

# Stanbridge Lower School



## Class Letter - Year 2 Spring Term 1 - 2024

### Welcome Back & Good News

Welcome back everyone - we have settled back quickly into our routines and the children are all very keen to learn about their new topics. We have lots to celebrate from last term, but I know that this term is going to be even better.

The children have loved taking it in turns to take our class pet 'Oakley' home for a few days. It has been lovely for the rest of the class to see what he has been up to and the children have all been excited to share this with the class when he returns. Thank you for supporting your children in this activity, they are definitely excited every week to see who is taking him home!

### Learning News

This half term, our topic is: Stanbridge Now and Then. We will be comparing life and locations in Stanbridge now and in the past.

#### Phonics/Spelling Focus

Coverage	
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

#### English Focus

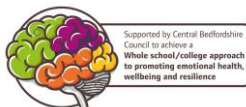
This half term we will be reading the Magic Paintbrush by Julia Donaldson and Starry Eyed Stan. We will be reviewing stories and exploring characters and settings. We will continue to develop our vocabulary, as well as our understanding of punctuation and grammar to make our writing even better.



**"We believe in our children"**



	<p><b>Maths: Money</b></p> <ul style="list-style-type: none"> <li>Children will recognise notes and coins based on their real-life experience,</li> <li>Children will represent amounts using "and", £5 and 30p, rather than £5.30.</li> <li>Children will select notes and coins from a bigger set, reinforcing their learning on counting money as a method of checking their answers.</li> <li>Children will start by making the amount in one way, before swapping notes/coins for other notes/coins that make the same value.</li> <li>When finding the total, children will be encouraged to consider different methods such as counting on, partitioning and regrouping.</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Children will make the connection between repeated addition and multiplication.</li> <li>Children will begin this step by identifying equal groups and matching equal groups to numerals and words.</li> <li>Children will use pictures to support understanding and language of "lots of" and "multiplied by". These will be used alongside the multiplication symbol to help develop children's familiarity with the symbol.</li> <li>Children will identify the multiplication number sentences and draw pictures that represent them or express them as word problems.</li> </ul>																						
<b>Gaps in Learning</b>	<table border="1"> <tr> <td colspan="2">Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</td> </tr> <tr> <td colspan="2">writing about real events, recording these simply and clearly</td> </tr> <tr> <td>demarcating most sentences with:</td> <td>capital letters and full stops</td> </tr> <tr> <td>and with use of:</td> <td>question marks.</td> </tr> <tr> <td colspan="2">using present and past tense mostly correctly and consistently</td> </tr> <tr> <td colspan="2">using co-ordination (or / and / but)</td> </tr> <tr> <td colspan="2">using some subordination (when / if / that / because)</td> </tr> <tr> <td colspan="2">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">spelling many KS1 common exception words*</td> </tr> <tr> <td colspan="2">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">using spacing between words that reflects the size of the letters</td> </tr> </table>	Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		writing about real events, recording these simply and clearly		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	
Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:																							
writing about real events, recording these simply and clearly																							
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																							
<b>Homework</b>	<p>Homework will continue to be set every Friday, however it will be set and completed online on a website named Doodle. More information to follow shortly. Also Year 2 will be practicing the 5x 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> <p><b><u>**CHILDREN MUST BRING IN THEIR READING BOOKS EACH FRIDAY TO CHANGE**</u></b></p>																						



**"We believe in our children"**

<b>PE Kits</b>	PE will be indoors on Thursdays and Fridays for this half term. Children need black shorts and a white t-shirt. As stated on a previous newsletter, there is no spare kit in school, so children may not be able to take part if they do not have correct PE kit. It is advisable for children to leave PE kits in school, so that it is readily available.
<b>Forest Schools</b>	Ensure your child has a change of clothes as well as a warm coat, hat and gloves in school during colder weather. Our Forest school day is Wednesday afternoon.
<b>Uniform &amp; Name Labels</b>	Please ensure children are wearing the correct school uniform and have everything they need to be successful in school, including PE kits, hats, gloves and water bottles. It is also essential that all these items are named, so we can ensure the right item goes home with the right child.



**"We believe in our children"**

