



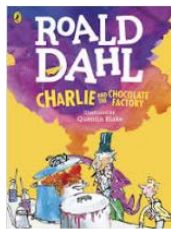
Welcome back to the second half term of year 2. During this half term, the children will have many exciting opportunities to deepen their understanding of lots of things they have learnt in year 2 and will continue to learn new things. This overview will help you understand what your child will be learning about each week in each subject. Listed below are the learning intentions that will be covered during this next half term. Not all subjects are taught every half term but will be covered throughout the year.



In Reading children will be learning to

- Read words containing common suffixes (-ly, -ful -ment, -ness), and know this changes the meaning of the word (beginning of morphology)
- Know that the root word carries most of the word meaning
- Know that stories can be set in different places or times
- Find a word or phrase in the text that states the answer. E.g. being able to answer 'how do you know'?
- To use 'because' to justify inferences.
- Pick out the sequence of events in books (fiction)
- Order key events in a story.
- Update a prediction whilst reading
- Explain why they have made a prediction using the word 'because'
- Recognise that authors use paragraphs to make the content clearer
- Identify a word they do not understand then make a suggestion of what it might mean by linking it to another word they know.
- To Know some of the features of non-fiction books: to know the purpose of a contents page and be able use it.

The focus text for this term are:



In Writing children will be learning to

- To write sentences using 'and', 'or', 'but' to join ideas or simple sentences (co-ordination).
- To use 'and' to join a simple sentence to a word, phrase or another sentence, when ideas are similar or additional.
- To use 'or' to join a simple sentence to a word, phrase or another sentence, when ideas are different or a choice.
- To use 'but' to join a simple sentence to a word, phrase or another sentence, when ideas are unexpected or the opposite.
- To use expanded noun phrases for description and specification.
- To write commands and statements and use a full stop correctly at the end.
- a subject is a person, place or thing.
- a noun is the name of a person, place or thing.
- a proper noun is the name of a specific person or place and starts with a capital letter.
- that a verb is a 'doing' or 'action' word.
- use adjectives to describe and specify.
- an adjective describes the noun.
- use two adjectives to describe a noun.
- when two adjectives describe a noun, this is called an expanded noun phrase
- To use commas to separate items in a list.



- To plan what we are going to write about using a simple given planning tool.
- To read aloud their writing, pausing at punctuation, as a way to check that our writing is clear.

In Maths children will be learning to

Number

- Addition and subtraction facts to 100
- Fact families and inverse operations
- Know that adding two numbers can be done in any order
- Know that subtraction of one number from another cannot be done in any order
- Using inverse relationship to check calculations
- Derive add and subtract facts up to 100 related to known add and subtract facts to anything

In Science children will be learning to (Materials)

- To know that materials can have useful properties that make them suitable for a given job (including being waterproof, flexible, rigid, opaque and transparent).
- To link a property to how suitable the materials are for particular uses, e.g. bricks used for houses cannot be squishable; material used for windows must be transparent.
- To know that many types of plastic are waterproof, that metal is usually strong, that rock is usually hard and rigid, that rubber is flexible, that rock is rigid.
- To know that rigid means something that will not bend without breaking.
- To know that flexible is something that can bend without breaking.
- To know that applying forces (e.g. bending, squashing and twisting) to objects can change their shape.

In Computing children will be learning to (Organise and Manipulate)

- Know online people aren't always who they say they are
- Know that a search engine uses programs that search through pages on websites and return results linked to the keywords entered into it.
- Know that the address of a website takes you to a specific page on the world wide web
- Know that many programs can be closed by clicking on the cross in the top right corner
- Know that there is a sequence of instructions to follow in order to save a file and shut a computer down.
- Know that there is a sequence of instructions to follow in order to save and retrieve a file
- Know that created content/ files within a computer can be organised into folders, this can make it easier to view and retrieve them

In PSHE children will be learning to (Celebrate difference)

- To know the difference between a one-off incident and bullying.
- To know that sometimes people get bullied because of difference.
- To know that friends can be different and still be friends.
- To know there are stereotypes about boys and girls.
- To know where to get help if being bullied.
- To know that it is OK not to conform to gender stereotypes.
- To know it is good to be yourself.
- To know the difference between right and wrong and the role that choice has to play in this.



In RE children will be learning to (Christianity)

- I can use the story 'George Saves the world by lunchtime' to understand ways to try to help the environment.
- I can identify different ways we can look after the environment.
- I know that we all have a responsibility to love each other and our world.
- I can explain different ways to help Jesus look after the world.
- I know that Christians believe Jesus was sent by God to help look after the world.
- I know some key facts about advent.
- I can retell and sequence key parts of the Christmas story.
- I know that Christians look forward to Christmas as the time of Jesus' birth.

In PE children will be learning to (Fundamental Skills)

- Run at different speeds, using our arms to drive us forward (skill)
- sprint (skill)
- change direction at speed, dodging obstacles (skill)
- develop stability when balancing by using a focus point (skill)
- use jumping, hopping and skipping actions to travel (skill)
- combine jumping movements with co-ordination and rhythm (skill)
- jump for distance (skill)
- jump for height (skill)
- use co-ordination to turn a skipping rope backwards (skill)
- identify our own strengths and areas for development (evaluation)
- evaluate our own performances (evaluation)

In Music children will be learning to (Pulse, Rhythm and Pitch)

- Further develop ability to apply musical skills in increasingly complex games.
- Create visual representations of pitch in so/mi songs
- Perform familiar songs / rhymes at different tempo
- Create visual representations of pitch in so/mi songs
- Use solfa names and hand signs for simple call and response so/mi greetings and songs.

In History children will be learning (The Great Fire of London)

- To sequence in chronological order at least 5 events on a timeline
- To name dates or famous people relating to the key time period / significant event studied (within 100 years).
- To use a source – why, what, who, how, where to ask questions and find answers
- To recognise how some sources are more than reliable than others
- To know that a primary source is from when an event happened
- To explain the consequences of an event and a change that followed.

How you can help your child at home

- Please read with your child as regularly as possible. As a school, we expect children will read their own phonic book with someone at least 3 times a week. It is also very important for children to have stories read to them as much as possible.
- Children will have weekly home learning based on what they have been learning in class. This learning will be online via purple mash and your child will have a login inside their reading diary. The children are familiar with logging into purple mash. Please talk to your child about this learning and support them completing it.



- There will be weekly spellings to practice. You can practice these on purple mash or see them noted at the bottom of the school weekly bulletin. The spelling quiz will be in class on a Friday morning.
- It is always helpful to practice handwriting and letter/number formation.

This is our agreed letter formation:

Aa Bb Cc Dd Ee Ff Gg Hh Jj Kk Ll Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx Yy Zz

This is our agreed number formation:

1 2 3 4 5 6 7 8 9 10