



HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

"I can do all things through Christ who strengthens me," (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

Friday 3rd November 2023

Curriculum Newsletter and Parent Information: Term 2

Dear Parents/Carers,

Welcome to term 2! We hope you all had an enjoyable and restful half term and we are looking forward to another busy term ahead in the lead up to Christmas including, of course, creating our own version of the Nativity story.

Below is the outline of the curriculum areas we will be covering this term:

Subject	Areas to be covered
Maths	<p>We will continue to use Maths No Problem, which is in line with the Singapore Maths approach. This encourages children to use manipulatives to support learning and approach mathematical problems in different ways. Children will also be developing their mathematical thinking in a range of contexts with particular focus on:</p> <ul style="list-style-type: none">• Complete the final lessons on addition, before progressing to subtraction and problem solving using addition and subtraction.• Multiplication of 2, 5 and 10 – patterns in multiplication, commutative law and solving word problems• Multiplication and division of 2, 5 and 10 – grouping and sharing, dividing by 2, 5 and 10, link between multiplication and division, solving division word problems and odd and even numbers• Length and mass – Measuring and comparing between different units and solving word measurement word problems
English	<p>Our Non-fiction focus this term will be letter writing.</p> <p>In the lead up to Christmas, we will be writing letters to soldiers serving away from home. Last year, these letters were very much appreciated by the soldiers who were away from their families at Christmas and the children were excited to receive replies from some of the soldiers as well.</p> <p>For our fiction, we will be looking at the story 'Traction Man', which has a great link with our learning in DT. This is written in comic book style and will allow us to explore how speech bubbles/thought bubbles can be used to give the reader additional information. There is also lots of opportunity for descriptive writing and we will be working on using adjectives effectively.</p> <p>For our poetry we will be looking at traditional Christmas stories. We will be learning parts of the story 'Twass the night before Christmas' and working on writing our own versions. We will be thinking about how to extend our sentences, using adjectives and conjunctions to add detail.</p>



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	Some children will also carry out the phonics screening assessment during the first week of term.
Science	<p>This term in Science we will continue with our topic of All Living Things and their Habitats. Our 'Big Question' is: 'How do we know something is alive?'</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
RE	<p>This term, we will be asking, 'Why does Christmas matter to Christians?' In order to do this, we will be exploring key questions such as:</p> <p>How is Incarnation part of the 'Big Story' of the Bible?</p> <p>How is the story of the birth of Jesus linked with Incarnation?</p> <p>How do Christians use the nativity story in churches and at home?</p> <p>What lessons do Christians learn from the Christmas story?</p>
Computing	<p>Our Computing focus this term is: What is a Computer? We will cover the following areas:</p> <ul style="list-style-type: none"> • Parts of a computer - what each one is called and its function. • How a computer works - inputs and outputs. • Applying our understanding to design a robot. • Using simple Word Processing software and SketchPad tool to create our own documents/designs on the computer.
History	This term in History the children will continue to learn about local History. We will cover the Norman invasion, the Battle of Hastings, knights and soldiers and castles. This unit is linked to the local history of Tonbridge Castle.
Music	This term in music we will be focussing on learning and performing our Nativity songs . We will be exploring the use of actions and instruments to enhance our performance.
Design and Technology	This term we are exploring Textiles - Templates and joining techniques. We will be designing, making and evaluating our own Christmas themed puppets.
PE	During term 2, on a Friday afternoon, the children will be practising skills in gymnastics and dance.
PSHE	We use a comprehensive PSHE programme to support us in developing fully rounded children who are healthy, sociable and emotionally literate. It covers key concepts and skills to support pupils' spiritual, moral, cultural, mental and physical development and teach British Values. The programme builds on the core theme areas identified by the PSHE Association: Health and Wellbeing, Relationships and Living in the Wider World.



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Parent Information

Year 2 Staff



Please see below the days in which each member of staff will be in class:

Teachers

Mrs Outram - Mon-Fri

Teaching Assistants

Mrs Horner - Mon-Fri

Mrs Branch - Tues and Wed AM

Ms Richards - Thurs and Fri AM

Home Learning



Home learning will continue in the same format as last term. The children will have a new grid of activities to choose from. They should aim to complete 5 of these. I've planned lots of fun activities for them to do at home, so I hope they will enjoy it. You will also find a new spelling grid in their homework book, which shows you what spellings the children will be learning each week. Like last term, there will be weekly 'look say cover write check' spelling assignments for them to complete. I have also included a grid of spelling practice ideas which can be completed in their homework book should you like to have some extra activities for practising spellings.

What do children need to bring to school?



As part of our school risk assessments, we are limiting the number of items children can bring to school. Please can children bring the following items each day:

- A book bag or a **small** rucksack. No large bags please.
- Children should have a pencil case in school each day - please ensure you ask your child regularly if items need replaced.
- A clearly labelled water bottle - packed separately
 - We encourage the children to drink frequently to ensure they keep hydrated and we have alert children ready to learn. Please make sure it is water in the bottles.
- A clearly labelled packed lunch and snack (if not having school lunch).
- A clearly labelled coat, hat and gloves (weather permitting).
- Additional labelled jumper/fleece to wear in class when it is chilly.



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PE



Children will need to bring their PE kit at the start of every term and take them home to be washed at the end of each term. PE will take place both inside and outside, please ensure your child is wearing appropriate clothing, including:

- their house-coloured PE t-shirt
- their school jumper
- black/navy shorts or a skort (in warmer weather)/jogging bottoms (in colder weather)
- trainers
- grey/white socks.

Communication



In order to ensure that children are able to arrive and exit school safely, any messages can be emailed or phoned through to the school office. Please don't hesitate to email us directly should you have any queries or concerns. If you would prefer to speak with us in person, please catch us after school or contact us to arrange an appointment.

Behaviour systems

- In line with the school's behaviour policy, we follow the traffic light system in class. I have chosen not to have orange/red in Year 2 in order to keep the focus on the positives. If children reach 'superstar' status, they earn 3 house points.
- Any negative behaviour is dealt with sensitively, through low key reminders and quiet chats. Difficulties are dealt with proactively and collaboratively and children are encouraged to take a restorative approach to putting things right if appropriate.
- House points will also be awarded for completing home learning tasks and for hard work in class.
- Values points (we are calling these Pom Pom points in Year 2) will be awarded for demonstrating our Christian Values. These points will be add to a jar and used to earn a treat at the end of term.
- Year 2 VIP - children who go 'above and beyond' in their behaviour or learning will be given a Year 2 VIP certificate and wristband.

If you have any questions, please don't hesitate to contact us, either via the school office or via a direct email to me - we will get back to you as quickly as possible.

Many thanks,
Year 2 team



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Mystic Nativity – Botticelli



Key Vocabulary	
Incarnation	<i>In the flesh</i>
Jesus	<i>Son of God – God in the flesh.</i>
God	<i>Christians believe God is the creator.</i>
Christmas	<i>The mid-winter Christian festival celebrating the birth of Jesus.</i>

Adoration of the Magi – Aertsen





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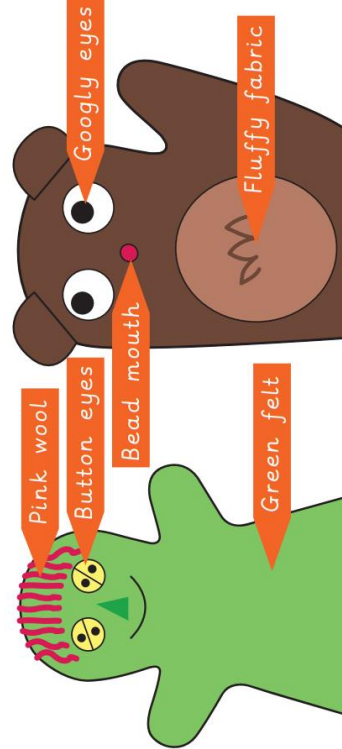
Kapow
Primary

Key facts

You will use a variety of techniques to create your puppet including cutting, gluing, stapling and pinning.



What colour fabric will you choose for your puppet?
What colour hair will your puppet have?
What kind of eyes, nose and ears will your puppet have?



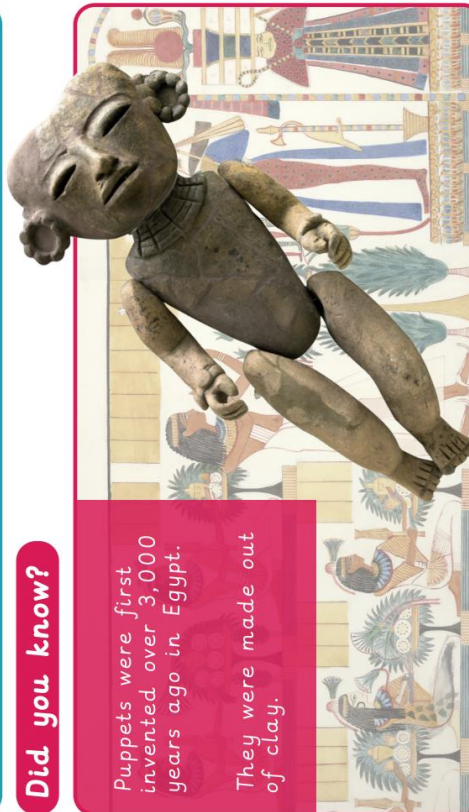
Textiles - Puppets

Decorate	To add details to a design to improve its appearance.
Design	To make, draw or write plans for something.
Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
Glue	A sticky liquid that can join two things together.
Model	A practise version, often on a smaller scale, that lets you test out your idea and see how it will look and work.
Hand puppet	A toy that you can make move by putting your hand inside it
Safety pin	A 'U' shaped pin with a cap where the needle slots in securely after fastening.
Stencil	A shape that you can draw around.
Technique	A way of doing something to complete a task.
Template	A stencil which you use to help you draw a shape more easily on to different materials.

Did you know?

Puppets were first invented over 3,000 years ago in Egypt.

They were made out of clay.





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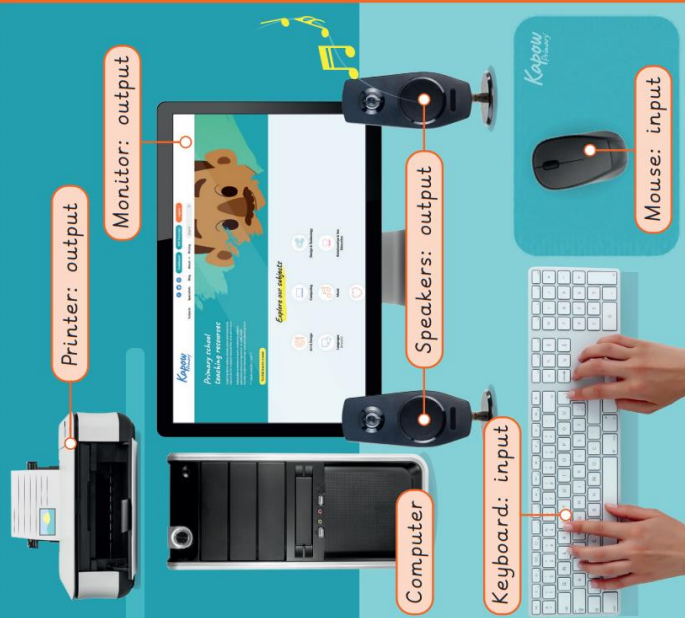
What is a computer?

Battery	A cell or connected group of cells that store electrical energy to power wireless devices.
Buttons	Switches that you can press to control a device.
Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Desktop	A tower computer that needs a mouse, keyboard and monitor, that stays in one place.
Device	Equipment created for a certain purpose or job.
Electricity	A type of energy, that is usually invisible, that can be made or stored and used to make devices work.
Input	A way of telling the computer what you want it to do.
Invention	A new device or process which solves a problem.
Keyboard	An input device made up of buttons that create letters, numbers, and symbols, as well as perform other functions.
Laptop	A compact computer that is easy to carry and move around.
Monitor	An output device, which shows what is happening on the computer for example videos, images and text.
Mouse	A handheld device that is used to move things around on the computer screen.
Output	Information or data that is sent by the computer to an output device such as a printer or speakers.
Technology	Using scientific knowledge to help us to create new devices or tools.
Wire	A long, thin and flexible piece of metal protected by a plastic coating. Electrical wire is used to carry electricity.

Kapow Primary

Key facts

Some computers have a keyboard, screen and mouse, others have buttons to make them do things.



All computers need electricity - they can get this through wires into the wall or batteries!

These items all use technology.





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Year 2 - Dance Unit 2

Knowledge Organiser

Prior Learning

Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform.

We are learning...

1. To develop a dance that shows different emotions
2. To dance with rhythm following a clockwork pattern
3. To work on our own to create a short movement phrase
4. To watch, copy and repeat actions to create a 'motif'
5. To perform our motif in different formations
6. To use different movement pathways in our dance

Assessment overview

Head - Volunteer ideas as part of a group.

Hand - Perform with some expression.

Heart - Show engagement in tasks and perform with freedom.

Equipment

Music player, music, cones, hoops, throw down spots, laptop with internet access, resource cards.

Vocabulary

Dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage.

Unit Focus

Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.

Key Questions

1. What does entering stage mean?
2. What does 'freestyle' mean in dance?
3. What is a way to improve your dance? E.g., variety of movements, improving timing and rhythm etc.

Concepts

- On and off stage, how to move into and out of performance space.
- Freestyle dance is the when you spontaneously make movement with your body. This means you're not following choreography

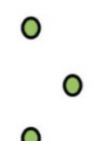
Formation 1—Dice Face



Formation 2—Triangle



Formation 3—Rows



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