



English

Units:

This half term, we will be focusing on embedding the 'non negotiables' such as handwriting, application of phonic knowledge, punctuation and grammar.

Writing outcomes:

Through exciting and engaging topics, the children will continue to write well-crafted sentences using a range of conjunctions and adjectives. In Year 2, children begin to check their writing and edit if required.

Cross-curricular writing links:

Throughout the curriculum, the children will be able to write about topics such as our local town in Geography and Who Made the World in Religious Education.

Handwriting:

The children will participate in explicit handwriting lessons focusing on letter formation and orientation. They will ensure their letters start and end in the correct place and begin to join them.

Reading:

The children will read a phonically decodable book linked to their current phonic knowledge with an adult each week. In addition, they will read on a daily basis in phonic lessons.

Phonics

The children will recap their learning in Year 1 in daily explicit phonics lessons following our chosen phonics programme – ELS.

Maths – Addition and Subtraction

The children will begin by learning about number bonds to 20, making links with addition and subtraction by finding fact families, applying number bonds to 10 to greater numbers to 100, i.e. $9+1=10$ so $90+10=100$. Throughout the unit, children will use equipment such as base ten, number lines, beadstrings and 100 squares to support their learning.

Geography – Comparing Countries

In this unit, we will explore the four countries of the United Kingdom. Children will have the opportunity to use maps, photos and texts to research these areas and compare them to each other.

Computing – Online safety

In this unit, the children discuss the internet and how it can be used. They will explore how the Internet can affect their emotions and the emotions of others. In addition, they will explore and identify which is appropriate to share and post online and which is not.

Music – Animals: Call and response

In this unit, we will use a range of instruments to represent animals, copy rhythms and create a call and response rhythm within groups. We will clap patterns, keep a pulse and perform a composition.

How you can help at home:

- Read **daily** and sign reading diary.
- Practise phonic sounds.
- Practise writing sentences – application of phonic knowledge and handwriting.
- Practise number bonds within 20.

Any questions or queries please ask. Alternatively email Miss Savage or Mrs Marsh via the school office:
office@eynesbury.cambs.sch.uk

Science – Animals including humans

In this unit, the children will be describing the basic needs of animals for survival and the main changes as offspring from young animals, including humans, grow into adults. They will describe the importance of for humans for exercise, eating the right amounts of different types of food, and hygiene. They will also explore the basic needs of animals, including humans, for survival (water, food and air)

RE – Who made the world?

In this unit, the children will explore how God created the universe and how the Earth and everything in it are important to God. They will develop an understanding of God's unique relationship with human beings as their Creator and Sustainer and how humans should care for the world because it belongs to God. They will also tell the key points of the story of Jonah and recognise a link with the concept of God.

Art – Drawing – Painting and mixed media

In this topic, children will have the opportunity to work with primary colours, mix primary colours to create a secondary colour, identify how artists use paint to create different effects and use a range of brushstrokes.

Personal Development – Rights, rules and responsibilities

The unit is designed to be delivered at the start of the school year, so it includes approaches to developing classroom ground rules and building positive relationships in the class. The children will have the opportunity to consider what it feels like to be in a new situation, understand that emotions can change and think of ways to help these situations. They will develop their own 'Network of Support', identifying trusted adults at home and at school whom they can ask for help and support.