



ST RICHARD REYNOLDS CATHOLIC COLLEGE

Year 2 Spring Term Curriculum Newsletter

2018 - 2019

Welcome Back

Many thanks for the generous gifts and cards we received at Christmas. We hope you all had a restful and peaceful holiday together.

Thank you for all the support you have given us in aiding your child's education so far this academic year. We have put together this letter in order to support you in understanding how you can continue to assist your child's progress this term at St Richard Reynolds.

SATs

At the end of Year 2, all children will sit the National Curriculum Tests for Key Stage 1. This will consist of the following papers:

- English: two equally weighted papers involving reading comprehension.
- Maths Paper 1: Arithmetic.
- Maths Paper 2: mathematical fluency - problem-solving and reasoning.
- SPAG Paper 1: a 20-word spelling test.
- SPAG Paper 2: a grammar, punctuation and vocabulary test. This will involve a mixture of selecting the right answers, for example through multiple choice, and writing short answers.

Our Curriculum evening on **Tuesday 22nd January** will reveal more about the logistics of, and preparation for, the SATs. After the talk there will be an opportunity for questions.

When will the KS1 SATs take place? The KS1 SATs will be administered in May 2018.

How will the tests be marked? Although the tests are set externally, they will be marked by teachers within the school. Instead of the old national curriculum levels, children will

be given a standardised score – although this may not be communicated to parents. Teacher assessments will also be used to build up a picture of your child's learning and achievements. In addition, your child will receive an overall result saying whether they have achieved the required standard in the tests.

Reading - Comprehension

Comprehension is simply another word for 'understanding'. At its simplest, reading comprehension is a way of talking about whether or not a child has understood what they have read. However, teachers tend to use it to mean more than that. In 'teacher talk' comprehension includes:

- Understanding what it says in the text.
- Understanding what it doesn't say explicitly, but what you can work out or suppose might have happened or be going to happen.
- Knowing about the organisation of ideas in a text and thinking about why the author introduced the ideas in one sequence rather than another.
- Being aware of the writer's choice of words and sentences.
- Considering what the writer wanted the reader to think, e.g. how does a writer show the reader that one character is evil or greedy?
- Drawing on knowledge of vocabulary to understand texts.
- Identifying/explaining key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
- Identifying and explaining sequences in a text.
- Making inferences from the text.

- Predicting what might happen on the basis of what has been read so far.

Supporting at home

- Hold a conversation and discuss what your child has read. Ask your child probing questions about the book and connect the events to his or her own life. For example, say "I wonder why that girl did that?" or "How do you think he felt? Why?" and "So, what lesson can we learn here?"
- Help your child make connections between what he or she reads and similar experiences they have felt, seen in a movie, or read in another book.
- Help your child monitor his or her understanding. Teach them to continually ask themselves whether they understand what they are reading.
- Help your child go back to the text to support his or her answers.
- Discuss the meanings of unknown words, both those they read and those they hear.
- Read material in short sections, making sure your child understands each step of the way.
- Discuss what your child has learned from reading informational text such as a Science or history book.
- Schofield and Sims Comprehension books – available on Amazon.

Spelling, Punctuation and Grammar

- In line with 2014 National Curriculum, it is expected by the end of Key Stage 1 (Year 2) the children should be able to read and spell a list of high frequency words.
- Good spelling is an essential skill which allows pupils to access all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By using a range of strategies we equip them with the independence to attempt spelling before asking an adult for help.
- We want pupils to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting

vocabulary, we are enabling them to become effective communicators.

- The teaching and learning of phonics and the correspondence between letters and their sounds underpins all of the spelling strategies taught at school.

There are a number of **strategies** that pupils may use to support their learning, and these appeal to a wide range of learning styles:

- The S.C.W.C strategy (Say, Cover, Write and Check).
- Memory strategies.
- Identifying syllables in a word to break it into smaller parts.
- Identifying base words, e.g. smile –smiling – smiled.
- Using words they already know to help them learn new words, e.g. could, would, should.
- Mnemonics –making up sentences to help them remember the spelling of a word, e.g. Because: Big Elephants Can Always Understand Small Elephants.
- Finding words within words e.g. brighten – right, rig, ten.
- Learning different spelling patterns e.g. may, play, day, say.
- Linking handwriting to spelling and phonics, in order to develop a visual memory to spelling.

At SRRCC we ask for your support in learning spellings at home by practising the lists you have been given, which include phonics, common exception words and spelling rules.

Playing with punctuation:

When you read, occasionally look at the punctuation and talk about what it is telling the reader to do. Show your child how a question mark tells you to raise your voice at the end of the sentence to indicate a question being asked. Explore how you can show the 'feeling' behind an exclamation mark. Are the characters shouting; has something unexpected happened; has something gone wrong?

Number and Place Value

•Number and place value underpins all areas of learning within Mathematics and it is vital that pupils have a secure understanding.

Please note: Children will not be able to use any tools such as calculators or number lines for the Maths paper, but will be given pencils and rulers.

R.E.

After learning about the Epiphany in our first week back, the children will then progress to a study of the books that are important to the local Church community. We will cover the Bible, as well as other books that are crucial to supporting Christian worship. Then, after half-term, the children will be able to deepen their understanding of the Mass and the part that the Eucharist plays in it by reflecting on how the Mass and the Eucharist are heavily based on the act of thanksgiving in the Catholic tradition. During Lent, the children will learn about the narrative of Holy Week and how by studying this carefully we can reflect on opportunities in our lives for giving to others and how our actions toward others have consequences of which we should be mindful. Lent itself serves as a journey for us in this way.

English

Over the course of Year 2, the children will be developing their knowledge of spelling, punctuation and grammar (SPaG). In particular, we looked at sentence types and word types in the Autumn term, as well as tense, commas, plurals, co-ordination (co-ordinating sentences with *or*, *and*, *but*) and subordination (subordinating sentences with *when*, *if*, *that*, *because*).

Using the SPaG knowledge taught in lessons, the children will explore the impact that creative use of punctuation can have on their creative writing, enabling them to experiment with different writing styles and the impact that SPaG choices can have on a piece of writing.

We will also be developing our comprehension skills, particularly in our guided reading.

Comprehension will be vital, as each piece of fiction writing the children compose will be based on a book that we will be reading and studying as a class.

Over this term, writing in English lessons will be linked to our history topic on 'Women who changed the World'. This will include recounts, letters and descriptive writing in the role of Florence Nightingale, leading to non-fiction work based on the lives of other significant women who left a lasting legacy, such as Mary Seacole, Rosa Parks and Emily Davidson.

Later in the term, we starting our topic on 'Chocolate'. We will be learning all about where chocolate comes from – from bean to bar and reading the Roald Dahl book 'Charlie and the Chocolate Factory'. Our writing will focus on developing descriptive language to create wonderfully eccentric characters in the style of Roald Dahl. Also using persuasive language to promote our very own chocolate creations!

Maths

Our Maths this term covers a range of topics. In our first half-term we will be covering: measurement (length mass and capacity), time, properties of shapes, mental multiplication and problem solving.

Then, after half-term, we will be covering: fractions, statistics, number and place value, mental addition and subtraction and position and direction.

Science

Our first topic this term will be 'Living things and their Habitats'. This topic introduces children to why certain animals are native to certain areas; focusing on the key features of animals and how these are adapted to their habitat. Children will also become more aware of how they are suited to their own habitat and what habitats exist in their locality.

We will then move on to our topic on 'Plants', focusing on the plant life that exists on our planet. The children will focus on their observation of plants before studying the

lifecycle of plants. From how they are planted, to how we can aid in the whole growing process; providing them with their requirements to grow strong and healthy.

Topic

In addition to our English work linking to our History topic, we will be learning about some of the main events in Florence Nightingale's life, sequencing them correctly; looking at reasons for her actions; using pictures, books and videos to find out about Florence Nightingale and recount the story of her life. An introduction to the topic will start with a visit from an actress who will take on the role of Florence Nightingale and will lead the children in a drama workshop. Using a selection of Victorian artefacts, she will tell the children about her early life, her dreams of becoming a nurse and then take them back in time to experience life as it was for her in Scutari.

Computing

In Computing, the children will continue to develop their inputting skills. Having made the children aware that a computer can only be as effective as the person using it last term, we will be focusing on how the children need to consider making queries concise and able to obtain the desired result in advance of making them.

Art and D.T.

In our first half-term of 2019, the children will be indulging in 'colour chaos' for Art. This will involve the children recognising the importance of colour in their artwork and exploring a range of styles and colours, as well as investigating the impact that different combinations of colours has on a piece of artwork. Then, for our second half-term, the children will be experimenting with ingredients and flavours for our sandwich making unit.

Music

This term the children will be looking in more detail at notation, and the practical applications of this. We start with developing rhythmic notation, before introducing pitch notation. The

children will also develop the ability to hold their own part in more complex performances.

P.E.

PE this term will focus on the arts of dance and gymnastics. Using books linked to our topic, the children will be exploring different movements and will learn to empathise in order to imitate these movements. From this, the children will be able to start expressing stories and feelings using movement both to music and through gymnastic routines.

After half term, children will be learning dance. They will be working in small groups to create a dance routine for the annual SRRCC Primary Dance Challenge.

French

For this term in French, the children will reinforce greetings and learn about parts of the body in French. They will also learn about French festivals and Easter in France.

Homework

Homework will be set and expected to be completed. Each week, homework will be set on a Friday and will be handed in on Wednesday.

Birthdays

As you will know, as a school we have moved away from bringing in cakes and sweets to celebrate birthdays. If your child would like to celebrate their birthday with their peers in school, we very much welcome them to bring in something the whole class can enjoy. For example, one of their favourite stories from home that can be read to the class or a book could be donated for the class reading corner.

Class Fund

As in previous years, we would like to ask you for a voluntary contribution of £10 per term or £30 for the year to support our work with the children. This enables us to be able to buy items

to help our activities, as well as ingredients for cooking, plants for growing etc. Please send cash in an envelope clearly marked with your child's name.

Important Dates

Friday 18th January – Year 3 Class Assembly and Film Night Fundraiser

Tuesday 22nd January – EYFS, Phonics and KS1 SATS evening

Friday 1st February – Year 2 Class assembly

Tuesday 5th February – Safer Internet Day

Thursday 7th February – Peter Cowley E-Safety Talk for Parents (6.30p.m.)

Monday 11th to Friday 15th February– Arts Week

Monday 18th to 22nd February– Half term

Monday 25th February- Inset day

Wednesday 27th February – Arts' Week Celebration Event

Wednesday 6th March – Ash Wednesday (Distribution of Ashes)

Thursday 7th March – Parents' Evening

Lenten Art and Prayer Group starts

World Book Day – Lenten Fundraising

Tuesday 12th March – Parents' Evening

Thursday 14th March – Lenten Art and Prayer Group

Infant Mass – New Life (Parents' Invited – Reception, Year 1 and 2)

Friday 15th March – Lenten Fundraising

Thursday 21st March - Lenten Art and Prayer Group

Friday 22nd March – Lenten Fundraising

Friday 22nd March – Year 5 Class Assembly

Tuesday 26th March – RMT Primary Singing Festival – Choirs only

Thursday 28th March - Lenten Art and Prayer Group

Friday 29th March – Lenten Fundraising

Wednesday 3rd April – House afternoon

Thursday 4th April - Lenten Art and Prayer Group

KS2 – Passion Play

Friday 5th April – Lenten fundraising

Easter Liturgy

1p.m. finish

END OF TERM