

Subject	What is my child learning about at school?
English	<p>This term the children will be paying homage to the one and only Roald Dahl. In tandem with their reading lessons, they will be mining <i>George's Marvellous Medicine</i> for writerly techniques which they can pinch and put into their own creative pieces. Over the course of the term, children will be writing a description of a particularly heinous (or angelic) character; an explanation as to why said character commits a particularly heinous (or angelic) act; copy for a pamphlet about evil grannies (or perhaps other, less evil family members); a set of instructions detailing how to brew their own marvellous medicine; and their own Dahl-esque story about a hero overcoming a villain in a manner similar to George's defeat of nasty old Grandma.</p> <p>To support at home: read all the Dahl books you can. Also, crucially, probe your child about what they have been writing about that day, and what they are going to be writing about next. Ask them about their ideas, make them get into the habit of talking about what they are going to write. This will help unpack their thinking and, potentially, make the next time they put pencil to paper feel a little more lucid because their idea, loosed into the world through talk, has been given the time and space to crystallise.</p>
Reading	<p>Sounds Your child will continue practising their skills of:</p> <ul style="list-style-type: none"> • Splitting polysyllabic words into their syllables (e.g. hand/bag, wind/mill, sy/lla/bles) • Reading polysyllabic words with fluency and applying them in writing. • Further consolidation of sounds and their spellings. <p>Whole Class Reading As mentioned above, the children will be reading <i>George's Marvellous Medicine</i> by Roald Dahl. Here, children will be introduced to the power of repeated reading and learn that reading deeply is just as important as reading widely. So, over the course of the term, the children will, while reading Dahl's story in its entirety, be provided with key, language rich extracts from it to pore over such that their skills as readers, writers and speakers of English will really begin to deepen.</p> <p>To support at home: The children will be taking two extracts from <i>George's Marvellous Medicine</i> home a week. We ask that you listen to your child read it and pay close attention to their pacing, intonation and expression while doing so. Are they reading too fast? Are they using their voice to show meaning? If you weren't related, would you feel compelled to listen to them? If the answer's no, set your inner thespian loose, show them how it's done, and let them have another go afterwards. Don't expect miracles. It will take time and practice, but you'll start to notice an improvement with each repeated read. Ten minutes will do unless, of course, you are enjoying yourselves and want to do more!</p>
Mathematics	<p>This term we will be learning about length and height. Specifically, we will be using objects such as cubes to measure and we will also be using body parts (hands and feet). As soon as the children are confident, we will be moving on to different units of measure, for example, centimetres and metres. The children will also be exploring capacity and volume. They will be learning how to use different units of measure such as millilitres and litres. Once they have a sound knowledge in place, the children will be using their knowledge of measurement to bake! When we have finished this exciting topic, we will be revising all our Year 2 maths learning from across the year.</p> <p>You could support at home by measuring different objects in your household using various units of measure. For example, you may want to use pasta. As soon as your child feels confident with this, you may want to use comparative language such as 'taller' and 'shorter'. A challenge for the children could be to find the difference in length between objects.</p>
Core Knowledge	<p>Geography (Northern Europe) The children will be studying Northern Europe. They will consider its human and physical features; delve into its climate and how it is affected by its proximity to the poles; and study some of its natural fauna, particularly those which migrate to the region. The topic will be rounded off with a look at Roald Amundsen, an explorer from Norway.</p> <p>Science (Materials and Matter) Firstly, the children will study how natural materials can influence the design of useful synthetic materials, e.g., burdock seeds leading to Velcro. Next, they will be introduced to the concept of atoms, which will be</p>

	<p>explored through an inspection of solids (what is going on when they bend?) and liquids (why can't we hold a liquid?) Lastly, children will design a garden area with a water feature and consider how their choice of materials will impact the success of their project.</p> <p>R.E (Hindu Worship) In R.E, the children will be exploring Hinduism. The children will learn that Hindus believe in the doctrines of samsara (the continuous cycle of life, death, and reincarnation) and karma (the universal law of cause and effect). The children will also learn that Hindus strive to achieve dharma, which is a code of living that emphasizes good conduct and morality. Furthermore, they will learn that the om symbol is composed of three Sanskrit letters and represents three sounds (a, u and m), which when combined are considered sacred.</p> <p>To support at home: read widely and deeply around the subjects being taught. A family quiz night could be good fun here.</p>
<p>Character & PSHE</p>	<p>Character Next term in character, the children will be learning about self-control and humility. Self-control is being able to control yourself and your emotions in different situations. It is also about being able to have the ability to control any worries that we might have. Humility is when you share your strengths with others. A typical example of showing humility is the famous story 'The Hare and the Tortoise'. The hare did not show humility and, so, lost the race.</p> <p>PSHE The children will continue to follow the Jigsaw scheme. For this subject, we will be discussing different types of families. We will also be talking about how to keep safe by using our confident voice to express our personal choice and preferences. The children will also identify some things that may cause conflict with their friends. We will discuss these topics in a safe and positive environment so that the children can comfortably practice these vital life skills.</p> <p>You could continue to support at home by practising how to use a confident voice. You could also support by allowing your child to share any concerns/worries that they have in an open and positive environment.</p>
<p>Art</p>	<p>Art and Design Week</p> <p>Later in the term, children will be spend one week's afternoons participating in design activities. Details to follow.</p> <p>For general support at home: visit a virtual gallery – the National Gallery has some great virtual tours for free online.</p>
<p>Music</p>	<p>Children will continue to build on their understanding of the interrelated dimensions of music through a weekly exploration of a selection of songs about friendship. They will also put their understanding into practice while learning to play the glockenspiel and to read and write basic musical compositions on a musical stave.</p> <p>To support at home: listen, loudly, to as wide a range of music as possible, have a good old-fashioned sing-song, and don't forget to have a boogie to boot. If the proms are on post-lockdown, see if you can get yourself to the Royal Albert Hall for a listen. Tickets pre-pandemic were reasonably priced.</p>
<p>Spanish</p>	<p>Hola! This term the children will be learning about 'Mi dia tipico' (My typical day). They will learn how to express different forms of routine in Spanish. We will guide them toward the Year 3 curriculum which involves more reading and writing. The children will also continue to use everyday language such as 'can I go to the toilet?' and 'tidy up'.</p> <p>You could support your child at home by asking them what they had learnt in Spanish during the week. You could ask them to revise different words that they remember and encourage them to speak a different language where possible. For example, when greeting a family member, they could say 'Hola, como estas?' (Hello, how are you?)</p>
<p>P.E. and Dance</p>	<p>The children will be focusing on athletics during PE in preparation for their Sports Day. These events are long jump, high jump, javelin, discuss, running races and an obstacle course. Alongside this, the children will take part in a variety of fun, inclusive games.</p> <p>Please ensure your child comes into school wearing their full P.E. kit on their PE day. Children will not be getting changed at school until further notice.</p>

