

Cherry Class – Spring Term 1 January/February 2024

Happy New Year and welcome to the spring term. This letter includes information about the class routines and the curriculum areas your children will be covering this half-term.

Reading: Reading the school reading books regularly at home (at least 4x a week) is crucial to developing your child's confidence and fluency in reading. Being a competent reader gives them access to other curriculum areas and is a key indicator of success later in life. ~We all lead busy lives and I know there is a lot to be slotted into an evening after school but please can I ask you to regularly read with your child. Once your child is reading the Year 2 reading for pleasure books the emphasis can be shifted to reading comprehension and focussing on the meaning of new vocabulary to support understanding. Please do record in the Yellow Reading Records as this forms part of the evidence of achievement I need to make teacher assessment judgements at the end of the year.

PE kits: Please ensure that your child has a named PE kit in school **every day** as we often have one off sporting opportunities or need to swap PE times with other classes as and when required. We are asking parent's to please check they have the correct PE kit for their child, dark blue or black shorts, a plain white t-shirt, and trainers. In the winter this can be supplemented with plain dark blue or black joggers or leggings. There are optional school hoodies and fleeces available from our school provider which are also acceptable. Children need to remove watches and earrings for PE so please consider keeping these at home on PE days (Tuesday and Wednesday). Please could I ask that the PE bag has a visible name on the outside to make it easier to find whose belongs to whom or to find a home for stray PE kit items?

Book bags and belongings: Please make sure all your child's uniform is labelled to make sure it finds its way back if mislaid. We have a large collection of unnamed jumpers and cardigans in our cloakroom which no one has claimed. Children should only bring into school a book bag, **named** PE kit that remains in school, a **named** drinks bottle, a **named** coat and a lunch box if they are not having a school lunch. We do ask that no toys, no extra attachments to book bags or extra items are brought in to school. As the weather becomes more inclement, please remember to send a warm waterproof coat, we will go outside for breaks unless the weather is extremely wet or inclement.

Weekly tasks: Each week on a Friday a maths and a phonics/spelling related task will be posted to Class Dojo and maths sheets will be sent home in homework books. About 10 minutes on each.

Key Dates for Cherry Class:

9/2/24 2.45pm Y2 Collective Worship – parents welcome to attend

TBC Fire of London Workshop in school

28/3/24 Easter Bonnet Parade and Easter Service

Finally, please do not hesitate to talk to me if you have any questions or concerns about anything regarding school or your child. You can contact me on ClassDojo, by phone or in-person after school.

Kind regards Mrs Baldwin, Miss Davenport and Miss Jones

Literacy

Fiction- Recycled Stories

To generate ideas for a story

- To tell a recycle story using a story map
- To describe characters & setting
- To use similes
- To plan a story
- To write a own story using vivid description and an opening that hooks
- To re- read and edit my work.
- To read my work aloud making the meaning clear.

Non-Chronological Reports

- To listen to an information text and answer questions
- To tell an information text from memory
- To use descriptive phrases
- To use the present tense
- To find key information in the text: The Ice Witch
- To box up for purpose
- To identify features of an information text
- To write an information text

Science Materials

- identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses.
- find out how the shape of

Creation – Who Made the world

- To retell the story of creation from Genesis 1:1–2:3 simply.
- To say what the story tells Christians about God, creation, and the world.
- To give at least two examples of what Christians do to look after the world for God.
- To think, talk and ask questions about living in an amazing world.

Geography Frozen Planet

- Name and locate the world's seven continents and five oceans, 'poles' and 'equator'.
- Identify that the North and South poles are cold and the equator is hot.
- Describe the climate and weather in Antarctica

Thurlbear Christian Value

Trust

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History Great Fire of London

- To develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666.
- To identify differences and similarities between ways of life in different periods in the context of comparing present day living to how people of London lived during 1666.
- To know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London, how it started, ways in which London was changed and rebuilt and describing the main events of the Fire.

PSHE Dreams and Goals

- Goals to Success
- My Learning Strengths
- Learning with Others
- A Group Challenge
- Continuing Our Group Challenge
- Celebrating Our Achievement

PE

Dynamic Balance - On a Line
Static Balance - Stance
Cognitive - Understanding
Performance

Maths

Addition & Subtraction

- Subtract a 1-digit number from a 2-digit number (across a 10)
- 10 more, 10 less
- Add and subtract 10s
- Add and subtract two 2-digit numbers (not across a 10)
- Add and subtract two 2-digit numbers (across a 10)
- Mixed addition and subtraction
- Compare number sentences
- Missing number problems

Multiplication and Division

- Recognise equal groups
 - Make equal groups
 - Add equal groups
 - Introduce the multiplication symbol
 - Multiplication sentences
 - Use arrays
 - Make equal groups – grouping
 - Make equal groups – sharing
 - Odd and even numbers

Computing – Robot Algorithms

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs

Discrete Teaching

Spellings, handwriting guided reading, Maths Factual Fluency – Number Sense

Music Trains

Begin to understand duration and rhythm notation. Structure musical ideas into a whole-class composition. Learn a simple rhythm pattern and perform it with tempo and volume changes. Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.