



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 8th November 2024

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, the Nativity play! There will be more detailed information about this next week but please rest assured that it is important for us that all Key Stage 1 children have the opportunity for a speaking role- we have selected a play which provides this opportunity and gives all children fairly equal weighting in their participation.

This term, we continue many wider curriculum topics over from Term 1- you can see what has been covered so far highlighted in green on the Front Cover document, which has been sent separately. Spreading these units over terms 1 and 2 allows us to consolidate and deepen understanding in the enhanced provision challenges during Independent Learning time, but also allows us to prepare for the Nativity play without impacting too heavily on delivering the core content and knowledge required in the curriculum. Therefore, you'll notice that much of the information in this curriculum newsletter is repeated from last term due to many of the subjects carrying over two terms.

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">• Completing the unit on subtraction, including subtraction with renaming ('borrowing') 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>As a school, we have begun using a new scheme to improve writing outcomes. Pathways to Write is being introduced to the school this term and our first unit</p>



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	<p>revolves around the text 'The Owl Who Was Afraid of the Dark' by Jill Tomlinson. I realise that this is a slight repetition of the text used for this class in Year 1. However, this unit was selected because it offers a wide variety of writing outcomes while providing excellent links to consolidate Science learning in this term too. The key writing skills and grammatical focus in this unit are also at a more advanced level than when this text was explored in Year 1.</p> <p>The key skills for this unit are to: use co-ordination (but, or), add -ly to turn adjectives into adverbs and use commas to separate items in a list. The final outcome of the unit is also different to that produced in Year 1: to write a non-fiction information text about owls. Throughout the unit, there are other writing outcomes too, such as writing descriptions, letter writing and poetry, all woven into the teaching sequence.</p> <p>In reading lessons, we continue to develop skimming and scanning techniques with a range of comprehension texts linked to topical or wider curriculum subjects. We are particularly focused on the skills of retrieval and vocabulary development at this stage of Year 2.</p>
Science	<p>This term in Science we will continue with our topic of 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, 'How should we care for others and the world, and why does it matter?'</p> <p>We will be exploring the concept of why we should we care for everyone and what people with religious beliefs think about caring for others. Throughout the unit, we'll be thinking about how we, and others, show that they care.</p>
Computing	<p>This term, we will consolidate our learning about Online Safety through activities in the enhanced provision. This explores the ideas of password security, sharing of information and identifying unreliable links and information.</p>



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Geography	In Geography, we have been looking at spatial sense . This topic allows children to draw, observe and use maps to navigate. This term we will focus more on identifying different locations and features on a world map. Children will learn locational and directional language to use a simple compass.
Music	This term in music we will be focussing on learning and performing our Nativity songs .
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 Thursday afternoon, the children will be practising skills in gymnastics . We will be using a range of gymnastics equipment to develop skills of body control, balance and exploring the ways we can stretch, bend and move .
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. This term, we are focussing on Health and Wellbeing, including the importance of mental wellbeing and physical health (such as diet and dental health).

Parent Information Year 2 Staff



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

Teachers

Mr Kenward – Mon-Fri

Mrs Rugg – Forest School

Ms Smith – PPA cover

Teaching Assistants

Mrs Lockheart and **Mrs Wiseman-Jones**

Home Learning



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Homework grids for this term will be stuck into Homework Books on Friday 8th November. Homework is collected in and marked every Friday, with a new spelling task stuck in weekly. Children are given a house point for each task completed.

Please ensure that your child is reading daily at home and that you try and read each book 3 times – once to practise phonic decoding, a second time to help build fluency and a third time to ensure they are understanding what the text- it is useful at this point to ask questions

PE



Children will change into their PE kits at school on a **Thursday afternoon this term so that we can make use of the gymnastic equipment and wall bars in the school hall.** Children can keep their kits at school until each half term/holiday. As PE may take place outside, please ensure your child brings appropriate clothing in line with the school's kit list.

FOREST SCHOOL



Please send your child into school dressed for Forest School on a **Tuesday morning**. They will need plenty of layers if it is chilly as well as waterproof trousers and a coat. Hats, snoods and gloves a great for extra warmth on a chilly day! Please ensure your child brings their uniform to change into after Forest School, as well as a spare plastic bag for any dirty/wet clothes. Many thanks.

What do children need to bring to school?



Please can children bring the following items each day:

- A book bag or a **small** rucksack. No large bags please.
- A clearly labelled water bottle.
- A clearly labelled packed lunch and snack (if not having school lunch). **Please note that snacks should be fruit or vegetables. Dried fruit is fine but please avoid cereal bars, biscuits and crisps – these items should only be included in a packed lunch.**



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- **A small, zip up pencil case** containing pencil, rubber, sharpener, glue stick, ruler and purple pen – if desired. This can be provided by school if you prefer.
- A sun hat and sun cream (if they can self-administer and weather permitting).
- A coat/hats and gloves (weather permitting).

Please name any hats/gloves the children bring in. It is so much easier to return them to their owner if they are clearly named!

If the weather is warm, parents will be advised to put sun-cream on their child before coming to school. **Children are only allowed to bring into school the items listed above**, please keep toys at home!

Communication



If you have any urgent messages, these can be given to a member of staff on the school gate each morning. If you wish to speak to us in person, please come and see us at school pick up or phone the school office to arrange an appointment.

Many thanks,

The Year 2 Team