

Squirrels Class Newsletter

Autumn 2024 

Welcome to Year 2! We hope you have had a fabulous summer, and that your children are looking forward to their school journey in Year 2. If any of them are feeling anxious about starting a new school year, please reassure them that lots will remain unchanged from Year 1 to Year 2, and we'll be there every step of the way to support them with the bits that are different.

Adults in Year 2 are as follows:

Mrs Christine Stewart – teacher Monday, Tuesday, Wednesday

Mrs Anna Carnegie – teacher, Thursday, Friday

Mrs Smith – teaching assistant Monday to Thursday

If you need to **contact us** about anything (no question is too silly), you can catch us at the door after school with any quick queries, or you can email us.

Mrs Stewart cstewart@tewincowper.herts.sch.uk

Mrs Carnegie acarnegie@tewincowper.herts.sch.uk

Lunches and snack

Each morning, children choose between red (meat), green (vegetarian) and yellow (jacket potato) options, or packed lunch from home. They can mix and match school lunches and packed lunches throughout the week.

Fruit snack is provided by the Government in Year 2. **Children may bring in their own snack, but this must be a piece of fruit.**

Drop off and collection

Drop off – between **8.35am and 8.45am**, at the side gate. Children walk through the playground to their classroom.

Please try to be on time, because we often do one to one reading during the first part of the day.

Collection – at **3.15pm**, from the Gazebo on the playground.

What to bring each day

- Water bottle (named)
- Book bag (no rucksacks)
- Reading folder (record and book)
- Coat, sun hat (weather dependent)

Please label ALL clothing!

Home learning

Many parents ask how they can help their child at home. The answer to this is **read, read, and read some more!**

We don't set any regular formal home learning activities at Tewin Cowper. Instead, we really want families to focus primarily on reading, because it underpins *everything* the children learn in school. Reading supports writing, imagination, vocabulary, empathy comprehension, communication...to name but a few things!

Please aim to do the following **every day**:

- **Listen to** your child read, and **record this each time** in the reading record so we can see what they have been reading. A detailed comment each time is not necessary.
- **Read to/with** your child every day, and enjoy the experience together! This could be picture or chapter books, but could also include recipes, comics, letters, magazines, newspapers, etc.

Children will be reading in school (either with an adult or independently) a few times a week, so please make sure they bring in their reading folders **every** day, or they might miss their reading slot.

Library

Our class library slot is on Fridays. Children will be able to choose a book from the library to take home, share and enjoy. **Please ensure that this is back in their book bag each Friday so they can swap it for a new book.** If they would like to keep it for longer than one week, they have the option to do this.

Class reading book

Our first whole-class reading for pleasure book will be **George's Marvellous Medicine – Roald Dahl** We will be enjoying some of this as a class each day. If your child would like to buy a copy of the book, or borrow one from the library, so they can follow it in class as we read, they are welcome to. This is not essential, though!

PE

PE in Year 2 will take place on **Tuesdays and Wednesdays**. **Please make sure your child has the Tewin Cowper branded t-shirt and jumper.** Children must come into school dressed in the new PE kit on those days. If you have ordered your child's kit but it has not arrived yet, please let them wear the old kit for now, and then use the new kit as soon as you have it.

They will be doing half of their PE lessons outside this first half term, so must be wearing clothing appropriate for the weather, as well as suitable trainers.

Autumn Term: Learning overview

English

Our English this term focuses on

Narrative: Stories usually have a main character and the reader needs to understand what happens to them
Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story
Introduce fall-rise story shape for basic narrative structure

Our main text is 'Frog and the Stranger' by Max Velthuis.

In Phonics we are finishing Level 5 and starting Level 6.

In guided reading our main text is 'After the Fall' by Dan Santat. This happens every week in 4 sessions. We do shared reading and comprehension activities alongside these sessions.

PE

The class is taught by Premier Education for one lesson, and Mrs Stewart for the other. This first half term, the children will be doing both gymnastics and OAA (Outdoor Adventurous Activities). In Autumn 2, they will move onto PE Fundamentals and Ball Skills.

Maths

We follow the NCETM scheme, which aims to foster a deep understanding and mastery of mathematical concepts. We begin the term by repeating some of the core Year 2 content: adding and subtracting across 10.

Although it might sound as if we are backtracking a lot, these skills actually underpin working with much larger numbers, which the children do in the next unit: numbers to 1000. (Children find this VERY exciting when we introduce it!)

You can **support your child** with their **maths fluency** by practising things like:

- **Number bonds** to 10, 20, 50 and 100 (e.g. 3 and 7, 12 and 8, 35 and 15, and 44 and 56)
- **2, 5 and 10 times tables** – skip counting forwards and backwards, as well as knowing times table facts
- Doubles and halves recall

One Minute Maths is a brilliant app that gives children quick-fire questions to practise their maths fluency. It is free to download and use.

<https://whiteroseeducation.com/1-minute-maths>

Music

Call and response (Theme: Animals).

Using instruments to represent animals, copying rhythms and creating call and response rhythms.

Science

Our first unit is Habitats. By the end of the unit the children will have been able to: Recall some life processes, giving examples of how they apply to plants and animals. Classify objects into alive, never been alive and was once alive, giving reasons for their choices. Match different plants and animals to their habitats. Give examples of how animals use their habitat for food and shelter. Recall that plants produce their own food for energy. Name living things that are producers and place a producer at the beginning of a food chain. Use arrows to show the order in a food chain.

History

How was school different in the past?

Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.

Geography

Would you prefer to live in a hot or cold place?

Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.

Art

This term's focus is Craft and Design. Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.

Computing

In computing this term the children will be looking at 'Computing systems and networks: What is a computer?'

Exploring what a computer is by identifying and learning how inputs and outputs work. Understanding how computers are used in the wider world, children design their own computerised invention.

Design and Technology

Mechanisms: Fairground wheel
Design and create a functional fairground wheel, learning how different components fit together so that the wheel rotates and the structure stands freely.

RE

In our Creation unit, we will look at the world and consider why it is wonderful, thinking about what God wanted for it. Children will use discussion, writing, painting, photography and reflection to share their thoughts and ideas.

PSHE

We start by thinking about our relationships with each other and others outside school. We move onto valuing difference: considering what makes us the same or different from other people.

French

We just use some French basic vocabulary in Year 2 greetings etc. It is not a set subject until KS2.