



Happy New Year from Year Two

Dear Parents,

Thank you to all of those who attended our Topic Meeting on Wednesday last week (11th January). We hope that you found the session useful in updating you about the priorities and expectations for the coming term.

For those of you who were unable to attend we have included the documents we shared below. These include information on the behaviours required for effective learning, the written methods for the four Maths operations and the Year 2 expectations for spelling, punctuation and grammar.

In addition to these we also explained that by February half term we would like all pupils to be regularly joining their handwriting, so that they can spend the second half of the academic year consolidating this. If you have received a letter from us about the 4 stages of joining then please encourage your child to join whenever they are writing at home. If you have not yet received this letter it will be coming home to you shortly, as soon as we are confident the children can apply their joined handwriting independently.

One World

During this half term we will be learning all about the world, including similarities and differences between us, countries and religions. This week we are celebrating World Religion Day and in a few weeks' time we will be encouraging the children to bring in from home objects which celebrate different languages, cultures, traditions or countries of significance to them. We will be using atlases to look at continents and oceans, and using technology for research, including learning about flags. We will focus on humans, specifically exercise and nutrition, which will conclude in designing and preparing food influenced by countries from around the world.

Up, Up...and Away

After the February half term we will combine map work skills, including compass directions and positional language, with learning about the history of the first aeroplane flight. We will programme electronic devices for movement and make our own moving mechanisms. We will deepen our learning about the weather, making connections to growing plants.

If you have expertise in any of the areas above, which you would be willing to share with the children (and staff!), it would be greatly appreciated and so please contact your child's class teacher.

We look forward to another successful and enjoyable term.

Miss Salter, Miss Hildreth and Mrs Naidoo



SPaG At Home

Noun (a thing, name or place)

Examples=

- boy
- dog
- sock
- house
- Miss Begum
- London
- Saturday
- England

1. The boy looked at his brown, fluffy dog.
2. Miss Begum went to London but she was very tired.
3. The house was beautiful.
4. On Saturday, the children were very energetic so decided to go swimming.

Adjective (describing words)

Examples=

- tiny
- sparkly
- curly
- beautiful
- ferocious
- energetic
- tired
- noisy

1. The boy looked at his brown, fluffy dog.
2. Miss Begum went to London but she was very tired.
3. The house was beautiful.
4. On Saturday, the children were very energetic so decided to go swimming.

Verb (an action/ doing word)

Examples=

- run
- jog
- talk
- decide
- thought
- stirred
- wrote
- opened

1. The boy looked at his brown, fluffy dog running down the road.
2. Miss Begum decided to go to London but she was very tired.
3. The girl thought the house was beautiful.
4. On Saturday, the children were very energetic so decided to go swimming.

Adverb (describes a verb- mostly ends in 'ly')

Examples=

- quickly
- curiously
- silently
- carefully
- angrily
- thoughtfully
- happily
- energetically

1. The boy looked at his brown, fluffy dog running down the road quickly.
2. Miss Begum nervously decided to go to London even though she hated trains.
3. The girl happily thought the house was beautiful.
4. On Saturday, the children energetically went swimming.



SPaG At Home

Homophones (words spelt differently but sound the same)

Examples:

- No/know
- So/sew
- Knight/night
- Their/they're/there
- Poor/paw/pour
- Your/you're
- Won/one
- By/bye/buy

Children need to know how to apply the correct homophones in sentences for accurate meaning. Spellings need to be right.

1. They're playing nicely on the soft carpet.
2. What's your favourite colour?
3. I need to pour the milk carefully.
4. Yesterday we went shopping to buy some delicious food.

Punctuation

- ABC (capital letters for names, sentence starters and to show shouting)
- . (full stops)
- " " (speech marks to indicate **every time** someone talking)
- , (commas in a list)
- ' (apostrophe to show a missing letter or belonging to someone)
- ! (to show emotion)
- ? (for questions)

1. "Where is the dog?" asked Ben nervously.
2. "AHHHHH!" shouted Miss Begum when she saw a huge spider scurrying quickly.
3. Monday, Tuesday, Wednesday, Thursday and Friday are school days.
4. This is Claire's book so don't touch it! She will be very upset.



SPaG At Home

Contractions (using an apostrophe to show a missing letter in a word)

Examples:

- Let's (let us)
 - Couldn't (could not)
 - Don't (do not)
 - Haven't (have not)
 - Shouldn't (should not)
 - Wouldn't (would not)
 - You're/they're (you are/ they are)
 - Where's (where is)
1. "Don't swing on the rope!" shouted Miss Begum loudly.
 2. Shouldn't we be working quietly? thought Harry.
 3. "You're needed in the hall immediately!" ordered Rita.
 4. "Where's Amersham on a map?" asked Jim curiously.

Spelling

Children need to ensure they are selecting the correct graphemes when spelling. Encourage children to spell check their words using sound mats and a best fit train (available on request).

Examples:

- great ✓ grait x haunted ✓ hawntet x
- play ✓ plai x do ✓ doo x
- bunnies ✓ bunnyes x found ✓ fownd x
- time ✓ tyme x snake ✓ snayk x

Suffixes

Children need to add suffixes to words and know how the word changes in a sentence.

Examples:

- suffix= ed (past tense) play→played scurry→scurried say→said
- suffix= es/s/ ies (plurals) penny→pennies fox→foxes card→cards
- suffix= ful and ing help→helpful cook→cooking bake→baking
- suffix= y fun → funny wind→windy bone→bony



Behaviours for Learning

<u>Engagement</u>
I always show curiosity about learning.
I can consistently make links and connections between my learning and personal experiences.
I can independently challenge my own understanding and show resilience when faced with difficulty.
I push my learning boundaries, challenging myself through taking appropriate risks.
<u>Motivation</u>
I can set my own goals and be proud of my achievements.
I can show high levels of enthusiasm to learn.
I can consistently maintain focus and overcome any distractions.
I can take ownership of my learning journey and make decisions about what to do next.
<u>Creativity & Critical Thinking</u>
I can reflect on my own ideas and justify them to others.
I can use a trial and error approach to solve open-ended tasks creatively. (Thinking outside the box)

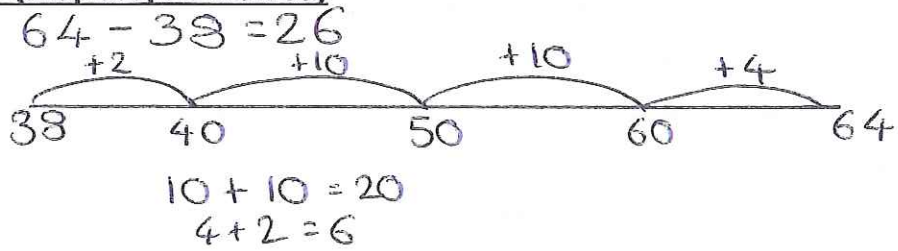


Addition (Banana Method)

$$23 + 35 = 58$$

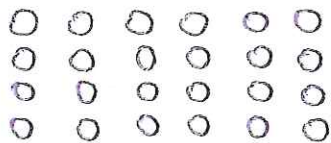
T: $20 + 30 = 50$
U: $3 + 5 = 8$
∴ $50 + 8 = 58$

Subtraction (Shop Keepers Method)



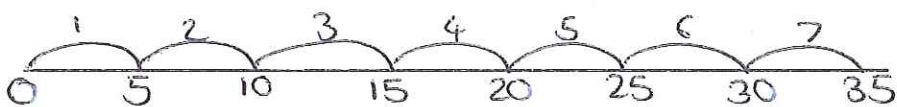
Multiplication (Arrays)

$$4 \times 6 = 24$$



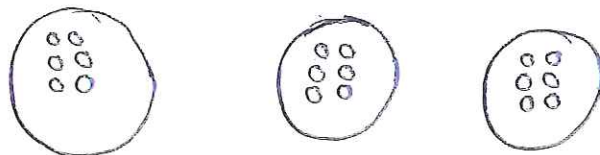
Multiplication (Repeated addition)

$$7 \times 5 = 35$$



Division (Groups of)

$$18 \div 3 = 6$$



Division (Repeated subtraction)

$$45 \div 5 = 9$$

