

# Term 4 Newsletter (Bumblebee Class)

Dear Families,

I hope you have all had a lovely half term. I can't believe we are over half way through the school year! We are ready for another exciting term of learning.

## The Year Two team:

Berna Aksu  
Class Teacher

Tiarna Lloyd & Sonja Skuse.  
1:1 SEND TA

Lily Payne  
(PPA) cover teacher  
Friday PM

**Enquiry Question this term:** How can we work together to keep ourselves and our planet safe?  
*Science and geography focus*

### **Strand: An approach to the environment)**

#### **Theme: We can make a difference**

In our Learn Together, we will be developing our knowledge, understand and respect for the natural environment and appreciation of it's fragility and vulnerability. We will be looking into environmental awareness, recycling, water pollution and how we can work together as a community to help our environment (community clean up and creating posters to raise awareness).

### Rights Respecting Schools

This term we will focus on these rights in particular:

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 17: You have the right to get information that is important to your well being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 24: You have the right to a clean and safe environment.

Article 29: Your education should help you protect the environment.

## English

Our focus book this term (Week 1-2): Tadpole's promise by Jeanne Willis. We Are the Water Protectors by Carol Lindstrom (week 3-5) and creating our own poems (week 6).

As readers, we will be using the skill of inference to discuss characters thoughts and feelings and discuss themes within the book. We will also be developing our retrieval skills to answer specific questions. As readers, we will be having reading sessions with an adult twice a week where we read a book matched to our current phonics level and work on the skills of fluency, decoding and comprehension. This will be our home reading book for the week and needs to be brought into school every day.

As writers, using the Tadpole's promise as inspiration, we will be working towards writing a wishing tale narrative (fiction). We will be focussing on:

- Use possessive apostrophes
- Use apostrophes for contractions
- Use adjectives
- Use expanded noun phrases
- Use suffixes
- A range of punctuation (!?)
- Use a range of sub-ordination and -co-ordination conjunctions (when, if, but, that, because)
- Use a variety of sentence openers

As writers, we will also be using *We Are the Water Protectors* as inspiration, we will be working towards writing a non-chronological report on water pollution (non-fiction). We will be focussing on:

- Use statements
- Use titles and subheadings
- Use present tense
- Use apostrophes for contractions
- Use adjectives
- A range of punctuation (?!)
- Use a range of sub-ordination and -co-ordination conjunctions (when, if, but that, because)
- Use suffixes (-ly, -ness, -ful, -est,)

As spellers, we will be following *No Nonsense Spelling*, learning different spelling patterns each week.

## Maths

*Below is an outline of the intended progression of learning – this may be altered where needed.*

Measurement: Length and Height Measurement: Mass, capacity and temperature	Fractions
Step 1 Measure in centimetres	Step 1 Introduction to parts and whole
Step 2 Measure in metres	Step 2 Equal and unequal parts
Step 3 Compare lengths and heights	Step 3 Recognise a half
Step 4 Order lengths and heights	Step 4 Find a half
Step 5 Four operations with lengths and heights	Step 5 Recognise a quarter
	Step 6 Find a quarter
Step 1 Compare mass	Step 7 Recognise a third
Step 2 Measure in grams	Step 8 Find a third
Step 3 Measure in kilograms	Step 9 Find the whole
Step 4 Four operations with mass	Step 10 Unit fractions
Step 5 Compare volume and capacity	Step 11 Non-unit fractions
Step 6 Measure in millilitres	Step 12 Recognise the equivalence of a half and two quarters
Step 7 Measure in litres	Step 13 Recognise three-quarters
Step 8 Four operations with volume and capacity	Step 14 Find three-quarters
Step 9 Temperature	Step 15 Count in fractions up to a whole

## Wider Curriculum

### As scientists we will:

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

### As designers, artists and creators we will:

- Explore how painters sometimes use paint in an expressive and gestural way.

### PE

- In the teacher led sessions we will be focusing on yoga, striking and fielding.

<ul style="list-style-type: none"> <li>Explore colour mixing and experimental mark making to create abstract still lifes.</li> </ul>	<ul style="list-style-type: none"> <li><b>Our P.E days will be <u>Tuesday</u> and <u>Thursday</u> so please ensure children come in trainers, clothes suitable for P.E, hair tied back and no jewellery. Thanks.</b></li> </ul>
<p><b>Music</b> Children will continue to have music taught by professional musicians from Preludes on Fridays.</p>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Making digital music</li> </ul>

## Home Learning

### Reading

**Expectations**

- Reading Record and colour banded book should be brought to school daily.
- Read for 10-15 minutes and record in your Reading Record a minimum of four times a week and ask an adult to sign. We would recommend reading daily where possible. Children reading 4 times or more, will receive a golden ticket with the opportunity to win a book prize. Where this expectation is not met, children will be invited to a lunchtime reading club, so an adult can hear them read.
- When reading with your child, discuss the vocabulary and ask them questions to check their understanding – why did the character do that? How can you tell that?
- <https://drive.google.com/drive/folders/1dUJWgaQHMNgyweMrMrWKzDuUoWnHEc6w>
- Follow the link above for more support with reading at home, including videos and suggested comprehension questions.

**Why is this important?**

- Reading is a fundamental skill which is the foundation of many other areas of learning and is important in children's future success.
- Research shows that reading promotes brain, language, and emotional development and that reading for pleasure strengthens relationships.
- Parent's role in the teaching of reading is paramount to your child's progress and this is highly valued by the school.

**Reading Record example:**

Date	Book title and page number	Comments
6/9.	The Boy in the Tower p1-15	Found this a bit tricky, but answered questions.
7/9	p16-30	More confident today
8/9.	p31-45.	New vocab: arduous: difficult solemn: sad and serious
9/9.	P46-60.	Excellent understanding and answered questions well

### Spelling

**School Expectations**

- Spelling journals should be brought into school daily.
- Each Monday, the children will be given new spelling words to learn which will be stuck in their spelling book. Children will have a spelling quiz to check their progress each Monday. Placing these spelling words somewhere visible, like on the fridge will also help as children will be able to see them regularly.

- Spelling is one of the essential components of successful writing.
- Research has found that spelling, reading, writing and comprehension skills are all closely linked.
- Spelling instruction improves reading ability and benefits them in all aspects of their learning, as well as in their everyday life.

- Children will have 8 spellings each week (5 following the spelling rule. The first four spelling words focus on a spelling rule we have been learning and the last four are from the Year 2 statutory word list which children should be able to spell by the end of Year 2.
- Children may have differentiated common exception word spellings, so please check in their spelling journal to confirm which set to look at. Similarly if your child has individual spellings, please refer to their spelling journal each week.

For more advice on practising spellings at home in fun ways which mirror our teaching, see the year group Google Drive folder.

## Maths

Children are expected to practise number facts.

### Key Stage 1

In Key Stage 1, the expectation is that children learn their addition and subtraction number facts to 10 at home. At school we use a programme called Numbersense. On the year group Google Drive, you will find parent resources for each week with suggestions of fun activities to do at home. The White Rose 1-minute maths app can also be used to practise number facts at home. <https://whiterosemaths.com/1-minute-maths>

White Rose has a parent section with resources you can use at home if you wish, including free printable workbooks. <https://whiterosemaths.com/parent-resources>

There is also a home learning section with short videos relating to each of the small steps listed earlier in this newsletter. <https://whiterosemaths.com/homelearning> I have now added all supporting documents to the google drive so you can practise with your children at home.

The White Rose 1-minute maths app can also be used to practise number facts at home. <https://whiterosemaths.com/1-minute-maths>

## Other important information/notes for the time ahead

### Google Drive

class newsletters and other resources/information for parents. The link for this is on our class page on the website. It is: <https://drive.google.com/drive/folders/1dUJWgaQHMNgyweMrMrWKzDuUoWnHEc6w>

### What does my child need to bring into school every day?

- Book bag with spelling journal, reading record and school book(s).
- Labelled water bottle
- Appropriate weather dependent clothing, e.g. a jacket, or raincoat if it is raining.
- Please ensure all things brought into school are labelled with your child's name. Thank you.

## Volunteers

Calling all volunteers! If you, or a family member (such as grandparent) have a few hours to spare regularly each week and you would like to help us out then that would be really appreciated!

We would love some adults who can help with:

- listening to children read across year groups
- developing reading resource packs and our library

If you are interested then please fill in the online form via the link: <https://forms.gle/HcSTVaKetKyasohZ7>

Volunteers will need to have a DBS check completed for safeguarding reasons. Amy in the office will organise this and there is no cost. Once you've indicated your interest, I will get back to you as soon as I can.