





The Federation of Fairfield Infant and Colneis Junior School

Year 2 Parent and Curriculum Information Spring Term 2024

Year group teachers:	<ul style="list-style-type: none"> • Miss Maitland 2MA and Year Group Leader • Miss Aberdein 2MA • Miss Fuller 2F • Mrs Ransom and Mrs Barker 2RB
Year group support staff:	<ul style="list-style-type: none"> • Mrs Haxley – intervention teacher • Mrs Liffen • Mrs Briers • Mrs Backhouse • Mrs Cobb • Miss Bacon • Mrs Jones • Mrs Van de Ende
Dates for the diary: 	<p>Friday 2nd February – Trip to Piper’s Vale Gymnastics Centre (no parent volunteers needed)</p> <p>Monday 12th February at 1.45pm – Year 2 Writing & Spelling Workshop</p> <p>Tuesday 27th February at 9am and at 2.30 – Year 2 Times Table Rockstars drop-in session with Mrs Barker</p> <p>Thursday 7th March – World Book Day – details to be shared in due course. We are also hoping for another trip to Felixstowe Library and details are TBC.</p> <p>Monday 18th March – 2F Dance Show. Details from Premier to follow.</p> <p>Friday 22nd March – Reports sent home</p> <p>Monday 25th March and Wednesday 27th March – Parents’ evening dates</p> <p>Monday 25th March – Visit from a fossil expert (in school experience)</p> <p>After Easter</p> <p>Wednesday 15th May – Trip to Ipswich Transport Museum – You will receive more information about this in due course.</p>
Curriculum areas to be covered this term in:	
English 	<p style="text-align: center;"><u>Writing</u></p> <p>In our writing lessons this term we are covering the following topics:</p> <ul style="list-style-type: none"> • Stories from other cultures – the children will be learning about stories from other cultures and will know the different components of a story. They will be able to include details in their own story that show an understanding of another culture and will be able to plan and write their own story. • Poetry – the children will be learn about different poetic features such as rhythm, rhyme and repetition. They will be able to make connections between poems and prepare and perform a humorous poem. • Non-chronological reports – the children will learn about the grammatical features of a report such as statement sentences and questions. They will learn about how subheadings help the reader navigate the text. They will write a report in the present tense, using conjunctions (and, but, because) and will write in an informative tone. • Formal invitations – the children have already learned the difference between informal and formal tones when they wrote a formal invitation to our Christmas performance. They will be developing their knowledge of this and will write a formal invitation that uses statements and commands, key information, a formal tone and they will be learning how to organise their information so that it is easy to read and understand. • Recount from personal experience – The children will learn how to use chronological order and how to use adjectives, adverbs and expanded noun phrases to describe an event.

They will be learning how to write in the first person and correct past tense when recounting their own real experience.

Spelling

We are now starting our new spelling programme (CUSP) where we will be focusing on Year 2 common exception words and spelling rules. Here are some example of the common exception word spellings we will be focusing on. We will share more information with you on our spelling lessons each week via Tapestry and will show you how we are teaching certain words. For example

because – big elephants can always understand small elephants

would/should/could – oh you lovely darlings!

Y2 lead words	Other linked common exception words
door	floor, poor
child	children, wild, climb
old	cold, gold, hold, told
great	break, steak
behind	mind, kind, find
could	would, should
path	bath, father, fast, last, grass, class, pass, past

Y2 lead words	Other linked common exception words
any	many
after	half, plant
improve	prove, move
only	both, clothes, most
every	everybody
sure	sugar
who	whole
Mrs	Mr

Reading

During Year 2 we hope to develop love and enthusiasm for reading, through listening to, reading and then talking about a wide range of texts, from different authors and cultural backgrounds. Children will have two reading books that will be changed on a Monday or a Tuesday (they are also encouraged to use our supplementary reading books, which can be changed as frequently as required - these will be changed by the children themselves). The children will have a library book each week from their visit to the school library on a Friday. **Please ensure that you sign your child's diary as the books won't be changed otherwise (as we won't know if they have been read or not).**

Word recognition and fluency

We have now completed our Essential Letters and Sounds programme for Year Two so the children will not have their daily phonics lessons. We will be continuing to complete our shared reading sessions and our echo reading sessions where children will have a chance at reading pieces of text with a partner, or whole class, to revise and practise the alternative sounds we learned in our ELS sessions last term.

Comprehension

During Year 2 there is a growing emphasis on reading comprehension, including such skills as:

- Inferring what characters are thinking or feeling from what they say and do.
- Answering and asking questions about a text.

- Predicting what might happen in a text.
- Discussing favourite words and phrases and the meaning of this vocabulary.

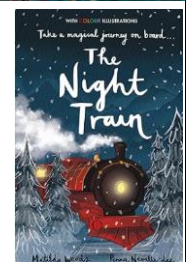
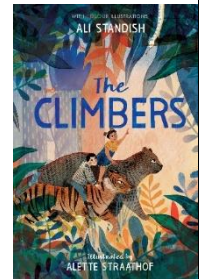
The children have one set comprehension session a week where we look at a chosen chapter book and read this text across the half term. In the session we focus on discussing the text using our Pawsome Gang characters and practising our different reading skills. The children work with their talking partners or talking trios to discuss answers to questions using a range of their skills (inference, prediction, retrieval, sequencing and vocabulary).

In Spring Term 1 our book focus is 'The Night Train' by Matilda Woods.

In Spring Term 2 our book focus is 'The Climbers' by Ali Standish.

In these reading lessons we will focus on a different reading skill each week and will focus on applying that skill within the section of the text. Over the course of each half term they will have a session where they focus on each of their key reading skills: retrieval, sequencing, vocabulary, inference and prediction.

To apply their reading comprehension skills, they will then have a go at completing a comprehension activity where they have to have a go independently at answering questions about what they have just listened to and read. I have attached an example of what their comprehension sheet could look like:



WALT We Are Learning To... use our inference iggy skills to make inferences from the text.

Inference 1998

1. Why do you think Alma said "I don't like it in here," when she was walking through the forest?

Tick one.

There were scary animals in there.

Because the trees were so thick and surrounding them that she felt like she was trapped.

Alma was scared of forests because they gave her nightmares.

2. What effect did the author and illustrator want to create through their images of the city and the city dwellers?

3. Why do you think the illustrator contrasted the colours between the city and the jungle?

4. How do you know that the city is a horrible place to live?

Finally she saw a tiny light above. "Keep going!" she said. "We're almost there!" The light grew larger and brighter. Suddenly hands were reaching down and pulling Alma out of the darkness. Star Bear and Sparrow appeared next. They came to sit by Alma while a boy helped Tully and Comet up. Alma saw they had reached the top of the canopy. It was so thick that it created the second green ground. In the bright distance, Alma could see tables of food. Other children were swinging in hammocks and playing with animals.

4.a. How do you think Alma felt at the end of the section we read today?


4.b. Why do you think she felt like that?

5. Put ticks in the table to show which statements are true or false. One has been done for you.

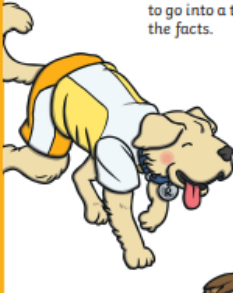
	True	False
Olive didn't want to go with Alma because she felt like she belonged where she was, and she didn't want to leave.	✓	
Olive didn't want Alma to take Sparrow, her wolf, with them.		
Alma felt brave climbing the trees in the forest, and it reminded her how much she had grown during her adventure.		
Star Bear, Sparrow and Comet trusted Alma to find them somewhere that they would be safe.		
The humans did not feel safe amongst the animals in the story.		

6. What do you think this sentence shows about Alma and how she feels?

Alma understood. If she ever found a place where she really belonged she would never want to leave, either.



Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.




Rex Retriever will help you to go into a text and retrieve the facts.



Sequencing Suki likes everything in order! She will help you sequence the events in a text.



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



Predicting Pip tries to see the future and she will help you work out what might happen next.

Oxford Reading Buddy is an excellent resource to help with comprehension and the children should be accessing this as often as possible.

Handwriting – In Year 2 pupils consolidate the skills learnt in previous years – correct orientation and formation of letters, use of capital letters, word spacing but also start to use some of the diagonal and horizontal strokes needed to join letters. An example of the types of joins we learn are below, but we will provide more information via Tapestry as and when the children learn these weekly in their handwriting lessons.

diagonal join to ascender (e.g. at)

This join is used to join letters in this box . . .

a c d e h i k l m n s t u

to letters in this box.

b f h k l t

diagonal join, no ascender (e.g. da)

This join is used to join letters in this box . . .

a c d e h i k l m n q s t u

to letters in this box.

e i j m n p r u v w y

* a c d g o q s

After that, Ben wanted to make a snake so he got some clay and moulded it into a long tail and got some puts for the eyes and said "Sunshine my snake" and the snake came alive.

ch, th, ck, al, el, at, il, ill,
 ok, ot, ob, ol
 ai, ay, ir, er, ie, ue, ee, le, ar, ur,
 in, ui, ey, aw, an,
 ea, ig, dg, ng, ed, cc, eg, ic, ad, ug,
 dd, ag, as, es, os, ns, ds, is, ls, ts, ks
 ow, ou, oe, ve, or, oi, oy, on, op, ov
 oo, oa, wa, wo, oc, og, od, va, vo
 wh, oh

Finally, they made a wolf. But Ben was afraid of the wolf and when they finished, he ate Harry and Sue. Ben was afraid so he roared and the wolf turned back.

We will be teaching different joins over the coming weeks and will be encouraging your child to practise joining when writing. It is really important that your child can form letters correctly otherwise they will find joining very tricky.

Grammar

Pupils will learn how to use familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes in words such as can't, won't, didn't. They will also learn to write different forms of a sentence: statement, question, exclamation and command. They will be covering the following topics:

- Nouns (common nouns and proper nouns)
- Vowels and consonants
- Demarcating sentences using a range of punctuation
- Forming nouns with -ness e.g. happiness
- Homophones (hare hair / pear pair)
- Suffixes -ful and -less
- Contractions (can't, didn't)
- Questions and commands
- Commas in a list 2
- Past tense
- Singular and plurals
- Statements and exclamation sentences

Maths






This term in Maths the children will be covering the following topics in this order:






Money



- Counting money – pence
- Counting money – pounds (notes and coins)
- Counting money – pounds and pence
- Choosing notes and coins
- Making the same amount
- Comparing amounts of money
- Calculating with money
- Making a pound
- Finding change
- Two step problems

Multiplication and division

- Recognising, making and adding equal groups
- Learning about the multiplication symbol
- Using arrays
- Making equal groups – grouping
- Making equal groups – sharing
- 2 times tables and dividing by 2

	<ul style="list-style-type: none"> • Doubling and halving • Odd and even numbers • The 10 times table and dividing by 10 • The 5 times table and dividing by 5 <p>Length and Height</p> <ul style="list-style-type: none"> • Measuring in centimetres • Measuring in metres • Comparing lengths and heights • Ordering lengths and heights • Four operations (adding, subtracting, multiplying and dividing) using lengths and heights. <p>Mass, capacity and temperature</p> <ul style="list-style-type: none"> • Compare mass • Measure in grams • Measure in kilograms • Four operations with mass (addition, subtraction, multiplication and division) • Compare volume and capacity • Measure in millimetres • Measure in litres • Four operations with volume and capacity • Temperature <p>If you would like more support please use the White Rose website as they have learning tools and videos for parents.</p>
<p>Science</p> 	<p>In Science we will be focusing on the topic of everyday materials. We will be working to developing our science knowledge and skills.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Names of different everyday materials such as (wood, paper, metal, fabric, wool, glass, stone, plastic etc) • Properties of materials (hard, soft, smooth, rigid, bendy, waterproof, absorbent, stretchy, malleable, transparent, opaque) • Why certain materials are more suitable and picked for different objects • Identify how different materials can be changed by bending, squashing, pulling and stretching • Using our understanding of materials to design a product and explain why materials have been chosen. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Observing closely • Identifying and classifying – sorting everyday materials into groups and categories. • Performing tests and experimenting– identifying which materials are most suitable for different jobs, how materials can change • Recording our findings using graphs, tables and other methods.
<p>Topic (Foundation subjects)</p> 	<p>The topics for this term are: Australia and Mary Anning/fossils.</p> <p><u>Geography</u></p> <ul style="list-style-type: none"> • Locating Australia – we will learn about where it is in relation to other countries and continents. We will be comparing it to the UK (also and island) and will look at surrounding oceans on maps and globes. We will be comparing Australia’s size to other continents and countries as it is both a continent and country. 

	<ul style="list-style-type: none"> • Diverse Landscape – we will learn about different landforms such as coastal plains and Eastern highlands. They will learn about the physical characters of these areas such as rainfall and bodies of water. • Weather and climate – we will learn about the three climate zones- arid, temperate and tropical and will learn about extreme weather conditions such as droughts and bushfires. • Australian population – we will learn about densely populated areas, indigenous tribes and their multi-cultural population. We will think about why dense urban areas are coastal and why people choose to live in these areas. • Australia’s cities – we will explore what urban life is like and about their capital city, Canberra. • Daily life in Australia – we will learn about what their daily life is like in both rural and urban Australia and make comparisons to what it is like here. <p>History In Spring 2 we will be learning about Mary Anning and her contribution to our understand of palaeontology, fossils and dinosaurs. We will be learning about her discoveries and why they were so significant. We will have a visit from a local fossil expert who will share their collection with us. We will also be taking a school trip down to our local beach and will have a go at fossil hunting ourselves!</p> 
<p>PE</p> 	<p>The children will be developing skills in:</p> <ul style="list-style-type: none"> •Gymnastics – learning key gymnastics movements and rolls and developing these into a sequence which can be performed. The children will then also learn different forms of travels and balances and perform these on a range of apparatus. •Dance- moving imaginatively to different stimuli including music, changing rhythm, speed, level and direction. Developing and performing a sequence of movements. This will be completed in our Musical Theatre enrichment sessions. <p>PE days: 2RB & 2MA – Monday and Thursday 2F: Monday and Friday</p> <p>Children will come to school dressed in their PE kits.</p> <p>N.B. No earrings or jewellery to be worn on PE days. Hair to be tied back. Children will come to school dressed in their PE kits.</p> <p>Please ensure that your child’s PE kit is in line with the school’s uniform policy. https://www.fairfieldandcolneis.co.uk/fairfield/fairfield-uniform</p>
<p>RE</p> 	<p>The children will be learning about:</p> <p>Spring 1: Islam – Believing How do some Muslims show Allah is compassionate and merciful?</p> <p>Spring 2: Christianity – Symbols and Artefacts What are the best symbols of Jesus’ death and resurrection at Easter?</p>
<p>Music</p> 	<p>The children will be learning:</p> <ul style="list-style-type: none"> • Introduce and explore Charanga musical toolkit • To listen to and respond to a range of different musical styles. • Have practical experience of playing an instrument and talking about sound, pitch, tone, number of beats etc. using musical vocabulary. • Developing the skills needed to compose and perform. • Looking at the language of music, theory and composition.
<p>Art and DT</p>	<p>In Art we will be learning about Aboriginal art and will use this to inspire a piece of textile. We will be learning how to dye the fabric, how to stitch (stitching on an Australian animal) and will add texture, patterns and embellishments to our piece.</p> 

	We will not have a set DT project this term as we have two DT projects in the Summer Term.
<p>PSHE</p>  <p>PSHE</p>	<p>In PSHE this term we are looking at Living in the wider world. We will be:</p> <ul style="list-style-type: none"> - Recognising where money comes from, what it is used for and how to keep money safe - identifying people who work in the local community, understanding their roles and how to get their help including in an emergency - identifying the role they play in groups and communities they belong to <p>In Health project week we are learning to understand and describe the impact of maintaining a healthy body and to make healthy choices (physical activity, sleep, rest, healthy food and rest). An ongoing focus throughout our teaching and curriculum is health and well-being, particularly around our feelings and strategies we have to manage our feelings. We regularly talk about what we are good at, thinking about setting simple goals and discussing what we can do if we need help.</p>
<p>Computing</p> 	<p>The children will be learning about</p> <p>Spring 1 – Spreadsheets</p> <ul style="list-style-type: none"> • To learn what a spreadsheet is and how they can be used • To use a spreadsheet to find totals • To add and edit data and create a graph <p>Spring 2 – Questioning</p> <ul style="list-style-type: none"> • To learn about data handling tools that can give more information than pictograms. • To use yes/no questions to separate information. • To construct a binary tree to identify items. • To use 2Question (a binary tree database) to answer questions. • To use a database to answer more complex search questions. • To use the Search tool to find information.
<p>Homework</p>	<ul style="list-style-type: none"> • Reading at least 4 times a week – all reading to be recorded in Home/School Reading Diary. This can include school reading book, newspapers, posters, magazines and Oxford Reading Buddy. Children will receive a weekly sticker for their efforts if they read 4 times per week and be entered into the Golden Ticket prize draw. • Please ensure their diaries are signed so that we can change their books. If they are not signed we will keep their books the same. • Weekly spelling homework will be sent home every Friday and collected in every Friday morning. • Use Purple Mash and Times Tables Rockstars to complete challenges and tasks set in line with our Maths curriculum and current learning.