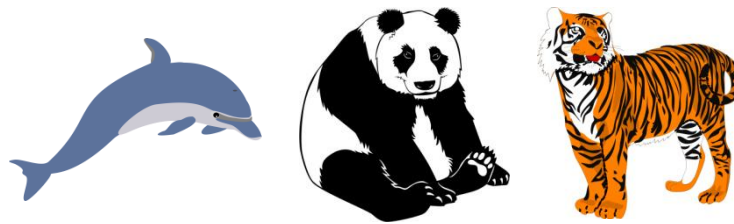




Autumn 2018 Second Half Term Year 2 Dolphins, Pandas and Tigers



We hope you had a good half term holiday.

The children really enjoyed their first half term in Year 2 and continued the amazing learning they were doing in Year 1. The topic of 'Beachcombers' really captured the children, motivating them to learn new skills. Visiting Littlehampton for the day truly **Engaged** the children with the topic.

After talking about their experiences at the beach the children **Developed** their understanding of different locations and habitats, particularly around the school site.

During the **Innovate** stage of the topic they were very excited to learn how to make ice cream, plan it and share it with you. They definitely enjoyed eating the ice cream and we hope you did too! Making the ice cream also enabled the children to continue to develop their evaluative skills, using Thinking Hats to support their thinking process.

For the final stage of the topic, **Express**, the children enjoyed sharing all their learning this term with each other and their link class in school.

The pictures below show just some of the amazing learning in Year 2 last half term. Please remember to look at the school website for pictures and news about learning throughout the term.



How do the children learn in Year 2?

In Key Stage 1, (Years 1 and 2) the curriculum is planned using Cornerstones.

The Cornerstones philosophy is based on the **Four Cornerstones of Learning**, which brings the curriculum to life. Each stage of learning has its own unique characteristics, which help children learn and remain motivated throughout each **Imaginative Learning Project** (ILP).



This simple sounding philosophy is very powerful and condenses the learning process down to its fundamental parts.

As teachers across the globe know, you need to engage the people in front of you before you can develop their skills or knowledge. Then, for them to retain this new knowledge, they have to be able to use and apply it in an innovative way that is meaningful to them. Finally, they need to reflect on the learning and express their knowledge and understanding meaningfully, so as to cement that knowledge and contextualise it.

Engage

At the 'Engage' stage, children:

- gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school
- enjoy 'WOW' experiences
- get an exciting introduction to a topic or theme
- begin researching and setting enquiry questions
- get lots of opportunities to make observations
- develop spoken language skills
- take part in sensory activities
- have lots of fun to fully 'engage' with their new topic.

Develop

At the 'Develop' stage, children:

- improve their knowledge and understanding of the topic
- develop and practice their new skills
- compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- research their own questions and those set by others
- follow new pathways of enquiry based on their interests
- complete learning at home activities that support their learning.

Innovate

At the 'Innovate' stage, children:

- apply skills, knowledge and understanding in real-life contexts
- solve real or imagined problems using everything they've learnt
- get inspired by imaginative and creative opportunities
- revisit anything not fully grasped at the 'Develop' stage.

Express

At the 'Express' stage, children:

- become the performers, experts and informers
- share their achievements with parents, classmates and the community
- evaluate finished products and processes
- link what they have learnt to where they started
- celebrate their achievements!

The Year 2 topic for this half term is

'Bright Lights, Big City'

Each topic teaches the children the basic skills, and broader curriculum, through a project which is relevant to them. This project has a history and science focus.

At the heart of this project children will learn about London both in the past and in the present day.

The children will learn about landmarks in London, and explore how key historical events, such as The Great Fire of London, influenced the London we see today.



As part of the **Engage** stage, we made bread

on Tuesday 30th October. The children investigated the different properties of the ingredients as they combined to make dough and then through cooking the dough to create bread to eat! They will also find out information about London through using books and pre-selected internet sites. This will help them to create 'London' in the role-play area through making landmarks and significant features.

During the **Develop** stage the children will learn about the events of The Great Fire of London and explore how these events were recorded. The children will also investigate the properties of materials and how the properties of materials played a part in the spread of the fire.

In the **Innovate** Stage, the children will design a building based on what they have learnt about the year 1666. They will then make their model building, ensuring it meets the criteria of being free standing and in keeping with the period in history.

During the **Express** stage you are invited to join the children in school to share their learning for this term. Any family member or friend is welcome to come to share learning with your child. Please see the dates and times at the end of the newsletter.

Week 8 & 9 Engage History Focus



Introduce the topic, Bright Lights Big City. Create a class circle map to show the children's current knowledge and understanding about cities, and in particular London. Discuss the location of London and be able to place it correctly on a map. The children will also explore the countries that are part of The British Isles, correctly placing them on a map.

Think about different events that take place in London, as a capital city, including Remembrance Day commemorations. Learn the historical facts around Remembrance Day and that this year is particularly special

as it is the 100th anniversary of the end of the war. Discuss how London has changed over time; learn key facts relating to The Great Fire of London. Consider how information from this time was recorded and how people may have felt. Plot key events on a timeline.

The children will use the information they have learnt about London to create London in the role-play area, incorporating key landmarks such as Tower Bridge and the River Thames.

English: Whilst making bread the children will explore the features of instructions and write their own sets of instructions. Daily Phonics sessions will help them to develop both reading and writing skills, particularly reading information texts and information online to support their learning. Considering how to record key information in their own words, demonstrating an understanding of the content of the information. The children will explore the features of explanation texts and



retrieve information for their own explanation text about how The Great Fire of London started.

Maths: Mental Maths –Solving simple calculations (+ and -) mentally, rapid recall of known number facts such as pairs of numbers that make 10, 20 or 100.

Number - The children will develop their understanding of subtracting a two digit number from a two digit number. Exploring the different methods that can be used and how they can check their answers with the inverse. The children will also investigate the relationship between bonds to 10 and bonds to 100, for example if $4+6=10$, how can that help us to solve $40 + ? = 100$.

Measurement - explore reading scales to measure ingredients for bread making.



Computing: The children will explore different sources of information about London and The Great Fire of London. They will discuss the importance of using the internet safely and with the support of an adult. They will access pre-chosen sites to find text and images about The Great Fire of London. They will begin to present the information they have found using PowerPoint.

Physical Education:

Sports Premium Funding this term will enable the children to continue to take part in Forest School with Miss Tierney and cycling sessions with a trained cycle instructor, Mr Rafferty. The

Sports Premium funding will also enable the children to take part in weekly Indian Dance sessions this half term. This will be linked to their learning about Diwali and culminate in participating in a performance in assembly to the rest of the school. .

The children will explore how they can rotate their body. They will also explore how gymnasts and dancers use the technique of spotting to keep their balance.

Throughout the term the children will continue to have the opportunity every third week to have football coaching.

Religious Education:

The children will review what they already know about festivals, identifying similarities and differences between the ways different faiths celebrate festivals. The children will learn about the festival of Diwali and key aspects of the celebration such as Rangoli patterns. They will learn about the story of Rama and Sita.



Personal, Social, Health and Citizenship Education (PSHCE): The children will explore firework safety and consider how they can stay safe. Exploring the theme of 'Getting On and Falling Out'. Understand that people don't always see situations in the same way and everyone can have an individual viewpoint. Consider how we can respect each other's viewpoints when making a decision as a group.

Music: Listen and learn about the story of Pinocchio. Explore echoes by singing as a group. Explore tempo with clapping and simple percussion instruments. Listening to 'The Last Post' and considering how music can add to the mood of a situation.



Christmas Production

This year the Year 2 Christmas production will be Pinocchio.

The children will help to write the script and stage directions for the production. The children will also choose which character they would like to play in the story. There will be auditions for the lead roles.

When all the characters have been decided, we will write to each family letting them know what role their child will play and if they need to bring in any clothes from home. We have a wide range of costumes in school but occasionally need to ask families to provide everyday items of clothing such as t-shirts.



Learning at Home



- Regular reading at home is vital to sustain progress and liaising with staff through the Home/School Contact Book is invaluable to your child. Children are encouraged to read each night and change the reading book as soon as they have finished reading it.
- Share the school library book that your child chooses each week. Children will have the opportunity to change their library books once a week.

Dolphins - Fridays

Pandas - Tuesday

Tigers - Thursday

Reading



- Sharing the weekly 'Learning at Home' with your child will help him/her to develop key skills. The folder will come home on a Wednesday and should be returned on the following Monday.
- Share the online Phonic Bug books with your child. <https://www.activelearnprimary.co.uk/login>
- Enjoy the weekly Education City activities online with your child - this will be directly linked to the learning they are doing at school that week.

Other ideas you might like to try.....

- Make your own cityscape artwork and take it to school to share with the class.
- Create a 2-D city shape picture. Can you label the shape names? What are the properties of the shapes in your picture?
- Search the web with an adult to find images of different cities in the world. Create a scrapbook of your favourite cities and include pictures, labels and captions. Can you find and record one or more facts about each city?
- Visit a city near you with an adult. Look out for interesting buildings that are different sizes and shapes. Make a list of the sights, sounds and smells that you discover. You could even draw a simple map and plan of your journey.
- Take your teddy on a visit to a city near you. Write a simple diary about teddy's day out, including what he or she saw and felt. Illustrate teddy's diary.
- Make a mini book of your city visit, showing the transport and buildings you saw. Label the pictures.
- Create and label a picture or map of a fantasy city. What type of buildings would be in your city and what would they look like? What transport would people use in this city?
- Build a real or fantasy city using Lego, blocks or 3-D junk material from home. Play with your city using figures and vehicles.
- Draw a map of a city and direct a toy car or figure using words such as forwards, backwards, straight ahead, left, right, up, down, under and over. You can use numbers too, if you like.
- Visit your local library with an adult and search for non-fiction, fiction or poetry books about cities. Read and enjoy them with an adult or your class.
- Create your own city song to the tune of 'The Wheels on the Bus'. Your song should start with, 'I went to the city and I saw...'

Dates for your diary

Monday 12 th November	Trip to Wallington War Memorial - more details to follow	
Thursday 22 nd November	Year 2 singing at The Altogether Club at Holy Trinity Church Hall - more details to follow	
Wednesday 5 th December	Year 2 Dress Rehearsal - perform to the rest of the school, Year 3 and siblings from Holy Trinity.	
Thursday 6 th December	2pm and 7.15pm Year 2 Christmas Production - Pinocchio	
Friday 7 th December	Children's Christmas Lunch and Party	
Friday 7 th December	8.45am – 9.05am	Bright Lights, Big City sharing session
Friday 7 th December	3.20pm – 3.40pm	Bright Lights, Big City sharing session

Monday 10th December 8.45am – 9.05am Bright Lights, Big City sharing session
Monday 10th December 3.20pm – 3.40pm Bright Lights, Big City sharing session

Any family member or friend can come to share learning with your child.

We are running the sessions on two different days at the beginning and end of the day.

Please come only once to share the learning with your child, please come to which ever session is most suitable for you. There is no need to sign up, just come along!

Friday 21st December 10.00am Carol Service at St. Mary's Church - everyone welcome.

Friday 21st December 1.30pm End of Term.

Monday 7th January INSET Day, school closed for children.

Tuesday 8th January First Day of Spring Term for the children



Year Two Team