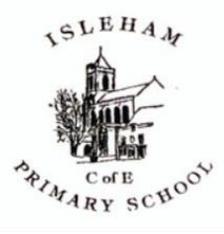




Year 2 Parent Meeting

SUMMER TERM 2021



THANKYOU!

- I wanted to say a huge THANK YOU for the care and commitment you have shown in what has proved to be a challenging lockdown.
- The year 2 team genuinely appreciates your support in continuing to educate, support and care for your children during this unprecedented time. You have worked to support us, keep your children happy and learning while managing your own jobs. Whatever your personal circumstances, we think you have been amazing!

Aims of the meeting:

- Inform you about the term ahead.
- Discuss the Summer Term Curriculum.
- Share examples of End of Year Expectations.
- Time to ask us any questions you may have.





Beside the

SEA



Oh we do like to be beside the seaside!
We will be journeying back in time to the Victorians learning about how beaches have changed over time and the geographical features of the seaside, both human and physical. Children will learn about seaside environments; finding out where they are located in the United Kingdom using maps.

History

We are learning about the history of seaside in the UK and exploring the similarities and differences between seaside in the past and present. We will explore words and phrases such as 'before I was born', 'in the past', 'in the present', 'now' and 'then'.

Geography

We are also going to be learning about where in the UK we could find beaches. We will also learn about the human and physical features of the seaside.

Art

In art we will be exploring how to record from first-hand observation and experience using multiple medias. We will also be completing some carbon copy prints of shells and making a clay fish printing tile.

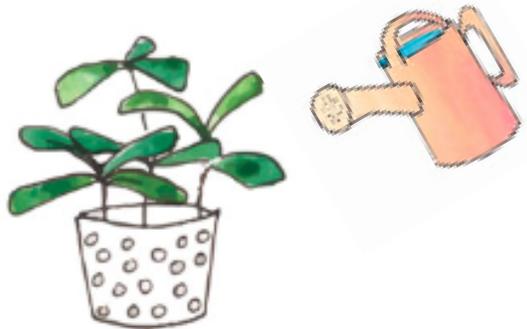
English

We will be completing daily English and phonics lessons. We will be enjoying a range of texts including stories with reoccurring language and will be going on a beach hunt! We will also consider why postcard are used and write our own using 'The Secret of Black Rock'.



HEALTHY ME

In summer 2 we will then begin to consider how we can have a healthy life. We will look at influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. We will explore and compare the lives and work of these nurses and consider how these individuals have influenced nursing today. We will also learn about plants in science and how these can help us be healthy. We will also be writing instructions for growing our own plants.



History

We are also going to look at how significant developments in nursing have been and the lives of some significant nurses such as Florence Nightingale and Mary Seacole. We will sequence events in order using a timeline.

Science

In Science we will be learning about plants. We will be planting our own seeds and comparing how they grow, observing changes and even watching the germination process!

We will learn what plants need to stay alive and what happens if they do not get all of their needs met.

English

We will be completing daily English and Phonics lessons.

We will be enjoying a range of texts including stories with reoccurring language and will be growing some ENORMOUS vegetables! We will also be writing instructions for growing our own plants.

DT

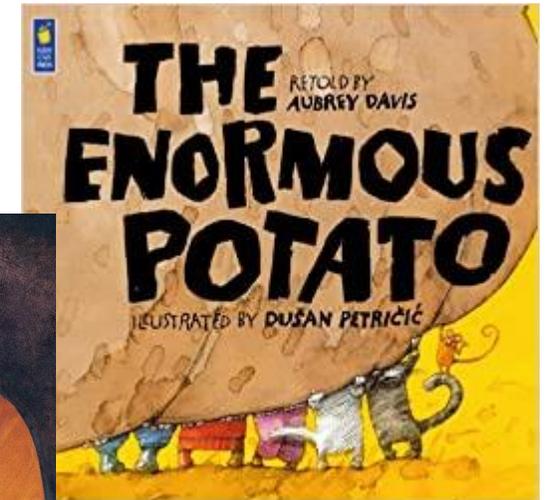
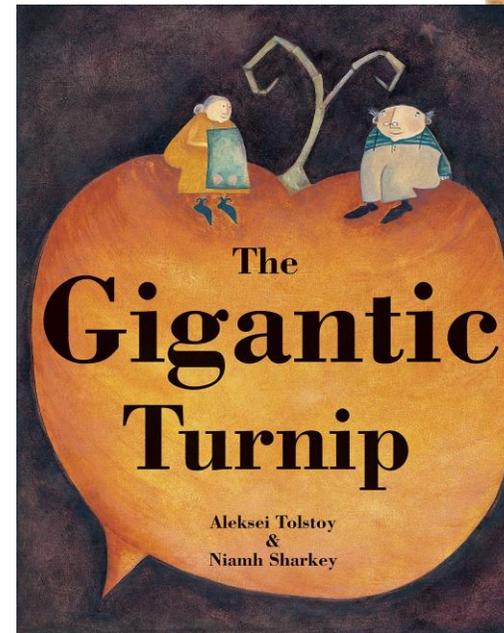
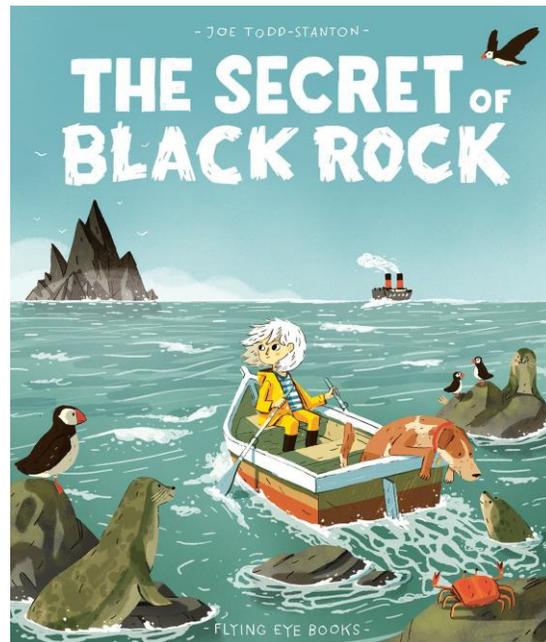
In DT we will make sensational salads. We will likely be set as weekly home learning tasks due to COVID restrictions in school but will focus on how to use cookery equipment.



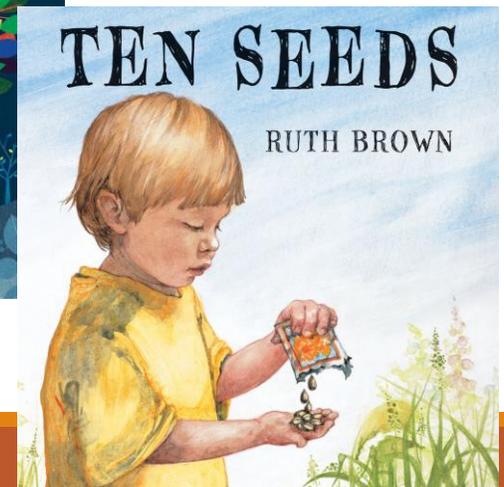
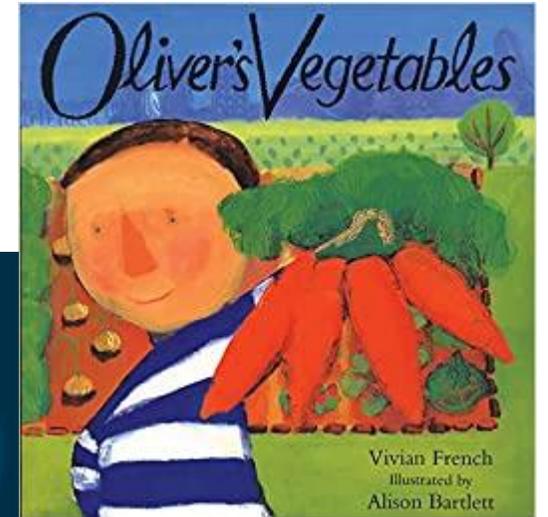
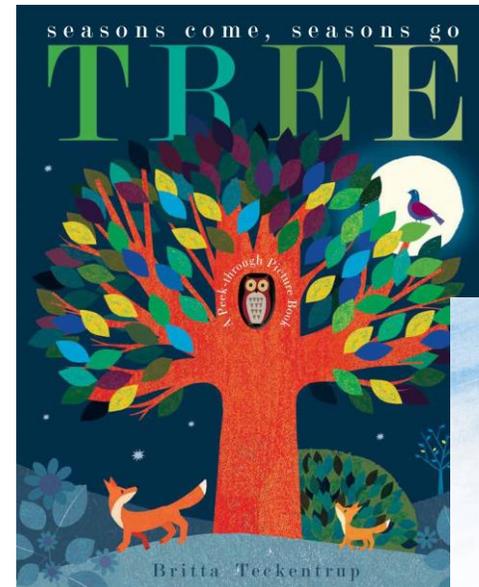
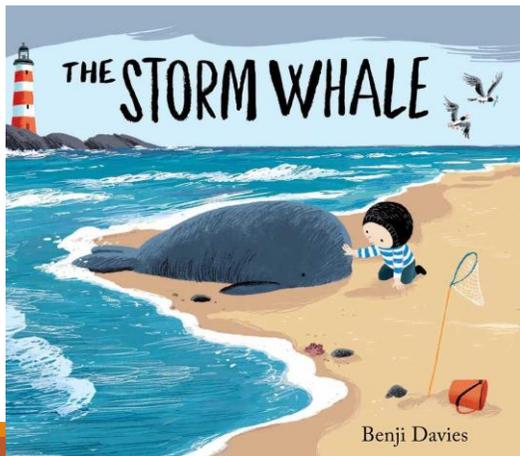
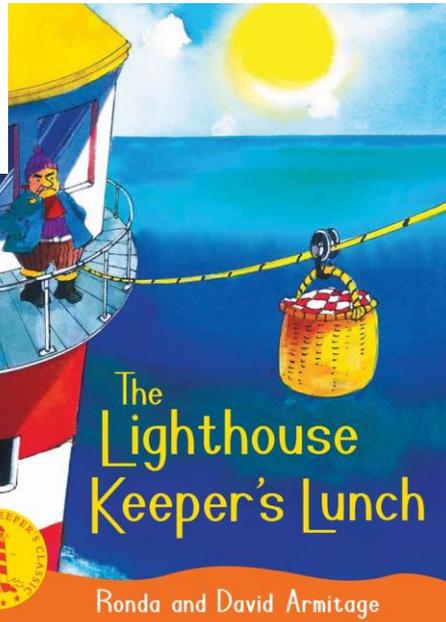
Books we will be using in school.

We're Going on a Bear Hunt

Michael Rosen Helen Oxenbury



Books which might enhance the topic at home.



Other subjects:

- In RE this term we will learn about Sikhism and community. We will learn the importance of belonging to a community yet being an individual within a community.
- Maths will be taught daily to develop our fluency, reasoning and problem solving skills. We will be learning a variety of skills including multiplication and division, fractions and time.
- We have 2 weekly PE lessons which continue to be on Mondays and Thursdays. We are working on key skills which can be used in games such as throwing/catching, running, jumping and team work.
- In Music, our weekly lessons will develop our teamwork by learning friendship songs and thinking about everybody being different and celebrating it.
- In PSHE we are going to be learning about personal safety, healthy lifestyles and how to manage change.
- In ICT we will learn about online safety when searching using the internet and learning how to take digital photographs.



Phase 6 phonics

When children enter this phase, they should know most of the common grapheme-phoneme correspondences. As a result of this, they should be able to read hundreds of words. This will be in one of three ways:

- Reading the word on sight when they are very familiar.
- Decoding the word quickly and/or silently.
- Decoding the word aloud.

We will also learn about pre-fixes, suffixes, the past tense, apostrophes and other spelling rules.

The whole aim of phonics teaching is not just to learn the sounds, but to use them as a tool for reading and spelling.

Ways you can support your child at home

- Practise the weekly spelling words- lists available on Spelling Shed. New lists set on a Sunday, tests on a Monday.
- Expose children to their daily reading book from school which is matched to their current phonics level and reading band. You could also begin to introduce a wider range of stories which include longer texts. It is important they are exposed to vocabulary beyond their reading ability.
- Allow your child to see you reading for pleasure. It may be fiction or non-fiction.
- Allow your child to practise their reading skills. Encourage blending aloud, as well as in their heads.
- Talk about books. Ask the children what is happening, how the characters are feeling and what they have enjoyed.
- Use ambitious vocabulary, explaining its meaning.
- Read rhyming books together. Ask the children to fill in missing parts and join in with repeated refrains.
- **MAKE READING A PLEASURE NOT A CHORE!**

- Across the week the teacher reads with all guided reading groups. We read a group text, discuss it and share ideas, answer comprehension questions and inference questions.
- Some children may also have additional reading opportunities with adults across the week too.
- Each morning, children are asked to change their home reading book if needed. Please remind your child if they need to change their book each morning.



Regular reading impacts a child's success at school.
If not addressed early the educational gap widens...

Child A



Reads 20 minutes per day

3,600 minutes per school year

1,800,000 words per school year



Scores in the 90th percentile

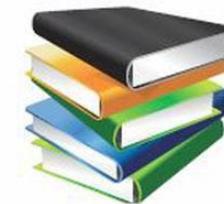
Child B



Reads 5 minutes per day

900 minutes per school year

282,000 words per school year



Scores in the 50th percentile

Child C



Reads 1 minute per day

180 minutes per school year

8,000 words per school year



Scores in the 10th percentile

Standardised Test Scores

By the end of grade 6, Child A will have read the equivalent of 60 school days, Child B will have read for 12 school days and Child C will have read for 3 days. Nagy and Herman, 1987.



Writing

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Working at the age related expectation

Piece E: Description

My dragon is a fire dragon. his breath can make cars sise like dinamite. If you make him angry, he will breath rings of fire at you. When ~~when~~ he flys; he lights up the sky li like the sun. He ~~lives~~ lives in the center of the sun. When he goes to sleep the fire ~~un~~ ^{the} sun goes out. He can turn things to stone, make people catch fire and make things explode. He can also turn any thing into food. When he gets angry he will throw you in the sun!

Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beasters. First we had a ~~snack~~ ^{snack}. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a sicky porchiton party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a nest. Last of all we sorted out animals. Finally it was home time. The trip was great! my favorite part of the day was idenafing the trees.

Porchester Castle

Introduction
Yesterday I went to the old stony Porchester Castle!

On the bus.

First I stepped on the coach with my partner Loox. On the way we sang wheels on the bus, The king is in the castle and a little bit of Call me Maybe. I was really excited because we were nearly there!

Looking at the Outer walls.

Next we arrived ^{and} we saw the keep and it was soooo tall! The other walls were protecting the inside of the castle so attackers won't attack. I felt very edgy because I couldn't wait ^{to see} what we were going to do.

Up the spiral.

After that we entered (on the pretend, wooden drawbridge) and the first activity was going up the spiral! When we were climbing, we had to hold our clipboard on our left hand and hold on to a long rope on our right hand. I felt surprised because it was a long way up to the top of the keep!

At the top of the keep.

A few minutes later we arrived at the top of the keep and we drew some of Porchester Castle. It was a great view! How I wished you were there! I was clapping my hands with excitement because I was so happy that I got to the very top of the keep.

Down the spiral.

Later that day I went down the spiral - but on the way we saw where the prisoners used to be and they drew something and their names are still there!! I felt happy because I wanted to explore more around the castle.

Lunch

After going down the spiral we had lunch and I had some sandwiches, grapes, carrots, apple slices and so a brioche. (I also had some water.) I was so hungry and then I sat with my mum making a daisy chain.

At Porchester castle museum.

After lunch, we went to the museum and drew our artefact and wrote some facts about Porchester Castle. I felt hard at work because I had to lots of facts.

On the way back.

Finally we hopped on the coach to go back to school and I felt sad to leave Porchester Castle because every day I want to go to Porchester every day and everyday we do a new topic!

Closing Sentence

I had a great day so I hope you have a favourite day of the year!

Greater
Depth

Ways to help at home



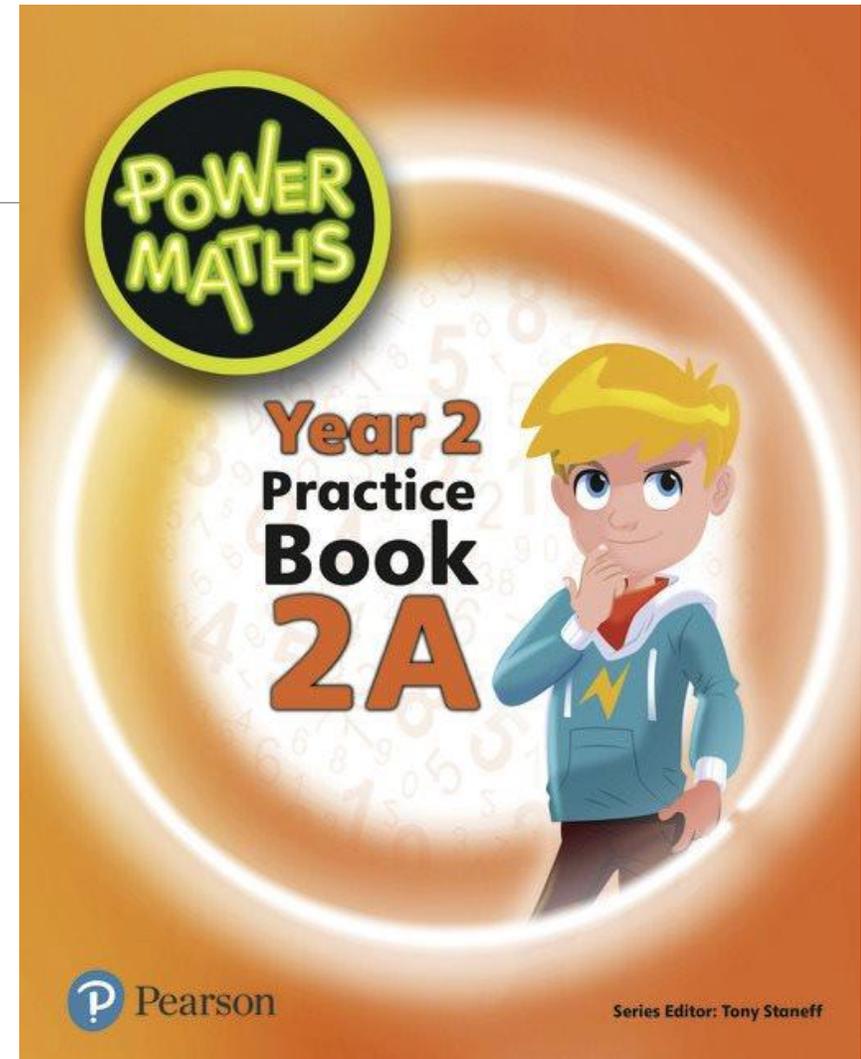
- 1. Read to your child-**While children do learn new language and ideas from speaking and listening, the type of language we use in writing is often very different from that in speech. Reading regularly to your child, especially longer chapter books that they might not be able to yet read independently, is a great way to support their writing. While your child will have some favourite books and types of book that they'll want to listen to again and again, try to make sure they get to hear a range of different types of books, including fiction and non-fiction. This is useful for their writing because it provides models for a wide of language styles.
- 2. Have your child to read to you-** Making time to hear your child read isn't just good for their reading. Seeing words in print helps them to understand the words, to spell them, and to see how grammar and punctuation are used to make meaning. When you read, occasionally talk about why the author has decided to include something and how they written it. For example: 'I wonder why the author has chosen to describe the castle as "gloomy"? I wonder what that tells us about what might happen there?'
- 3. Try some real-world writing-** Writing for a real purpose can be a great way to fit in some practice. Writing cards, shopping lists, or letters/emails to relatives can be motivating real life reasons for writing, and can show children how useful it is to be able to write well. Your child might enjoy keeping a diary or writing short stories based on books they have read or toys they enjoy playing with. Be sure to encourage your child to write about what most interests them, as this is the best way to keep them enthusiastic.
- 4. Tell stories aloud-** Giving your child the opportunity to tell stories orally is a great way to get them used to structuring their ideas and using adventurous language. If they're not sure where to start, see if they can retell a story that they already know well, like *Little Red Riding Hood* or *Three Little Pigs*.

Maths

- At the heart of Power Maths is the belief that all children can achieve. It's built on an exciting growth mindset and problem-solving approach.
- Power Maths aims to spark curiosity and encourages rich mathematical talk.

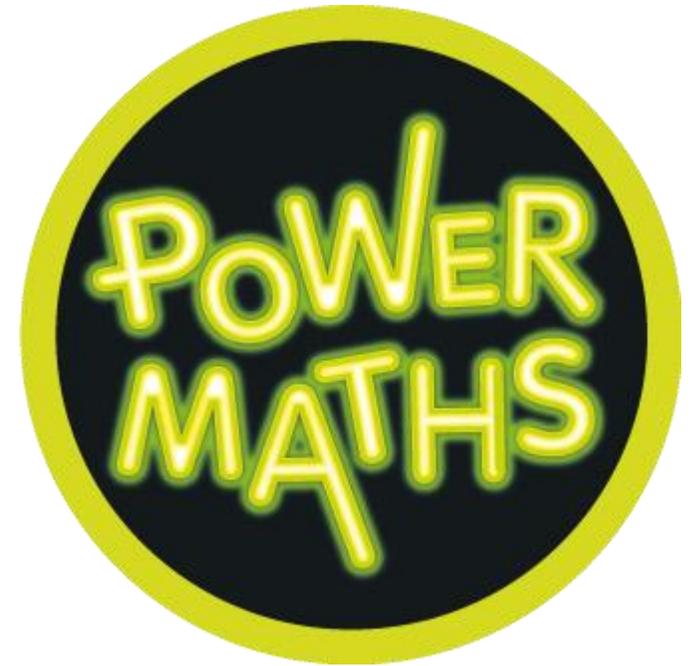
Units coming up:

- Multiplication and division
- Fractions
- Time
- Problem solving and efficient methods.



Ways you can help at home

- Practise counting in 2s, 3s, 5s and 10s forwards and backwards- could do this in an active way going up/down the stairs, bouncing on the trampoline etc.
- Practise 2, 5 and 10 times table fluently.
- Continue addition and subtraction methods from parent guide uploaded to dojo.
- Practise sharing items into equal groups and understanding the groups are parts of a whole.
- Any practise of telling the time in daily situations.



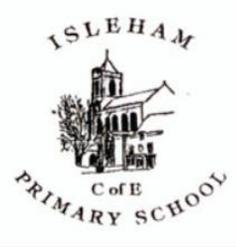
Sharing Fridays

On these dates, children will share with you (via their Class Dojo portfolios) 2 pieces of work which they are most proud of.

The dates are:

- Friday 23rd April,
- Friday 28th May,
- Friday 9th July.





THANKYOU!

If you have any questions
about the information shared
please pass these to me via
office@isleham.cambs.sch.uk

