



West Hill Primary School
(a partner in the SMILE Learning Trust)
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SUMMER TERM 2018 CLASS 2 CURRICULUM NEWSLETTER

Dear Parents,

First of all I would like to take this opportunity of introducing Miss Conlan to you. Miss Conlan will be working with Class 2 until July. This is the final term of her PGCE, and thus her final school training experience before qualifying as a teacher. Together we will deliver lots of learning opportunities this term.

I would also like to thank you for the support that you gave the children with their homework tasks. Your feedback is always helpful so please continue to make any comments in the homework books.

Mathematics: This term we will continue with building on our number skills. The children will secure their knowledge of numbers up to 100, and may start to go beyond. They will also continue to work on more formal methods of recording their work. We will revisit all four number operations – especially to help solve problems.

In measures we will take a closer look at weight, capacity and temperature. Where appropriate, links to other curriculum areas, such as science, will be made.

Our shape and space work will include revision of 2D and 3D shapes, right-angles and direction and movement.

Time and fractions are still problematic for many children so we will revisit these areas again.

In all aspects of Maths we will be using and applying our knowledge in problem solving activities.

English: Our work we will partly be linked to our Rainforest topic and will include information leaflets and stories with an environmental message. Throughout their writing the children will be expected to apply their knowledge of spelling rules and their grammar skills. The children have written some poetry and will move on to writing riddles. In our non-fiction work we will take a closer look at glossaries, flow-charts and lifecycles.

As a school we are continually striving to improve the quality of each child's writing. Our particular focus this term involves: extending sentences using words such as because, if and so to explain ideas; using extended noun phrases; writing a variety of sentence types with the correct punctuation; building on our knowledge of spelling; and paragraphing our writing to keep similar ideas together. **Please see the additional information on pages 3 and 4 of this letter.**

Science: Our Science work focusses on life processes and living things. There is an emphasis on plant life and we will start off by growing from bulbs and seeds to enable us to investigate the conditions plants need to grow. We will then move on to learning about living things and their habitats where we hope to make good use of the school's outdoor areas.

Computing: We will use coding to create algorithms and program Roamer to perform different actions, this always helps with the maths directions. Last term the children successfully used the internet to explore aspects of Coll, we will continue to use technology to reinforce our learning again this term.

Geography: Our topic this term will be Rainforests. Within this learning we will be looking at where in the world the major Rainforests are, what the weather is like, what grows there and what lives there.



INVESTORS
IN PEOPLE



SCHOOL
MEMBER

Our **PSHE** is all about caring for our environment, change and making choices.

In our **Artwork** we will be creating a Rainforest in our classroom and look at the work by Rousseau.

Our **Technology** will be linked to healthy eating. The children always enjoy cooking so we will hope to build on their skills and understanding.

P.E: Our main focus this term will be games, hopefully mostly outside. This half-term we are lucky to have Mr. Webster working with the class on a multitude of skills and Miss Murray working with the children in Dance. In order to make sure your child is comfortable, please check the size of their plimsolls/trainers, and provide some thin ankle socks to keep in their PE bags. Of course the culmination will be Sport's Day, weather permitting!

Music: It would be wonderful to teach the recorder this term, however due to the need for good hygiene we need all of the children to have their own recorder in school. If you are unable to provide one please let us know as soon as is possible.

Again this will be a very busy term. Please continue to do a lot of reading at home. By now most children should be averaging a book a night, with discussion about the plot, characters, word meaning and so forth. Spellings are of equal importance. The children should be spending 10–20 minutes per night reinforcing their spelling knowledge. The writing activity is an excellent opportunity to re-inforce the writing skills mentioned in the English section overleaf.

Please ensure your child is not too tired to perform at their very best this term. It is important that they are healthy and well rested. However, homework is also important as we use it to revise concepts and skills prior to our "Special Work." If you need an extra night to complete a task, that will be fine. The 'Special Work' will formally continue until the end of May–(Teacher Assessment will continue all the way to July) **please try to ensure 100% attendance as build up sessions are as important as individual tasks.**

Once we have completed our special work we will be letting our hair down and really enjoying our topic work. We have two days working with an art/animation specialist to complete an animation project. You will be invited to our film premiere in July.

We are currently investigating opportunities for a day trip – more details to follow when we have them.

As the weather improves we will try to make the most of the different environmental areas to enhance our learning. It is advisable for your child to have a coat and a sunhat in school at all times.

There will be an *optional* Parent's open afternoon in July, but if you have any concerns please do not hesitate to contact us.

Here's hoping for lots of sunny weather and happy, smiling faces.

Yours Sincerely

D.J.Hudson

L. Stevens

Mrs. D. Hudson

Mrs. L. Stevens

Year 2 English Targets/ Statutory Information.

Writing:

Sentences must be grammatically correct; they must start with a capital letter and have the correct punctuation at the end. (. ? !)

Check their punctuation is correct including the use of commas in a list; an apostrophe to show missing letters in contractions eg. don't; an apostrophe to show possession [singular] eg. Bob's pencil.

Children must expand noun phrases using a range of adjectives. They should use adverbs to describe verbs.

Children must use and understand the grammatical terminology in English Appendix 2{see below} in discussing their writing.

They must use subordination -using when, if, that, or because – to explain ideas and use co-ordination -using or, and, or but.

Spelling – Spell common exception words: eg. door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others with similar patterns.

Use spelling rules: eg If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Egs: enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly

Exceptions:

(1) *argument*

(2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. Egs: merriment, happiness, plentiful, penniless, happily

Adding –es to nouns and verbs ending in –y	The y is changed to i before – es is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before – ed , – er and – est are added, but not before – ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The – e at the end of the root word is dropped before – ing , – ed , – er , – est , – y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny

Year 2 Grammar:{For information }

Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]

Formation of **adjectives** using **suffixes** such as *-ful, -less*

Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

Subordination (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)

Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Correct choice and consistent use of **present tense** and **past tense** throughout writing

Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Commas to separate items in a list

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

Grammatical Terminology

noun, noun phrase

statement, question, exclamation, command

compound word, suffix

adjective, adverb, verb

tense (past, present)

apostrophe, comma, contraction