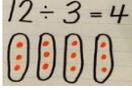
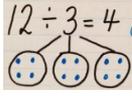


Subject	What is my child learning about at school?
English	<p>Title: Fred and the Ferocious Dragon Your child is learning to retell the adventures of Fred and the Ferocious Dragon. The story is about a poor child who is warned to beware of the ferocious dragon. The children will be mastering the use of adverb starters, adjectives, adverbs, nouns and relative clauses. Once they have generated lots of exciting ideas they will create stories with a large focus on engaging the audience using the taught features mentioned above. We will also focus on diary entries linking to our Northern Europe Topic in Geography. As well as composition, we will focus on grammar; commas in a list, contractions (can't, don't, wouldn't etc), apostrophes for possession e.g. Kate's dog as well as the suffixes -less (harmless) and -ful (hopeful)</p> <p>You can support your child by encouraging them to engage in drama activities by bringing it to life by acting out what the character might say. You can also ask them questions about our text and encourage them to retell the story. During homework sessions, it may be useful to remind your child that they have been learning about interesting sentence openers so that they can vary the way they start their sentences e.g. Remarkably... Surprisingly... Smiling happily, Lucy skipped down stairs.</p>
Writing	<p>Nelson Handwriting As we reach the mid-point of Year 2, the expectation for outstanding handwriting is high. In order to make their handwriting outstanding, they must form letters correctly, join letters correctly and use ascenders (t, h, f, l) and descenders (g, p, y, f) correctly. They must also have even finger spaces.</p>  <p>You can support your child by ensuring that they sit properly on their chair with their feet on the floor, facing the table with a pencil in their writing hand and their other hand on their work. Free writing is a good way of practising the joins but please support your child so they are learning good habits. Encourage and model to your child how to frequently read through their work and edit as they go.</p>
Reading	<p>Sounds-Write (Phonics) Your child is continuing to practise their skills of:</p> <ul style="list-style-type: none"> • 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 and practise of sound/spelling correspondences. For example: j, dge, ge, g. <p>During the Spring term we will be focusing on answering questions about a text using the skills of inference and deduction. Inference can be defined as an interpretation that goes beyond the literal information given. Deduction is when you make a judgement about something based on the information you have. E.g. A child may read "A man was standing in the doorway. He looked out and shook his head." The following question could be "Can you explain why he shook his head?"</p> <div data-bbox="874 1518 1485 1715" style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>I think he shook his head because it was raining and he was disappointed that he couldn't go outside.</p> </div> <p>Please ask your child questions once they have read their texts. Here are some examples of questions that will support inference and deduction:</p> <ul style="list-style-type: none"> • What words make you think that? Why? • How do you feel about.....? Why? • Can you explain why.....? • At the end of the story the main character is feeling..... Does this surprise you? • What does this tell you about what.....was thinking? • Do you think this is true/untrue? Why do you think this?

<p>Mathematics</p>	<p>Your child is exploring the concepts of division and measure as well as revisiting previous learning on addition and subtraction. We explore all maths learning in a realistic context. E.g. Division: Twelve children split into 3 equal groups. How many children are in each group? Once the children have a good understanding in these areas, we will challenge them in more abstract contexts. E.g. John says that 15 divided by 3 is greater than a quarter of 24. Is he correct?</p> <p>Drawings to show division:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> $12 \div 3 = 4$  </div> <div style="text-align: center;"> $12 \div 3 = 4$  </div> </div> <p>Your child will be exploring length, mass and temperature through practical experiences as well as worded problems and problem solving.</p>
	<p>In addition to revising addition, subtraction, multiplication and division, you could present mathematics in real life contexts linked to time (using the clocks sent home), money and measurement. E.g. Practise telling the time at every available opportunity and encourage your child to start wearing a watch. When preparing to leave the house ask your child the time and then when you arrive somewhere encourage them to say how long it has taken. Regarding money, encourage your child to count the money in their piggybank. Can they make piles and count in 2s, 5s, 10s and 20s? When at the shops encourage them to count out the correct money to pay or work out how much change they will have. In relation to measurement, baking is excellent! Find a recipe and tell your child that you need to make double the recipe and you need their help. E.g. 120g flour but you need double so $12 + 12 = 24$ so $120 + 120 = 240$g of flour needed. Use the scales, find 240 and measure carefully.</p>
<p>Core Knowledge</p>	<p>This half term we will be learning about the human body including our skeleton, muscles, digestive system, nervous system and our organs. We will discuss how we must take care of our bodies through a balance diet and exercise.</p> <p>In Geography we are learning about Northern Europe, we are exploring the physical and human features of the 5 countries of Northern Europe, often known as, Scandinavia.</p> <p>This half term the children in all year groups will be taking part in 'Portrait Week'. Portrait Week will take place on the week beginning 3rd February 2020 and will provide the art curriculum coverage for the entire half term if one fabulous week of art sessions. The children will learn how to draw a self-portrait in proportion before studying an artist. They will recreate their self-portrait in the style of their given artist and master a given media to complete their work of art. Parents will be invited towards the end of the term to a 'home-time gallery' in which they can see the wonders that the children have created across all year groups.</p> <p>You could support at home by researching Northern Europe with your child. Perhaps you could go to the library and collect some non-fiction books to share with them.</p>
<p>Character</p>	<p>Your child is learning about Optimism and Joy, Leadership and Teamwork and Creativity. We will explore real life contexts that the children might find themselves in and how we could approach these situations. We will teach these virtues of through drama and role play, discussion and stories. The children will be exploring leadership, being a team player and growth mindset.</p> <p>In addition to our Character lessons, the children will be introduced to daily Mindfulness, following the Mind Up program. Your child will have reflection time, using the sessions as a daily brain break.</p> <p>You can support your child by discussing Perseverance with them. Ask them how they have displayed Perseverance and what their perception of it is. Is there something else they could show perseverance in?</p> <p>We will be continuing to encourage and model independence so that the children are able to begin taking responsibility for themselves and their actions. We will be developing this as part of our classroom routine. You can support through small reminders and encouraging children to begin doing increasingly more things for themselves at home.</p>
<p>Music</p>	<p>Your child sings with their class every day, as well as during music lessons, where they are learning to sing rounds, and to clap out rhythms and beats. This half term we will be learning the names instruments,</p>

	<p>sorting them into groups (wind, percussion, string and brass groups) and how to play a musical instrument to a song.</p> <p>You can support your child by discussing how the music makes you feel and why.</p>
P.E. and Dance	<p>Your child will be focusing this term on increasing their range of basic gymnastic skills and body management skills. They will generate simple movements in jumping, balancing and rolling and progress into creating routines. Your child will also be opened to the environment of handstands and headstands. This term the children will also be learning Netball. They will learn the different passes, how to defend and being to understand the rules of the game.</p>
	<p>Please ensure your child has correct PE kit in school every day. On Tuesday's, the children may leave school in their P.E. kits and this should be returned the next day. Before coming to school, please ensure your child eats a nutritious breakfast to prepare them for the day ahead.</p>
Spanish	<p>In Spanish this term, we are learning to ask everyday questions and answers. Your child will also revise colours, and numbers to 20 through songs and games. We will be using everyday Spanish in class time such as 'Good Morning teacher' is 'Buenos dias professor/professora'.</p>
	<p>To support your child, you can sing Spanish songs and revise taught questions and answers. Your child can also practise counting in Spanish to 20.</p>