



### Class 2 Newsletter: Autumn 1 2015



Please find below a table which gives you some details of the learning in Class 2 this half term.

Our topic for this term will be Wonderful weather.

**Homework is for your child to bring in a picture of themselves and your home. Please return these to school by Monday 21<sup>st</sup> September.**

Every Tuesday afternoon I am out of the class and Mrs Brown will be in. PE and RE are on a Tuesday afternoon with Mrs Brown.

If you have any queries at any time, please come and see me after school.

Many thanks,

Mrs Hill

Topic	Subject	
English	<p><b>Fiction:</b> Kassim and the greedy dragon</p>	<p>Ensure homework is done, including helping your child learn their weekly phonics sounds. Listen to your child read at least three times a week and ask questions about the text. There are some ideas for questions to ask in the contact book.</p> <p>Practice telling our stories that are sent home in our story maps.</p> <p>Please ensure all writing done at home is in the school handwriting font.</p> <p>Attached is an example of the handwriting font.</p>
	<p><b>Non-fiction:</b> Instructions- How to trap a dragon</p> <p><b>Poetry:</b></p>	<p>Here are some of the things we will be looking at in our writing:</p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Using full stops and capital letters correctly.</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Plurals</li> <li>• Adverbs Yr 2</li> <li>• Question marks/ exclamation marks Yr 2</li> </ul>

Pattern  
and rhyme

Here are some activities to support at home:

### **Nouns**

Show your child a tray of objects. Name them together and explain that all these words are nouns. Nouns name a person, place or thing.

Ask your child to say their name. Explain that their name is a special noun called a proper noun. People's names have a capital letter at the beginning to show that they are proper nouns.

Look for capital letters at the beginning of proper nouns, e.g. on a map for place names, or the address on a letter for people's names, street and county names.

### **Plurals**

When you have one of a noun then it is singular: one cat. When you have two or more of a noun it is plural: two cats. Most plurals are made by adding -s or -es to the noun. But some are different: child becomes children; foot becomes feet; person becomes people.

There are special nouns called collective nouns which describe a group of people or things, e.g. a crowd of people. Look at an animal book and explore the collective nouns. Make a list of the ones you find. Here are some you might like to tell your child: a murder of crows, a crash of hippopotami, a leap of leopards, a lounge of lizards, a tower of giraffes.

### **Adjectives**

An adjective adds information about a noun, e.g. a red hat, a tiny bird.

Play guessing games that encourage your child to describe an object. Ask them to choose one of their toys and describe it to you. Make sure that you can't see the toy. Can you guess what it is from the adjectives they have used? Now describe an object for your child to identify.

Top Tip: Repeat what your child has described back to them and then ask for an additional adjective to help you work out what the object is like, e.g.

'What does it feel like?'

### **Adverbs Yr 2**

An adverb gives more information about a verb, e.g. shout loudly, play nicely.

Play 'Crazy Adverbs' - one person is given a verb and adverb to act out, e.g. 'dance gracefully', 'spin quickly'. The aim is for the actor to dance/spin in such a way that others can guess what the adverb is. It might be worth modeling this game for your child by taking the first turn at being the 'actor'.

Show your child how a question is formed using question words such as how, where, when, what and why. Make up some questions together. You could try to find the answers too.

### **Questions and commands Yr 2**

Show your child how a question is formed using question words such as how, where, when, what and why. Make up some questions together. You could try to find the answers too.

Together, practice asking questions using can, will, could and would, e.g. 'Can you help me with the lunch?', 'Will you bring me a cup?' etc.

Now show your child how to turn the questions into commands. For example, 'Can you help me with the lunch?' becomes 'Help me with the lunch!' Point out the difference in punctuation at the end of a question and a command. Can your child change a question into a command? They can imagine they are a captain telling you what to do!

Here are some useful websites to support phonics at home:

- <http://learnenglishkids.britishcouncil.org/en/grammar>
- <http://www.bbc.co.uk/bitesize/ks1/literacy/>
- <http://resources.woodlands-junior.kent.sch.uk/interactive/literacy.html>
- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- [www.mrthorne.com](http://www.mrthorne.com) he also has some great apps
- <https://www.havefunteaching.com/videos>

[www.starfall.com](http://www.starfall.com)

As  
National  
Curriculum

Ensure homework is done and handed in on time. Work on times tables. If you are unsure of the method to teach please look at our calculation policy on the school website.

**Year 1-** Please support your child to practise the following:

- Practice adding and subtracting one-digit numbers and two-digit numbers to 20.
- Identify one more and one less from a given number.
- Learn the 2, 5 and 10 times tables.
- Practice number bonds to 10 and 20.
- Solving one-step problems that involve addition and subtraction
- Read and write numbers from 1 to 20 in numerals and words.

**Year 2-** Please support your child to practise the following:

- Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
- Compare and order numbers from 0 up to 100
- Add and subtract numbers including two-digit number and ones, two-digit number and tens, two two-digit numbers, adding three one-digit numbers, show that addition of two numbers can be done in any order.
- Show that multiplication of two numbers can be done in any order and division of one number by another cannot.

Here are some great maths websites to support at home:

<http://primaryhomeworkhelp.co.uk/maths/index.html>

<http://www.bbc.co.uk/bitesize/ks1/maths/>

<http://www.topmarks.co.uk/maths-games/5-7-years/counting>

<http://www.ictgames.com/resources.html>

Here are some great maths songs on Youtube:

<https://www.youtube.com/user/HarryKindergarten>

<https://www.havefunteaching.com/videos>

RE	Where do we belong?	<p>This term we will be talking about different groups which we belong to and then finding out about what it means to belong to the Christian and Jewish faiths.</p> <p>It would be helpful if your child can talk about different groups that they belong to such as family, sports club, uniformed organisation, faith group etc. and, if possible, bring into school one or two photos of themselves as a member of a group.</p>
Science:	<p><b>Seasonal changes.</b></p> <p>Children will find out facts about the Sun &amp; observe its apparent movement across the sky. They will investigate how shadows change during the day. Discuss the four seasons &amp; varied day length. Describe the weather associated with each season &amp; the changes this brings.</p> <p><b>How you can help at home:</b></p> <p>Look at the weather and discuss what is happening. Look at the four seasons and discuss each one. Draw a picture of a tree during each season and label the season.</p>	
Geography:	<p><b>Wonderful weather</b></p> <p>Children we be looking at: different types of weather in their immediate environment along with the four seasons. The children will learn about hot and cold areas of the world and the impact of weather types. We will observe and record the weather, present our own weather forecasts.</p> <p><b>How you can help at home:</b></p> <p>Make a Rain Gauge: This activity extends learning on measuring and recording the weather along with developing observation and numeracy skills. Watching the Weather: Children watch a TV or online weather forecast in order to record the weather over a two day period, listening to weather key words, weather symbols and noting important daily changes.</p>	

*Ourselves*

*Art:*

*During this unit the children will learn about portraits, and the use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them.*

*How you can help at home: Research these artists and have a look at their work. Discuss what a portrait is and have a go at creating one using a range of materials.*

*Music:*

*Ourselves and exploring sounds.*

*The children will be learning songs, using tuned and un-tuned musical instruments, performing and listening to a range of music.*

## Ourselves

### e-Safety

- Agree and follow sensible e-Safety rules for the classroom
- Tell an adult when I see something unexpected or worrying online.

### Programming

- To recognise that devices and on-screen objects can be controlled by a sequence of actions or instructions.
- To understand that devices and software can be controlled by buttons.
- To begin to make predictions about the behaviour of simple programs.
- To begin to create and debug simple programs.

### Multimedia

- To recognise that they can use ICT to organise and present their ideas.
- To use word banks, templates and paint programs to create, develop and present work to each other.

### Technology in our Lives

- Children recognise uses of technology to their homes and in their community.
- Children understand that there are online tools that can help them create and communicate.

To use technology purposefully to retrieve digital content from the school public drive and the Internet.

### How you can help at home:

Use Purple Mash to practice using simple programmes at home.

Help the children to use the word processor on the computer to write letters or stories.

Beginning to code.

Here is a list of websites to support coding at home:

Purple Mash

<http://www.iboard.co.uk/iwb/Lily-Hop-696>

<http://www.pivotanimator.net/>

<http://www.iboard.co.uk/iwb/Drawing-with-a-Control-Toy-697>

<https://central.espresso.co.uk/espresso/coding/lessons.html>

PSHE:	<p><i>New beginnings, Getting on and falling out</i></p> <ul style="list-style-type: none"><li><i>• Recognising feelings and understanding emotions</i></li><li><i>• Developing a positive sense of one's self</i></li></ul> <p><i>How you can help at home:</i></p> <p><i>Discuss with different feelings with your children and what they can do to understand them.</i></p>
PE	<p><i>How you can help at home:</i></p> <p><i>Ensure all items in PE kit are clearly labelled. Encourage your child to dress/undress independently at home.</i></p>

a b c d e f  
g h i j k l  
m n o p q r  
s t u v w x  
y z