

Stanbridge Lower School

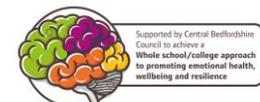


Class Letter - Year 2
Autumn Term 2 2022

Learning News	This half term we are learning about; History: The Great fire of London Science: Materials , PSHCE: Health and Wellbeing, Anti-bullying week, Design and technology: Fire engines, Christmas cooking, Music: Singing , PE: Gymnastics and dance, Computing: Coding- Different sorts of inputs, Religious education: How and why do we celebrate significant times?																																
Gaps in Learning	<p>English:</p> <p>Phonics</p> <table border="1"> <tr> <td data-bbox="252 503 388 592">Year 1 Spring 1</td> <td data-bbox="388 503 840 592">Phase 5 graphemes</td> </tr> <tr> <td data-bbox="252 592 388 771">Week 1</td> <td data-bbox="388 592 840 771"> Review the /i/ sound spelt igh or i Review the /i/ sound spelt i-e Review the /i/ sound spelt ie and teach the /i/ sound spelt y </td> </tr> <tr> <td data-bbox="252 771 388 950">Week 2</td> <td data-bbox="388 771 840 950"> Teach adding -ing to words with i-e: removing the e before adding -ing Review the /ow/ sound spelt ow or ou Review the /oi/ sound spelt oy or oi </td> </tr> <tr> <td data-bbox="252 950 388 1096">Week 3</td> <td data-bbox="388 950 840 1096"> Review the /o/ sound spelt oa or o-e Review the /o/ sound spelt ow or oe Review the /o/ sound spelt o </td> </tr> <tr> <td data-bbox="252 1096 388 1242">Week 4</td> <td data-bbox="388 1096 840 1242"> Review the /u/ sound spelt oo or u-e Review the /u/ sound spelt ew or ue Homophones </td> </tr> <tr> <td data-bbox="252 1242 388 1393">Week 5</td> <td data-bbox="388 1242 840 1393"> Review the /ir/ sound spelt ir or ur Review /ir/ sound spelt er, ir or ur Review the unstressed sound /ir/ spelt </td> </tr> </table>	Year 1 Spring 1	Phase 5 graphemes	Week 1	Review the /i/ sound spelt igh or i Review the /i/ sound spelt i-e Review the /i/ sound spelt ie and teach the /i/ sound spelt y	Week 2	Teach adding -ing to words with i-e: removing the e before adding -ing Review the /ow/ sound spelt ow or ou Review the /oi/ sound spelt oy or oi	Week 3	Review the /o/ sound spelt oa or o-e Review the /o/ sound spelt ow or oe Review the /o/ sound spelt o	Week 4	Review the /u/ sound spelt oo or u-e Review the /u/ sound spelt ew or ue Homophones	Week 5	Review the /ir/ sound spelt ir or ur Review /ir/ sound spelt er, ir or ur Review the unstressed sound /ir/ spelt	<p>Common Exception Words</p> <p>Year 2- spelling and reading of all year 2 Common Exception Words within spelling sessions and dictation.</p>	<p>Writing</p> <p>Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</p> <p>writing about real events, recording these simply and clearly</p> <table border="1"> <tr> <td data-bbox="1029 714 1512 771">demarcating most sentences with:</td> <td data-bbox="1512 714 2053 771">capital letters and full stops</td> </tr> <tr> <td data-bbox="1029 771 1512 828">and with use of:</td> <td data-bbox="1512 771 2053 828">question marks.</td> </tr> <tr> <td colspan="2" data-bbox="1029 828 2053 885">using present and past tense mostly correctly and consistently</td> </tr> <tr> <td colspan="2" data-bbox="1029 885 2053 941">using co-ordination (or / and / but)</td> </tr> <tr> <td colspan="2" data-bbox="1029 941 2053 998">using some subordination (when / if / that / because)</td> </tr> <tr> <td colspan="2" data-bbox="1029 998 2053 1112">segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</td> </tr> <tr> <td colspan="2" data-bbox="1029 1112 2053 1169">spelling many KS1 common exception words*</td> </tr> <tr> <td colspan="2" data-bbox="1029 1169 2053 1242">writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</td> </tr> <tr> <td colspan="2" data-bbox="1029 1242 2053 1299">using spacing between words that reflects the size of the letters</td> </tr> </table>	demarcating most sentences with:	capital letters and full stops	and with use of:	question marks.	using present and past tense mostly correctly and consistently		using co-ordination (or / and / but)		using some subordination (when / if / that / because)		segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		spelling many KS1 common exception words*		writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		using spacing between words that reflects the size of the letters	
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Week 6	<p>Review adding the suffix -er with no change to the root word</p> <p>Teach -le following adjacent consonants</p> <p>Teach -le at the end of words containing a long vowel or short vowel sound</p>		

Maths:

Week 8-11: Addition and subtraction- They will learn to subtract from a 10 and subtract a 1-digit number from a 2-digit number across a 10) They will find 10 more and 10 less from any given 2 digit number. They will then learn to add and subtract 10s and add two 2-digit numbers, not across a 10. They will then move on to adding two 2-digit numbers across a 10. Finally, they will use all the skills they have learnt throughout this unit to work out; mixed addition and subtraction calculations, compare number sentences and work out missing number problems. They will use a wide range of pictorial and concrete resources to support and develop their understanding of addition and subtraction such as number lines, base 10, ten frames and counters, 100 squares, bead strings and part whole models.

Week 12-14: Shape- Children begin this block by recapping their understanding of shape from Year 1. Before learning about the properties of shapes, children need to recognise and name both 2-D and 3-D shapes and differentiate between them. They will then learn to describe 2-D shapes using vocabulary sides and vertices. They will count sides and vertices on 2-D shapes and draw them. They will also find and draw lines of symmetry on 2-D shapes, and use lines of symmetry to complete shapes. They will use knowledge they have learnt about 2-D shapes to sort them in various ways. They will describe 3-D shapes using the vocabulary faces, edges and vertices. They will count the faces, edges and vertices on 3-D shapes. They will sort 3-D shapes using knowledge they have learnt about them. Finally, they will make patterns with 2-D and 3-D shapes.

Good News	<p>The children are very excited about being farm animals in the Christmas production. They are learning a dance and lots of songs to perform. They are also very inspired by our new topic 'The Great fire of London!' I'm sure they would like to research the topic further with you at home and they can share what they find out with us at school.</p> <p>Before Christmas, we will be raising money for 'Save the Children' when we take part in Christmas Jumper Day.</p>
Homework	<p>Homework will continue with the same format as last term. The only slight difference is that they will now be practicing the 2x table on TTRS for this half term. Please make sure your child does not do the 'gig' session at home. This is something we do in school every 4 weeks to monitor their progress.</p>
PE Kits	<p>PE will be indoors for this half term. Children need shorts and a t-shirt.</p>
Forest Schools	<p>Ensure your child has a warm coat, hat and gloves in school during colder weather.</p>
Library	<p>Library books will be changed weekly and are to enjoy at home with an adult or sibling.</p>

******PLEASE MAKE SURE YOUR CHILD BRINGS IN THEIR READING BOOKS EACH FRIDAY TO CHANGE******

******PLEASE MAKE SURE YOUR CHILD BRINGS IN THEIR MATHS HOMEWORK EACH MONDAY FOR US TO MARK AND PROVIDE THE NEXT PIECE OF HOMEWORK******



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