



West Hill Primary School

(a partner in the SMILE Learning Trust)

Beech Park, West Hill, Ottery St Mary, Devon EX11 1UQ

01404 812599

admin@west-hill-primary.devon.sch.uk

Headteacher: Cheryl Boulton



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SUMMER TERM 2019 CLASS 2 CURRICULUM NEWSLETTER

Dear Parents,

Firstly, I would like to thank you for the support that you give 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 mass, 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.

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

English: The writing this term will take more of a non-fiction focus, which will partly be linked to our Rainforest Topic. Throughout their writing the children will be expected to apply their knowledge of spelling rules and grammar skills.

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, for some children, 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, habitats and living things. There is an emphasis on plant life and the children have already begun using seeds to grow tomato plants, enabling them 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 grounds.

Computing: We will use coding to create algorithms and program Roamers to perform different actions, linked to direction and movement in maths. We will continue to use technology to reinforce our learning again this term and to promote good e-safety.

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.

Art: This term the children will be looking at the work of Henri Rousseau, using the artist as a basis for their own creative pieces. This will be linked to our rainforest topic.



RE: The children will be looking at the symbols that represent the Christian and Jewish religions.

DT: The DT topic for this term is 'textiles' and the children will be learning how to join (by stitching) templates of a rainforest animal.

P.E: Our main focus this term will be games, hopefully mostly outside. Miss Murray will be working with the children in Dance. The children will also be practising their races for Sports Day, which will take place this year on **Wednesday 22nd May**.

Music: The children will be exploring pulse, duration and rhythm using a variety of percussion instruments.

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 as we complete SATs tests during the month of May. It is important that they are all healthy and well rested. However, homework is also important as we use it to revise important concepts and skills. If you need an extra night to complete a task, that will be fine. **Please try to ensure 100% attendance as build up sessions are as important as individual tasks.**

Once we have completed our SATs we will be really enjoying our topic work. In addition, we have some exciting school trips planned for the second half of the Summer Term. On **Thursday 11th July** we will be visiting Buckfast Abbey as part of their Book Festival, and on another date in July we will be going on a habitat based trip. Letters will follow with more information after May half-term.

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.

If you have any concerns please do not hesitate to contact me.

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

Yours sincerely,

Mr. A. Joseph

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. eg: enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly

Exceptions:

(1) *argument*

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

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

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