



St Clement Danes Church of England Primary School

Drury Lane, London WC2B 5SU

Tel: 020 3096 9745 – Fax: 020 7641 6556

E mail: office@stcd.co.uk

www.st-clementdanes.westminster.sch.uk

Headteacher: Miss Patricia Coxhead

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Dear Parents,

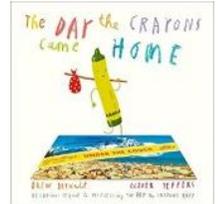
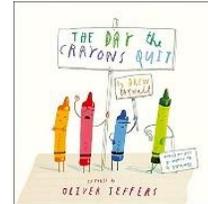
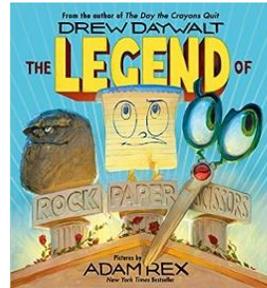
YEAR 2 NEWSLETTER

Happy New Year! Welcome back, I hope you all had a great Christmas break. This term our main topic is **MATERIALS**. We will be focusing on everyday materials in Science and looking at their properties. See the sheet attached for the key vocabulary that we will be using this term.

Literacy: We are starting the term looking at poetry and preparing ourselves for the Poetry Recital at the end of the month. We are looking at contemporary poetry published in the last 5 years.

Then we will be starting our key text for the term which is linked to our materials topic. We will be slowly revealing the text throughout the term so I won't tell the children the name of the book just yet. We will be developing our writing skills and encouraging the children to use ambitious words to describe characters and setting and to use a range of punctuation and grammar - please refer to the literacy targets.

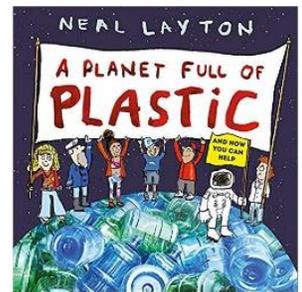
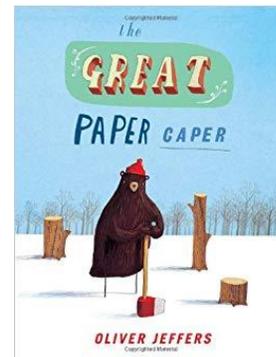
There are many non-fiction books available about Materials and here are some other supporting texts that go with our topic.



Literacy Targets:

Writing:

- I can write a story with a beginning, middle and end.
- I can write a story which is over an A4 page.
- I know about verbs, nouns, adjectives and adverbs.
- I can use ambitious words to describe and expand nouns.
- I can use a question mark and an exclamation mark.
- I can use a comma in a list.
- I can use a possessive apostrophe.
- I can use an apostrophe for a contraction e.g. don't
- I can spell compound words.
- I can start sentences using -ly adverb or an -ing verb.
- I can use the connectives: **but, so, then, when, because, if.**



Reading:

I will be able to find answers in the text by scanning the text.

I will be able to infer what will happen in a story.

I will be able to read with a clear voice.

I will be able to ask questions about the meaning of words.

I can discuss what I like and dislike about a story.

I can re-tell the story.

SATs - DO NOT BE AFRAID! There will be a parent meeting next term to go over some of the SATs information. We will be continuing to prepare the children for their SATs in June. The children are currently unaware of the SATs and nearer the time I try to make sure they see it as a fun quiz. Please use IXL to help the children practise their grammar, spelling and punctuation and work on their Mental Maths skills. I have attached an overview of the *Expected* and *Greater Depth* standard for English. Writing will be teacher assessed through the children's class work.

If you feel that you would like more resources to prepare the children for the SATs, there are a lot of books available from Amazon and WH Smith. The children will be doing reading comprehension tasks, a SPAG test and Maths test. I must emphasize again the importance of reading 5 times a week at home and getting your children to answer questions about what they have read. This will help them to access the SATs papers.

Maths - See below for the expectations for Maths this term:

Geometry- Properties of Shape

Small Steps

- Recognise 2-D and 3-D shapes
- Count sides on 2-D shapes
- Count vertices on 2-D shapes
- Draw 2-D shapes
- Lines of symmetry
- Sort 2-D shapes
- Make patterns with 2-D shapes
- Count faces on 3-D shapes
- Count edges on 3-D shapes
- Count vertices on 3-D shapes
- Sort 3-D shapes
- Make patterns with 3-D shapes

NC Objectives

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]

Compare and sort common 2-D and 3-D shapes and everyday objects.

Money

Small Steps

- Count money – pence
- Count money – pounds (notes and coins)
- Count money – notes and coins
- Select money
- Make the same amount
- Compare money
- Find the total
- Find the difference
- Find change
- Two-step problems

NC Objectives

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

Find different combinations of coins that equal the same amounts of money.

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

When we move onto a new topic in Maths, we want the children to continue remembering the methods that we have previously been using for the four main calculations. I will be constantly recapping methods that we have learnt so far in Year 2, but please keep working on addition and subtraction using a blank number line and multiplication and division. I have provided a sheet to show the methods that we use in class.

PE - Children will be doing PE on Tuesdays and Wednesday but please ensure PE kit is in at all times in case we have to swap days.

If you have any queries, please do book an appointment with me after school.

Thank you for all your support. I look forward to another great term with the class.

Your sincerely
Miss L Pike
Year 2 Class Teacher.

Writing

Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	
writing about real events, recording these simply and clearly	
demarkating most sentences with:	capital letters and full stops
and with use of:	question marks.
using present and past tense mostly correctly and consistently	
using co-ordination (or / and / but)	
using some subordination (when / if / that / because)	
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
spelling many KS1 common exception words*	
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
using spacing between words that reflects the size of the letters	

Working at Greater Depth within the Expected standard:

Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:	
making simple additions, revisions and proof-reading corrections to their own writing	
using the full range of punctuation taught at key stage 1 mostly correctly including^:	commas to separate items in a list
	apostrophes to mark singular possession in nouns and contractions
spelling most common exception words*	
adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly	
using the diagonal and horizontal strokes needed to join letters in most of their writing	

Science Vocabulary

Properties of Materials

hard not easily broken or pierced  A hard diamond.	squashy easily crushed or squeezed  The play dough is squashy.	smooth an even and regular surface  Some smooth pebbles.
absorbent able to soak up liquid  The sponge is absorbent.	bumpy uneven, raised patches  This shell is bumpy.	opaque cannot be seen through  She is hidden by the opaque screen.
dull lacking shine or brightness  The moth's wings are dull.	brittle hard, but may break easily  The glass is brittle.	translucent allowing some light to pass through  The screen is translucent.

Properties of Materials

rigid unable to be bent or forced out of shape  Stone is rigid.	transparent can be seen through  This glass is transparent.	soft not firm to the touch  The kitten has soft fur.
flexible able to bend  A flexible spring.	rough uneven, irregular surface  The log has rough bark.	waterproof repels water and liquids  A waterproof coat.
elastic springs back once stretched  An elastic band.	shiny reflects light, smooth surface  A shiny silver spoon.	conductor lets heat, electricity or sound to pass through it  Some metals are conductors of electricity.