</i> by Jackie Norris. In Year 2, we will practise the following reading skills: prediction, retrieval, inference, and sequencing. The children will explore this through echo reading, drama exercises and they will also learn new vocabulary to support their comprehension skills. Books change days will be on Tuesdays and Fridays.
	How can I support my child's learning? You could support at home by reading with your child every day. After and during reading, engage in discussion about the text. You can also share a mixture of picture and chapter books with your child in order to broaden their exposure to a range of text types. Please ensure all books are returned. The children will also visit the library each week to borrow a book. This book may be beyond your child's reading ability but has been chosen by them developing a love of reading so please share this book with them and read it to them if necessary.
Mathematics	We are focussing on composition- in particular multiples of 10 up to 100. We will count forwards and backwards in multiples of 10s, find ten less and ten more than a given multiple of 10, as well as estimating multiples of 10 on a number line. Pupils will use rapid recall to add and subtract multiples of ten to/from different multiples of 10. E.G $60 - 10 = 50$. By the end of the unit, pupils will know that one ten is equivalent to ten ones, multiples of ten can be represented using numerals and words and adding or subtracting a multiple of ten gives the multiple of ten before or after. Pupils will use their fingers, dienes, number lines as well as a wide variety of practical and visual manipulatives to support their learning.
	How can I support my child's learning? You could support your child by practising counting forwards and backwards from any given number within 100. As well as encouraging your child to recall ten more and ten less at speed. As your child becomes more confident with counting you could also start to learn the 2-, 3-, 5- and 10-times tables.

Knowledge	<u>Wider Curriculum</u> All pupils across the school will focus on the enquiry question 'How can data help us understand the world around us?'. Year 2 will explore the above question through the vehicle of 'What makes the best coat?' for a travelling bear. Children will learn about the hot and cold climates of the world. They will investigate which materials would be most suitable for a coat based on its properties. They will create a coat based on a design brief for a cuddly toy who is travelling the world. They will learn how to create templates, cut fabric and sew using the running stitch. <u>RE</u> Year 2 are learning about Christianity. Your child will explore how Christian festivals, such as Harvest, Christmas, and Easter, express key beliefs and values like caring, belonging, and new life. They will also learn how practices like baptism, covenants, and the role of priests help Christians live out their faith and follow the example of Jesus. <u>Computing</u> Year 2 will focus on the topic: IT around us. We will be focusing on 'How is information technology (IT) being used for good in our lives?'. We will focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it. <u>How can I support my child's learning?</u> You can support your child at home by looking at items and what materials they are made from then discussing about why objects are made from particular materials. You could also discuss what the weather is like and how the weather changes.
Character	<u>Character</u> In Character this term, your child is learning about: self-control and dignity, Love and Kindness, Bravery, Perseverance, Leadership and Teamwork and Forgiveness. They will learn this through circle times, practical activities and a range of discussions. <u>PSHE</u> We will be exploring the topic, 'Being Me in my World'. The unit will cover how to grow current friendships and make new friends. They will also learn skills of mindfulness and how to find moments of calm. <u>Music</u> Your child will continue to take part in our music curriculum, Charanga. They will learn lots of new music skills, for example, how to identify pitch and rhythm. The children will also be learning to compose their own music pieces. <u>Spanish</u> Your child will continue learning Spanish by deepening our minibeasts learning. This will be done through role play, songs, conversations and written work. <u>How can I support my child's learning?</u> You could support at home by quizzing your child about the different minibeasts they have learnt in class. In music, you could also support by discussing pieces of music and the instruments that can be heard within a song.
P.E.	In PE this term, the children will participate in fundamental style activities which will include lots of different sporting skills, such as throwing, catching, running, kicking, jumping and more. Each lesson will be carefully designed to explore a curriculum sport in a fun and creative way. The children will also learn about evasive skills and teamwork skills throughout. <u>How can I support my child's learning?</u> Year 2 have their PE on a Wednesday. Please ensure your child comes into school wearing their full P.E. kit on their PE day.