



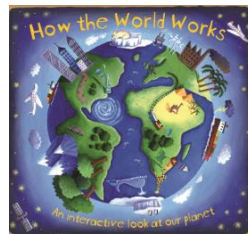
Welcome back, we hope you all had a lovely Christmas break. During this half term, the children will have many exciting opportunities to deepen their understanding of lots of things they have learnt in year 2 and will continue to learn new things. This overview will help you understand what your child 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

- Develop additional strategies for decoding unfamiliar words (for example, prefixes and suffixes and contextual clues)
- Identify items of information which are related within a text (e.g. how a character develops through a story or the most important facts in a short passage of non-fiction)
- Answer questions and make some inferences (KS1 EXP)
- To answer 'why' questions.
- Notice how ! can be used as clues to show a character is feeling
- To recognise the purpose of punctuation . ? ! "" using punctuation to support intonation in reading
- Pick out key changes, for example in a character's mood.
- Predict future events drawing on their own experience and what has happened in the text.
- Pick out favourite words and phrases
- Understand the difference between poetry and narrative
- Find the meaning of words linking new meanings to known vocabulary.
- Recognise simple re-occurring language in stories and poems
- Participate performances, role plays and improvisations.
- Know the difference between fiction and non-fiction (Y1), poetry and narrative (Y2).

The focus text for this term are:



In Writing children will be learning to

- write sentences using 'when', 'if', 'that', 'because' to join ideas and simple sentences (subordination).
- use 'when' to join a simple sentence to a phrase or another sentence, when two ideas are joined in time.
- use 'because' to join a simple sentence to a phrase or another sentence, when giving a reason.
- identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command.
- questions start with who, what, where, when, why, how, or a verb, e.g. are, have, can.
- questions have an answer
- use present and past progressive to mark actions in progress.
- the present progressive is used to describe an ongoing action, using is / are and the suffix -ing for verbs.
- write questions using a question mark correctly at the end.
- know the question mark replaces the full stop.
- use apostrophes to mark singular possession.
- an apostrophe shows that an object belongs to a subject.
- when a name ends in 's', just the apostrophe is added.



- use -ly to turn adjectives in to adverbs for description.
- an adverb describes a verb.
- use adverbs that end in -ly to describe how something happens /happened.

In Maths children will be learning to

Multiplication and Division

- recall and use multiplication facts for the 2 times table
- recall and use multiplication facts for the 5 times table
- recall and use multiplication facts for the 10 times table
- understand that multiplication of two numbers can be done in any order (commutative)
- recall and use division facts for the 2 times table
- recall and use division facts for the 5 times table
- recall and use division facts for the 10 times table
- understand division of one number by another cannot be done in any order
- calculate mathematical statements for multiplication within the tables they know
- write mathematical statements
 - using the multiplication (\times) and equals (=) signs
- calculate mathematical statements for division within the tables they know
- write mathematical statements using the division (\div) and equals (=) signs
- solve problems involving multiplication and division as above, including problems in contexts
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

In Science children will be learning to (Animals)

- To know that animals produce offspring that will grow into adults
- To know that animals need air, water and food to survive

In Geography children will be learning to

- Name the 7 continents and 5 oceans in the world.
- Brazil is closer to the equator therefore has warm weather.
- Be able to locate the 7 continents and 5 oceans in the world.
- Identify where Brazil is and what continent it is in
- Brazil has tropical weather, which means it is hot and humid.
- To identify the human and physical features within the Amazon Rainforest.

In Computing children will be learning to (Coding and Algorithms)

- That these instructions need to be in order
- That an algorithm's outcomes can be predicted
- That these instructions need to be written in the correct language in order for the computer to understand them. This is called a program
- To create a simple program.
- That debugging involves four steps 1) identify there is a problem (Y1), 2) work out which part of the program is causing it 3) Find a solution and fix it 4) Check it has worked

In PSHE children will be learning to (Dreams and Goals)

- Know how to choose a realistic goal and think about how to achieve it



- Know that it is important to persevere
- Know how to recognise what working together well looks like
- Recognise how working with others can be helpful
- Be able to work effectively with a partner
- Be able to choose a partner with whom they work well
- Be able to work as part of a group

In RE children will be learning to (Islam)

- I understand about the 5 pillars of Islam.
- I know the importance of Muslim's praying five times a day.
- I know that Muslim prayer is saying thanks to Allah.
- I know that Muslim life is built around worship of Allah through prayer.
- I can create my own goal to achieve and explain how I would feel if I achieved it.

In PE children will be learning to (Gymnastics)

- create and perform a sequence of movements
- use shapes to create balances
- link travelling actions and balances using apparatus
- evaluate our own performances
- make a shape in the air when jumping
- perform a dish roll and a forward roll
- perform a sequence of rolls with a partner
- link travelling actions and balances using apparatus
- identify our own strengths and areas for development

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

- Perform pulse actions with a partner
- Begin to understand musical phrasing
- Copy 4 beat rhythms containing ta / titi, saying the rhythm names as they go
- Sing songs using rhythm names
- Continue to develop ability to apply musical skills in increasingly complex games involving teamwork and turn-taking
- Begin to sight-read 4 beat rhythm cards
- Sight-read 4 beat rhythm cards
- Identify and match rhythms of known songs/rhymes to stick notation
- Sight-read sequences of 4 beat rhythm cards

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.
- Please use the bookmark in the back of your child's reading diary to support with questioning when reading.
- Children will bring home spellings that they need to practice each week. These are the Year 2 common exception words. Common exception words cannot be sounded out and we use letter names when we are spelling them.
- 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