

Dear Parents,

This is what we will be covering this half-term in Year 2:

Maths

- Writing simple fractions, e.g. $\frac{1}{2}$ Of $6 = 3$ and recognising the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ and comparing fractions of amounts (e.g. Which is greater, $\frac{1}{4}$ of £20 or $\frac{1}{2}$ of £8?)
- Finding $\frac{1}{4}$ s and $\frac{1}{3}$ s of whole numbers,
- Understanding the difference of unit and non-unit fractions.
- Reading scales in divisions of ones, twos, fives and tens in a practical situation (e.g. temperature on a thermometer, measures or capacities using a measuring jug, weights using scales).
- Describing properties of 2D and 3D shapes in terms of vertices, edges, faces and lines of symmetry and finding similarities and differences between these shapes.


English

We will be using the book *Man on the Moon by Simon Bartram* in our English lessons. The skills we will be focussing on are:

Speaking & Listening:

- listen and respond appropriately to adults and peers.
- ask relevant questions to extend knowledge and understanding.
- consider and evaluate viewpoints, attending to and building on the contributions of others.
- participate in discussions, performances, role play, improvisations and debate about what has been read.
- use spoken language to develop understanding through imagining and exploring ideas.

Reading: (Word Reading/Comprehension –also through Guided Reading)

- listen to, discuss and express views about books at a level beyond that which they can read independently.
- discuss the significance of the title and events.
- link what they hear or read to own experiences.
- explain understanding of what is read.
- discuss the sequence of events in books and how items of information are related.
- discuss favourite words and phrases.
- answer and ask questions.
- predict what might happen based on what has been read.
- draw inferences based on what is being said and done.
- participate in discussion about what is read, taking  turns and listening to others.
- express views about reading.

Writing: (Transcription/Composition)

- draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally.
- sequence sentences to form short narratives.
- write for different purposes including poetry.
- reread and evaluate writing to check it makes sense and make simple revisions.
- read writing aloud with appropriate intonation to make the meaning clear.
- use new and familiar punctuation correctly.
- use sentences in different forms.
- expand noun phrases to describe and specify
- use past and present tense correctly and consistently.
- use simple conjunctions to link subordinate and coordinating clauses.

IPC Topic: Buildings

<p>In Art, we'll be finding out:</p> <ul style="list-style-type: none">• How to draw pictures of local buildings• How to make and decorate models of buildings• How to make prints	<p>In History, we'll be finding out:</p> <ul style="list-style-type: none">• How buildings were made in the past• How buildings have been used in the past• How people travelled in the past
<p>In Geography, we'll be finding out:</p> <ul style="list-style-type: none">• About different houses, homes and other buildings around the world• How to use maps and atlases to locate the different countries these buildings are in	<p>In Technology, we'll be finding out:</p> <ul style="list-style-type: none">• How to make picture frames• How to make models of houses• How to make a slider mechanism
<p>In Science, we'll be finding out:</p> <ul style="list-style-type: none">• How to test the strengths of structures• About materials used in structures	

IPC Topic Live and Let Live

<p>In Science, we'll be finding out:</p> <ul style="list-style-type: none">• What animals and humans need to survive and grow• How living and non-living things are different• How humans and animals grow and change• How to carry out a survey of living things• How to attract wildlife to our environment• How to sort living things into groups	<p>In Technology, we'll be finding out:</p> <ul style="list-style-type: none">• How to make and design a bird feeder
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Many thanks for your support

Mrs Julie Gough