

Spring Term in Year 2

Dear Parents,

Welcome back to the Spring Term. I would like to take the opportunity to wish you all a very Happy New Year.

The School follows the British National Curriculum. Literacy, Numeracy, Handwriting and Spanish are taught daily. Throughout the term, we will cover the following areas of work:

LITERACY	NUMERACY	SCIENCE
<p><u>Fiction</u> - Different stories by the same author. Children focus on talking about a text and explain their reaction to it. Working as part of a group, children plan and write a sustained story about a familiar character. Children use the first and third person in their writing and produce some dialogue.</p> <p><u>Non-Fiction</u> - Information texts. Children learn to give instructions to other members of the class. They compile their own ideas for instructions through games such as 'Simon says.' They identify key features of written instructions and use the correct tense consistently, using diagrams to help them.</p> <p><u>Poetry</u> – <u>Patterns on the page.</u> Children can listen to, read and perform poems, identifying different patterns in their language use and structure. They learn how to make their own shape poems and writing a pattern. They create their own poem, using interesting and inventive language.</p> <p><u>Really looking</u> – In this unit the children relate the details of a poem to their own life experiences. They respond to poetry through dance and drama.</p> <p><u>Nelson Grammar</u> – Children will concentrate on verbs, nouns and adjectives this term.</p> <p><u>Bilingualism</u> – Learning words related to ourselves, giving simple personal information – naming parts of the face, school uniform etc</p>	<p>Following the New Heinemann Maths scheme of work, children will continue to explore their understanding of the following through a varied combination of practical and theoretical teaching methods:</p> <ul style="list-style-type: none"> • Estimating, rounding. • Number sequencing. Including reading and writing whole numbers to 100, e.g. sixty (60) • Measures, including reading simple scales and masses. • Simple line symmetry. • Numbers past 100. • Place value. • Mental calculations. • 4 operations. (x, +, -, ÷) • Fractions – quarter, half, whole. • 2D and 3D shapes. • Time and direction. Including left, right, clockwise, anti clockwise. North, south, east and west. • Children will also be exploring the relationship between second, minute, hour, day and week. • Multiples of 2,5,10. 	<p><u>Health and Growth.</u> Children will look at what a baby needs, the changes that take place as a baby grows, from toddler and into adulthood. Children will compare animals with their young, and discuss exercise, healthy eating, and safety with medicines.</p> <p><u>Plants in the Environment</u> Children learn about plants in our environment. Children discover how places very close to each other result in a different range of plants and animals being found.</p> <p>I.C.T</p> <p><u>Finding Information.</u> Children will learn what a CD ROM is and how it contains large amounts of information. Children will use buttons to navigate around a CD ROM and use search menus to find information from a contents page and index.</p> <p><u>Creating pictures.</u> Children will develop visual ideas for different purposes by using ICT. Using 'paint' we use simple tools (pen, brush, fill, and spray) to create our own pictures that we can save and amend without spoiling earlier versions. We will learn that sometimes a screen version is the final version of a piece of work.</p>
	<p>GEOGRAPHY</p> <p><u>Katie Morag: An Island Home.</u> Children explore the Scottish island of Struay using maps and the internet to first locate it in the world. They expand upon their existing understanding of maps, atlases and globes to further their capability to read map symbols and grids. Children explore the major features of Struay, including mountains and rivers. Then they investigate who lives on the island and how they transport themselves. Children compare the similarities and differences between Struay and San Pedro de Alcantera. Children sum up the pro's and con's of living on an island compared to the mainland.</p>	<p>HISTORY</p> <p><u>The Great Fire of London.</u> Children will learn about the Great Fire of London that took place in 1666. They will learn about the Stuart King - Charles II and Samuel Pepys a writer who described the events of the fire. Children will be given the opportunity to discuss why the fire spread so quickly across London and learn what makes modern day cities safer from fire today. The children will have the opportunity to use their knowledge and understanding of the Great Fire to make a wall display of it.</p>

DESIGN & TECHNOLOGY	P.S.H.E
<u>Vehicles</u> Children will be given opportunities to examine different types of vehicles whilst building on their prior knowledge of forces and movement studied in the Autumn term. They will design their own vehicle, focusing on the use of wheels and axels. They will learn how to use equipment and tools safely during the practical assembly of their vehicle and discuss improvements to their design and how their design features are fit for purpose.	<u>Ourselves.</u> Children will learn; to name the parts of the body, about our senses, to investigate variation in people. They will conduct a survey about height and graph their results. <u>Animals and us.</u> Children are introduced to the idea of rights and responsibility through exploring animal welfare issues. Children learn about their basic human needs and the needs of animals. They learn how humans have a responsibility of care towards animals including pets and wildlife. We will explore animal voluntary / community campaigns.
MUSIC	ART & DESIGN
<u>Music Express</u> Children will focus on the difference between long and short sounds, as well as pulse, rhythm and pitch. They will collaboratively explore the use of a variety of instruments including cymbals, drums, coconut shells and bells.	<u>Silhouettes and colour.</u> Children will learn how to make silhouettes that they will then use to collaboratively create their own display of the Great Fire of London. They will learn to interpret the importance of placing dark colours behind light colours and learn that colours can be split into different groups – primary and secondary. <u>Still life.</u> Children will be given the opportunity to sketch different fruits and vegetables to explore the characteristics of tone, shading and position in detail.

HANDWRITING POLICY: Following the implementation of the renewed Calpe School Handwriting Policy in September we, including the children, are thrilled with the results and developing handwriting skills. Good pencil control and handwriting aids the ability to learn spellings and of course to be able to record work well and quickly with confidence. The emphasis on the handwriting skills of all of the children is now embedded in our daily work at Calpe School.

HOMEWORK: LITERACY & NUMERACY: Given on Friday to be returned by Wednesday
 LENGUA: Given on Monday to be returned by Tuesday
 Given on Friday to be returned by Monday
 CONOCIMIENTO DEL MEDIO: Given on Wednesday to be returned by Thursday

SPELLINGS: Ten spelling words will be given on Monday to be learned for the Friday of the same week when we will have our Spelling Test.

READING BOOKS: Reading books are changed regularly and the children are expected to read some English every night.

SCHOOL UNIFORM: As you are aware, all children must wear the correct full School Uniform at all times. Please ensure that all items of school uniform are clearly labelled with your child's name. Items of uniform are mislaid on a daily basis, due to these not being correctly labelled with the child's name. Children should wear School Logo Fleeces or navy blue Jackets/Coats only and these should also be clearly labelled. Shoes should be black or navy blue and long hair must be tied back at all times.

Pencil Case: Please provide a fully equipped pencil case to include 2 pencils, 1 closed sharpener, 30cm ruler and a pack of coloured pencils.

School begins promptly at 09.10am and finishes at 4pm. Please ensure that you bring and collect your child promptly as late arrivals and collections can be very upsetting for your child and are disruptive to the whole class. If your child is absent for any reason please inform the office as soon as possible. If someone else who is unknown to us is collecting your child, please contact the office. The school must know at all times who they are handing custody over to.

If you have any queries/concerns please feel free to speak to me, after school is preferable. For longer discussion time, please make an appointment either with myself or with our secretary Miss Joanne in the office. Please do not feel you have to wait for parents evening.

Yours Sincerely,

Miss Rebecca