

Winterbourne Nursery and Infant School
*Inspire – Learn –
Be Proud*

Welcome parents and carers

Year 2

*Topics and coverage during
the Autumn 1 half term.*



This is where we are right now.

Year 2 Topics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
Muck, Mess and Mixtures	Splendid Structures	Magnificent Monarchs	Coastline	The scented garden	Wriggle and Crawl

Our current topic

Muck, Mess and Mixtures

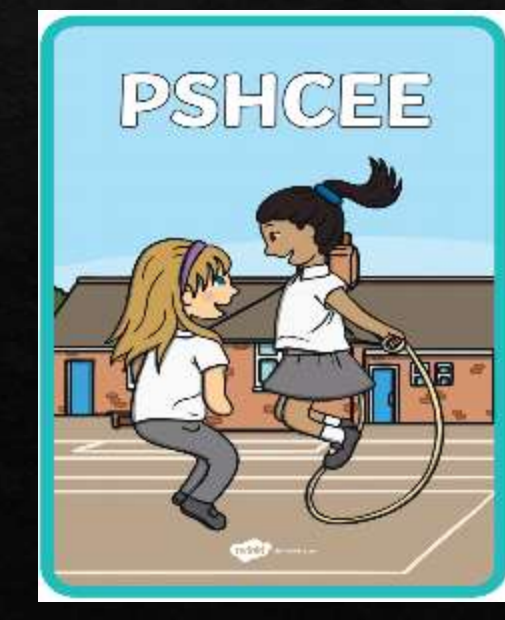
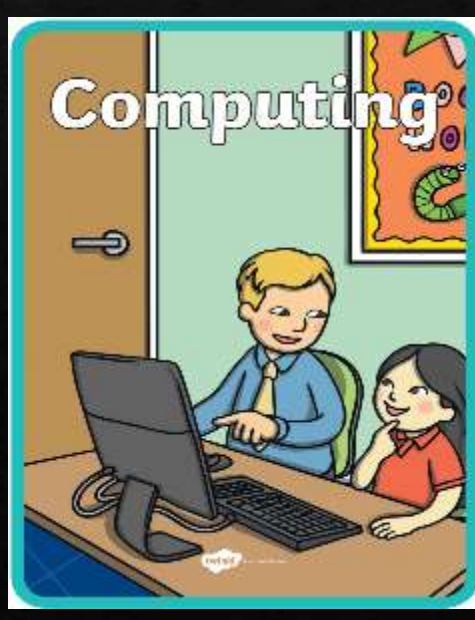
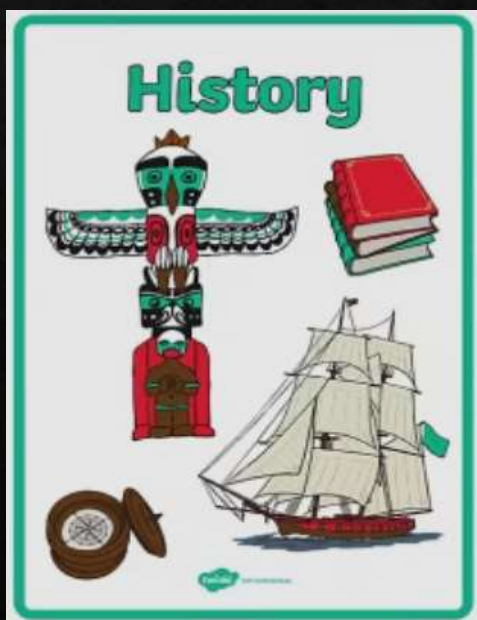
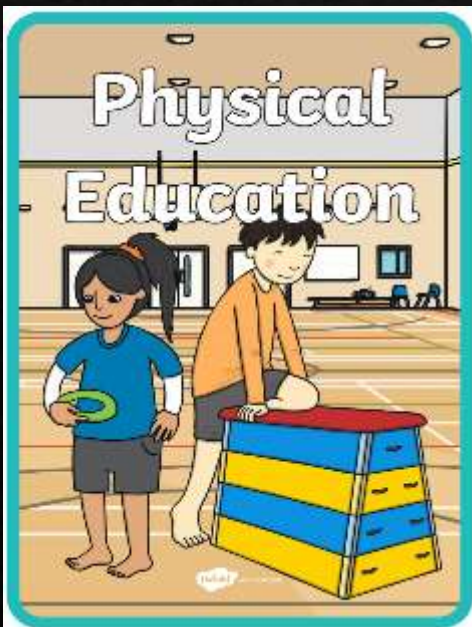
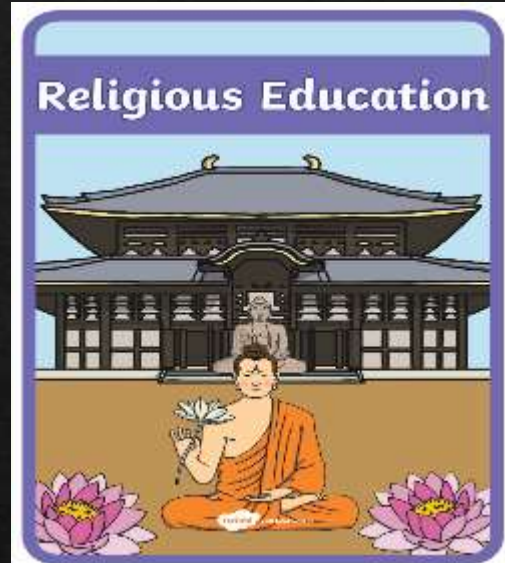
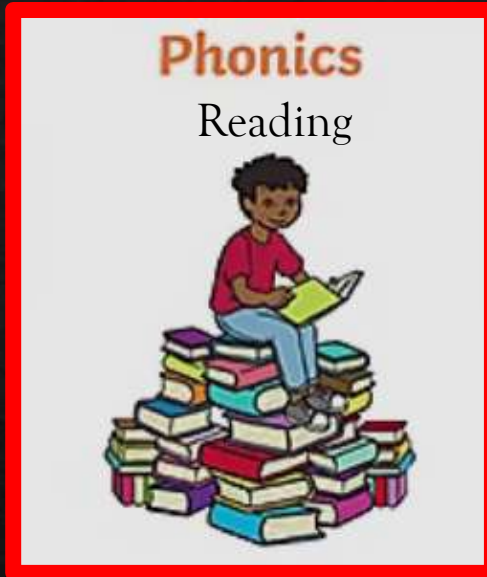
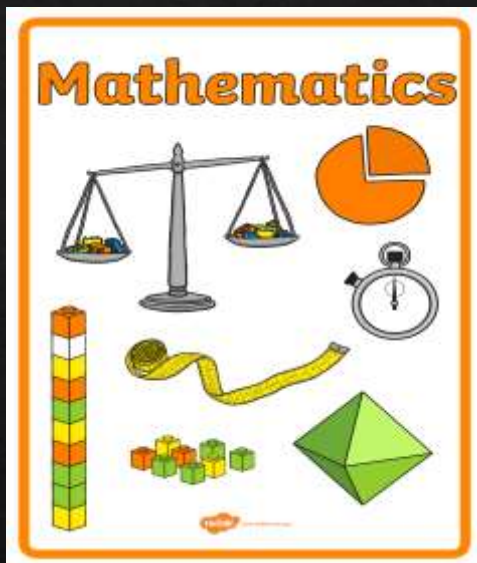
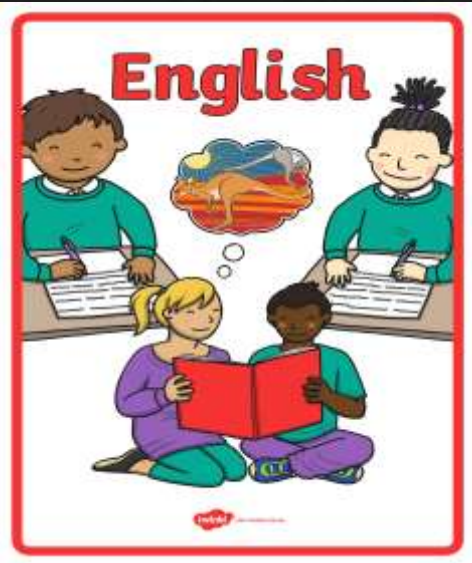


We use this topic to support teaching in all areas of the curriculum.

In this topic the children will be exploring:

- textures and materials (Science).
- colour mixing (Art).
- Reading books related to colour and mixing (English).

This term these are the subjects that are taught within the school day



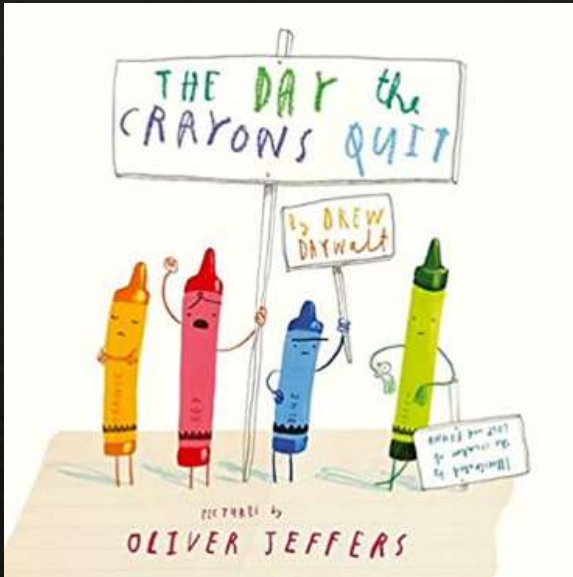
English

We will be reading the stories 'The Day the Crayons Quit' by Drew Daywalt and 'George's Marvellous Medicine' by Roald Dahl.

The children will be learning the features of informal letter writing and will create their own ending to a story.

Our SPAG focus is capital letters and full stops.

Our reading focus is using the text to find the answer to literal questions.



Features of an informal letter

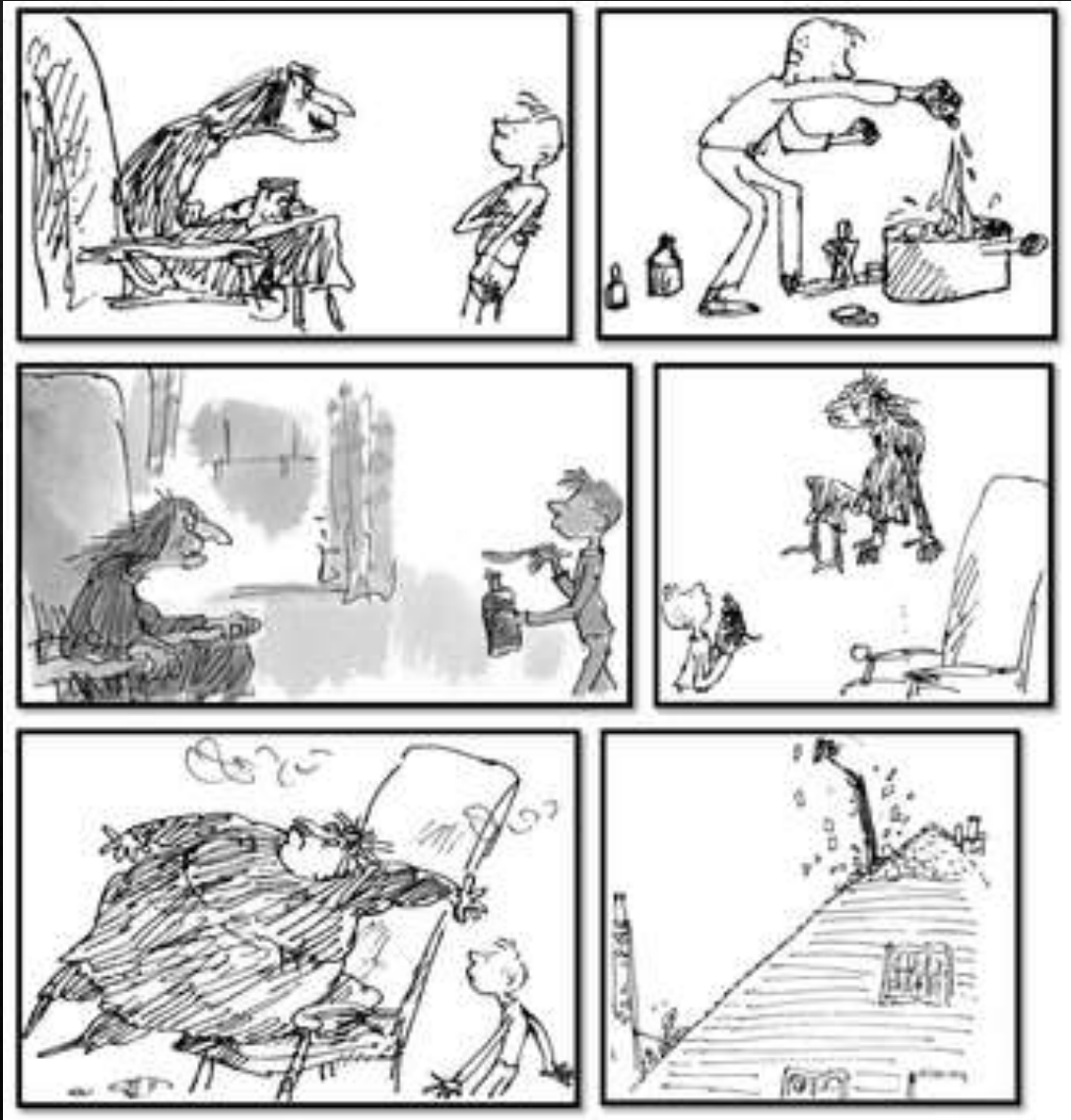
Who the letter is to

Dear Duncan,
All right, LISTEN.
I love that I'm your favourite crayon
for grapes, dragons and wizards' hats,
but it makes me crazy that so much
of my gorgeous colour goes outside
the lines. IF YOU DON'T START
COLOURING INSIDE the lines
soon... I'm going to
COMPLETELY LOSE IT.
Your very neat friend,
Purple crayon

the message (has informal chatty language)

Who the letter is from

George's Marvellous Medicine



Beginning

Middle

Ending

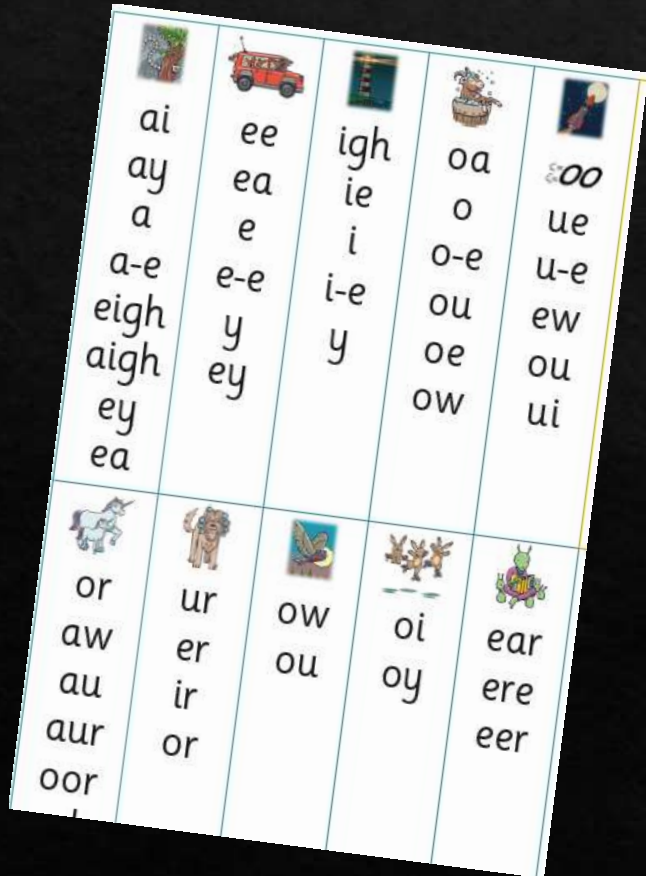
The children will create
their own



Spellings

We follow the 'No Nonsense Spelling' Programme.

This term the children are recapping phase 5 sounds and are looking at homophones.



Some words sound the same but are spelt differently.



see



sea









Phonics

We follow the 'Little Wandle Letters and Sounds' programme.

The children who didn't pass the phonics screening check in year one will be in phonics interventions.

This takes place in small groups with an adult.

They will retake the test in June 2024.

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui
 or aw au aur oor	 ur er ir or	 ow ou	 oi oy	 ear ere eer

Reading

The children reads with and adult x3 a week in a small group. In the groups they are taught to:

- Identify diagraphs/trigraphs within words.
- Read fluently.
- The meaning of new unfamiliar words.
- Answer questions using the text to help them.
- Explain their answers.
- Opportunities to review books
- Read with expression taking into account of the punctuation.

Daily story time at the end of the day

1:1 reading with class teacher and TA

Weekly reading assembly



Reading Comprehension

The children are explicitly taught reading comprehension twice a week on a bi-weekly rota.

Week 1	One to One Reading
Week 2	Whole Class Reading Comprehension
Week 3	One to One Reading
Week 4	Whole Class Reading Comprehension
Week 5	One to One Reading
Week 6	Whole Class Reading Comprehension

When answering reading comprehension questions there are three types of questions.

Comprehension questions – this checks your understanding of what has happened the text

Vocabulary questions – this checks your understanding of the words that have been used in the text.

Inference questions – this where you use clues from the text to come up with a reasonable answer.

Week 2 - Monday

Today we are focusing on **comprehension** questions.
Let's use the text to help us find the answer.

Fiction 1- A Birthday Party

"DRRRING!"



When Tom heard the doorbell he ran downstairs. Today was his birthday, and the postman had a big handful of birthday cards for him. Tom opened the cards along with all his presents. He got a kite from Mum and Dad and a book from his big sister Sasha.

Later that day, Tom was having a party. But first he was going to the park with his mum and his dog, Lucky. They asked Sasha if *she wanted to come too. But Sasha shook her head. "No thanks," she said. I've got lots to do today.*

Mum put Lucky's lead on, but couldn't find Lucky's red ball.

"I'm sure I left it here," she said. "Never mind."

1. Who *brought Tom's birthday cards?*

2. Who is **Sasha**? Tick one.

Tom's mum

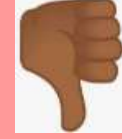
Tom's dad

Tom's dog

Tom's sister

Self Assessment

Do you understand how to answer the questions?



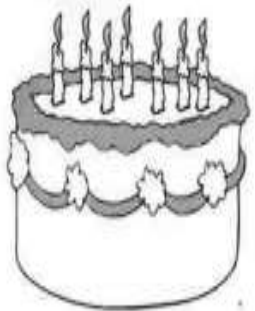
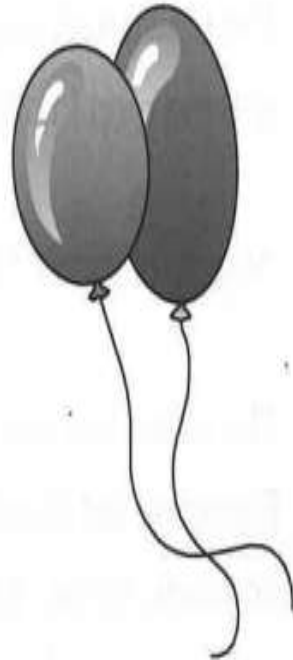
Week 2 - Friday

Today we are focusing on **vocabulary** questions.
Let's use the text to help us find the answer.

Later on, Tom's friends arrived for the party. Tom was thrilled to see them all. They played games and ran around. Soon, everyone was hungry and thirsty.

Mum went to get Sasha so she could have some cake. She wasn't in her room.

"That's strange," Mum said. "I wonder where Sasha is?"



Everyone was in the kitchen when the doorbell rang. Tom opened the door. On the doorstep he was very surprised to find a clown.

Let's answer the first question together. How can we use the text to help us?

1. **Tom was thrilled to see them all.**

What does the word **thrilled** mean in this sentence? Tick **one** box.

excited

bored

upset

nervous

Self Assessment

Do you understand how to answer the question?



Week 4 - Monday

Today we are focusing on **inference** questions.
Let's use the text to help us create reasonable answers.

The clown was wearing the dog's ball for a nose, Dad's red trousers and the mop for her hair.

"Happy birthday, Tom," said the clown.

The clown ran into the house tooting a horn.

Everyone sat down to watch the clown tell jokes and do magic tricks. Tom and his friends laughed a lot.

"You look like someone I know," said Tom. "You look a bit like..."

"Your sister Sasha!" said the clown, pulling off the red nose.

"Can I have some cake now, please, Mum?"



Let's answer the first question together. How can we use the text to help us?

1. **How** can you tell that Tom and his friends **enjoyed** watching the clown?

Self Assessment

Do you understand how to answer the question?



The importance of reading regularly

Gaining and improving key skills

Supporting writing skills

Reading for pleasure

Week 1

Reading Skills Key Stage 1

Predict (Globe icon)

Retrieve (Dog icon)

Sequence (123 icon)

Infer (Magnifying glass icon)

Visualise (Eye icon)

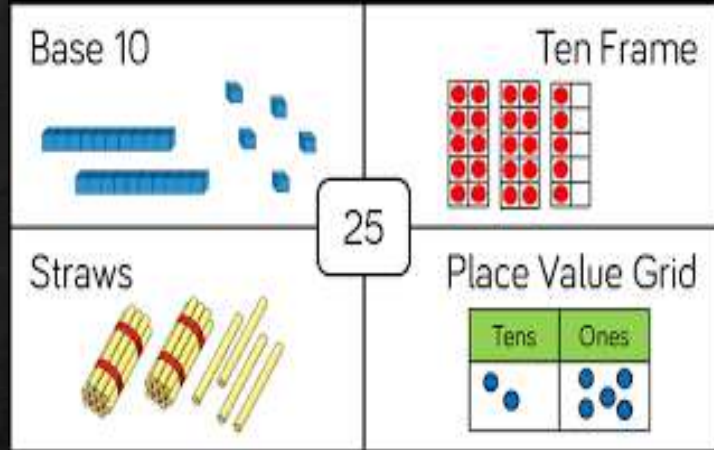
Clarify (Glasses icon)

Question (Question mark icon)

Vocabulary (Dictionary icon)

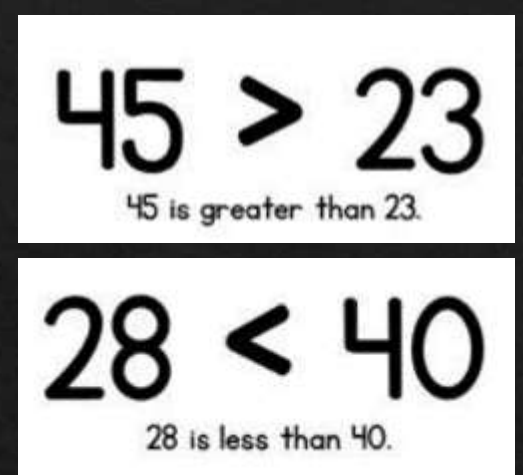
**The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.**
-Dr. Seuss





Maths

Number and Place Value



We will be exploring numbers to 100, focusing on place value.

The children will use their knowledge of number to count forwards and backwards, order numbers from smallest to largest and compare numbers.

Children will partition numbers into tens and ones. We will also be practising counting in 2's, 5's and 10's and looking for number patterns.

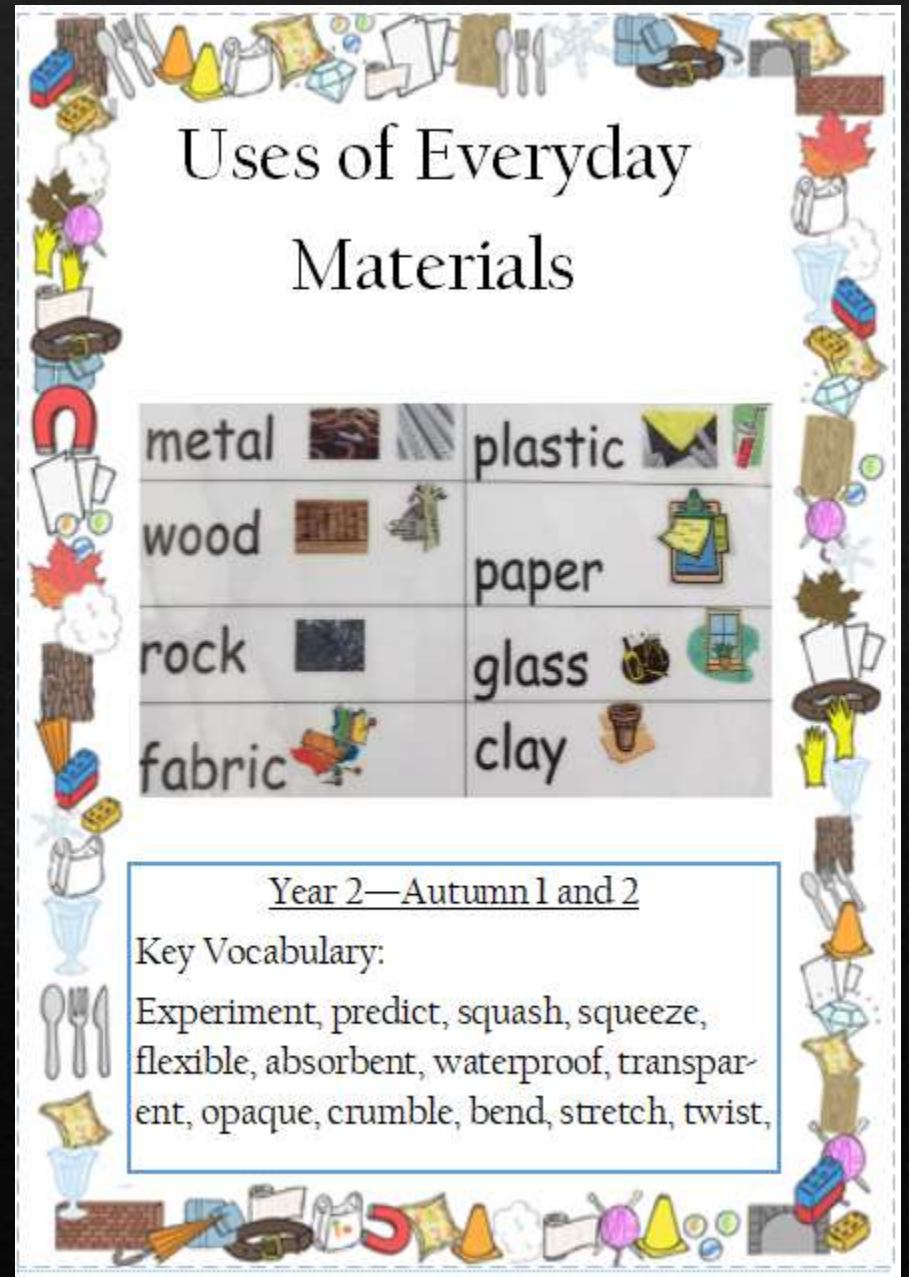
Vocabulary: tens, ones, partition, order, smallest, largest, compare, greater than $>$, less than $<$

Science









Materials

We will exploring everyday materials.

The children will be describing materials, identifying the suitability of materials, develop and understanding that objects can be made of different material and conduct simple experiments.



Uses of Everyday Materials

metal		plastic	
wood		paper	
rock		glass	
fabric		clay	

Year 2—Autumn 1 and 2

Key Vocabulary:
Experiment, predict, squash, squeeze, flexible, absorbent, waterproof, transparent, opaque, crumble, bend, stretch, twist,

History

Food and Black History Month

We will be exploring how food/ shopping has changed throughout the years.

During the month of October we will be looking at significant chefs of black heritage.

Food and shops



Black History



Year 2—History—Autumn 1

Key Vocabulary:

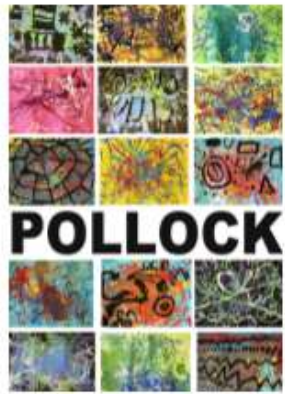
past, present, old, new, compare, timeline, important, significant, Black History Month, food, family business, chefs, prepare food, inspire.

Art

Muck, Mess and Mixtures



The children will be making pots/ vases.



POLLOCK



Year 2—Autumn 1

Key Vocabulary:

Straight lines, smooth lines, tone, texture, composition, sketch, light, dark, blend, shading, roll, squeeze, pull, pinch, smoothing, joining, clay, Jackson Pollock

- Explore clay (soft clay, how does clay harden, explore objects are made out of clay).
- Paint splatter, Pollock method (pouring and dripping paint – named after the artist Jason Pollock).
- Using tools to make designs in clay



RE

Judaism

In R.E the children will learn about Judaism and the festivals Jewish people celebrate.

They will be naming Jewish artefacts and will listen to/act out famous Jewish stories.

(Our school used the 'Croydon Agreed Syllabus' to support the teaching of RE)



Year 2—Autumn 1

Judaism



Key Vocabulary:

Synagogue, Hanukkah, Purim, Torah, worship, prayer, tra-



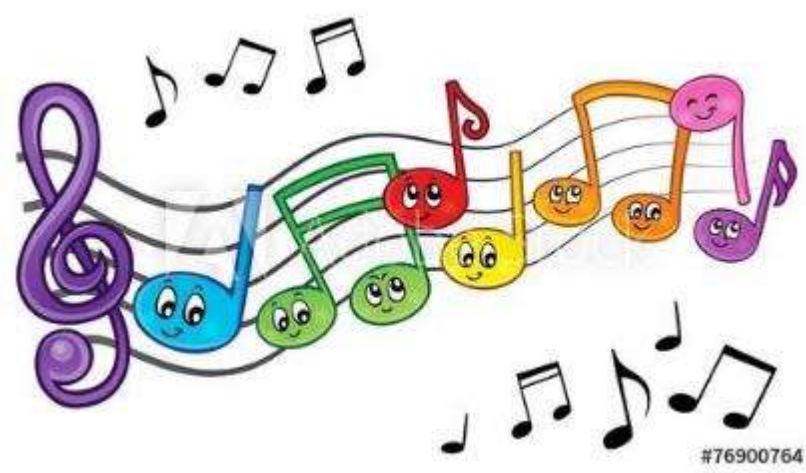
Physical Education (PE)

Children will continue to take part in a weekly PE session.

This term the children will develop their throwing, catching and aiming skills (shooting a ball into a net). They will play team games based on these skills.

Children need to come to school on the day they have P.E. You will find your child's P.E days on the Year 2 newsletter.

Children will continue to take part in the 'Daily Mile'. This supports stamina and general exercise.



Music



Children will listen to and rehearse a range of songs whilst focusing on listening to live and pre recorded music with increased attention and understanding.

Personal, Social, Health Education (PSHE)

Being me in my world



This terms PSHE topic is all about who we are.

The children will discuss their hopes for this year. Discuss their rights and responsibilities of being a member of their class/school, understand how to work co-operatively and learn that the choices they make either have rewards or consequences.





Questions or queries?

P.E Days

Lewis class: Tuesday
Andersen Class: Wednesday
Dahl Class: Thursday
Carroll Class: Friday

You are still able to email your child's class teacher directly.

Lewis class: lewisclass@winterbourne-inf.croydon.sch.uk

Carroll class: carrollclass@winterbourne-inf.croydon.sch.uk

Andersen class: andersenclass@winterbourne-inf.croydon.sch.uk

Dahl class: dahlclass@winterbourne-inf.croydon.sch.uk