Our Teachers

Ms Rhodes 2R

Mr Mullee 2M

Special visits and visitors this term

Forest School
(every Tuesday for Year 2 – classes alternate.)
2R start Tuesday 13th September
2M start Tuesday 20th September

Requests for help

If you would like to volunteer to help in school, please contact the office for details on DBS checks.

Newbridge Primary School

LEARNING IN YEAR 2 TERM 1 2022-2023

The start of the school day

All pupils need to be in the classroom by 8:55am and can come in from 8:45am.

If for any reason you are late bringing your child to school, please proceed to the office and sign them in.

If your child is ill, please contact the office on each day of absence.

Remember that if someone else is collecting your child, please email the office with details.

Equipment your child needs every day

- A filled water bottle, book bag, reading book, reading log, PE kit, coat.
- School uniform (in line with the school code of dress).
- A packed lunch, if your child is having one.
- Please ensure all personal items are named.

Our Teaching Assistants

Mrs Hill

Mrs Clarke

Upcoming Dates

Thursday 13th October - Parents' Evening
Tuesday 18th October - Parents' Evening
Friday 21st October - End of Term 1

Requests for resources

Any old waterproof trousers or waterproof coats.

Please find a link to the
NATIONAL CURRICULUM

LEARNING IN YEAR 2 - TERM 1 2022-2023

English

Writing to entertain:
- Exploring traditional tales and familiar stories
- Exploring and writing poetry based on wolves, including riddles, free verse poetry and haikus
- Using capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification [for example, the grey, furry wolf, plain flour, the man in the moon]
- Forming lower-case letters of the correct size relative to one another
- Starting to use some of the diagonal and horizontal strokes needed to join letters and form lower-case letters of the correct size relative to one another
- Using some of the diagonal and horizontal strokes needed to join letters
- Making simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils
- Revision of Phase 5 spellings

History

- I can sequence and describe key events in their lives using photos.
- I can recount changes in own life over time.
- I can use words and phrases related to the passing of time such as recently, before, after, now, later.
- I can ask and answer questions.
- Personal timelines
- Learning about significant people in history

Art

- Portraits of others and self portraits
- Drawing, both figurative and abstract, with a variety of media including pencils (both lead and coloured), crayons and pastels
- Holding a brush and begin to have a more precise control of it.
- Using drawing and painting, both figurative and abstract, with pencil and watercolour paint.
- Using colour, pattern, texture, line, space and form.
- Art based on wolves

Physical Education

Games:
- I can roll a ball to hit a target.
- I can develop co-ordination and be able to stop a rolling ball.
- I can develop technique and control when dribbling a ball with my feet.

Science

- Know that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- Learning about the importance of exercise

Computing

E-safety:
- Know who to tell when seeing something that makes you uncomfortable.
- Know what personal information is.
- Know who to tell personal information to.
- Make good choices about the websites you use and the games you play.
- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs recognise common uses of information technology beyond school.

Religious Education

- Christianity – What did Jesus teach?
- Discussing when you have been kind to others even when it was difficult.
- Re-telling a story Jesus told about being kind or give an example of when Jesus showed kindness.

PSHE

- Jigsaw: 'Being Me In My World'
- Understanding how following the Jigsaw Learning Charter will help me and others learn
- Recognising the choices I make and understand the consequences

Music

- Charanga music
- Hands, Feet, Heart – Finding the pulse and the rhythm, singing songs and improvising

Our Newbridge Journey

Our enquiry is:
How am I important to the world?
This means we will be learning about:
Ourselves, how we grow, our future self and who we want to be
The Key Skills we will be developing are:
- I am curious about new things and ask questions to find out more information
- I can express my own opinion and explain it
- I can share and take turns
- I can listen to other peoples' ideas

Dance

Ourselves:
- I can master a variety of basic movement patterns.
- I can develop balance, agility and co-ordination.
- I can perform dances using simple movement patterns.

Mathematics

Number and place value:
- Numbers to 20
- Count objects to 100 by making 10s
- Recognise tens and ones
- Use a place value chart
- Partition numbers to 100
- Write numbers to 100 in words
- Flexibly partition numbers to 100
- Write numbers to 100 in expanded form
- 10s on the number line to 100
- 10s and 1s on the number line to 100
- Estimate numbers on a number line
- Compare objects
- Compare numbers
- Order objects and numbers
- Count in 2s, 5s and 10s
- Count in 3s

Addition & Subtraction:
- Bonds to 10
- Fact families - addition and subtraction bonds within 20
- Related facts
- Bonds to 100 (tens)
- Add and subtract 1s
- Add by making 10
- Add three 1-digit numbers
- Add to the next 10
- Add across a 10
- Subtract across 10

Geography

- I can name where I live.
- I can explain what makes a city a city
- I can identify what you might see in some capital cities around the world
- I can explain the difference between a city and a farm/country town
- I can explain what a physical and a human feature is
- I can recognise common physical and human features in a city
- I can describe in detail the features you would find in a city
- I can compare two cities
- I can list and describe features found in a city
- I can use correct vocabulary for physical features of cities.

Design Technology

- Using a range of tools and equipment to perform practical tasks
- Working with fabric to create a finger puppet.

Home Learning

- Doodle Maths
- Doodle English
- DoodleSpell
- Reading

British Values

- School Councillor (democracy)
- Tolerance of other faiths and beliefs
- Responsibility and respect