

Our Teachers



Mrs Amor 2A

Miss Young 2A

Mrs Titchener 2T

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 3 2021-2022

The start of the school day

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

Please make sure your child knows their lunch choice each day.

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 usually has one.
- Please ensure all personal items are named.

Our Teaching Assistants



Miss Auld

Mrs Hill

Mrs Clarke

Please find a link to the NATIONAL CURRICULUM

LEARNING IN YEAR 2 - TERM 3 2021-2022

English

Spelling, punctuation and grammar work:

- Full stops, capital letters for proper nouns, commas in a list, plurals, subordinating conjunctions, coordinating conjunctions and contractions
- Spelling Y2 common exception words
- Narrative writing using the writing process - plan, write, edit and publish

Spelling, punctuation and grammar work:

- Words with the sound 'l' spelt 'le', adding suffixes -ed, -ing, -er, and est to words ending in 'e', Adding the ending 'y' to words ending in 'e' with a consonant before it, the 'ee' sound spelt 'ey', homophones and near homophones and the 'r' sound spelt 'wr'

Writing to inform:

- Non chronological reports

Writing to entertain:

- Narrative and poetry writing
- Explore texts about the creatures that live in the coldest parts of the world, including 'The Polar Bear' by Jenni Desmond and 'Lost and Found' by Oliver Jeffers
- Use the present and past tenses correctly and consistently, including the progressive form
- Consider what they are going to write before beginning, by planning or saying out loud what they are going to write about.
- Write down ideas and/or key words, including new vocabulary
- Plan out sentences and proof read their writing
- Use familiar punctuation correctly including full stops, capital letters
- Adjectives/Expanded noun phrases to describe and specify
- Subordinating conjunctions (using when, if, that, or because) and coordinating conjunctions (using so, and, or but)
- Use new punctuation correctly including exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Features of a non-fiction text – headings/subheadings.
- Poetry layout, starting a new line for a new item.
- Words of the week – e.g. glacial, treacherous, magnificent.
- Edit and improve words.

History

- Learn about how indigenous people lived in the coldest parts of the planet

British Values

- Tolerance of other faiths and beliefs
- Responsibility and respect

Physical Education

- Gymnastics
- Real PE skills

Science

Living things and their habitats:

- Habitats of the world, Arctic habitats, Arctic wildlife and their adaptations, food-chains, identifying living/dead/non-living, microhabitats.
- 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 microhabitats.
- 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.

Computing

Multimedia:

- Use technology to create, organise, store, manipulate and retrieve digital content.

Religious Education

Believing and belonging:

- Who do I believe I am? Does it feel special to belong?

Islam:

- To explain how it felt to have to stop doing something to reach the target we had set.
- To use the correct language to describe how Muslims pray and begin to explain why they do this.
- To begin to think through how praying 5 times a day might help in some ways more than others.

PSHE

- Dreams and goals.
- Working together with others to achieve a goal.
- To express how it feels working as part of a group.

Music

- The long, the short, the high, the low: pitch, melody and rhythm
- Charanga Music

Our Newbridge Journey

Our enquiry is:

What is survival?

This means we will be learning about:

the habitats, people, customs and wildlife of the Arctic, what special things are needed to survive there and how it differs from our own home area.

The Key Skills we will be developing are:

- I am curious about new things and ask questions to find out more information (who, what, when, where, why and how).
- I can tell someone what I have learnt.
- I can be a responsible member of my class community

Drama

- Role play through English
- Hot seating through English

Mathematics

Money:

- Recognising coins and notes, counting in coins, finding totals and giving change
- Counting up and down in steps of 2, 3, 5 and 10 from a given number

Multiplication:

- Making equal groups, adding equal groups and making arrays

Multiplication and Division:

- Recognise and make equal groups, multiplications using the x symbol, using arrays and word problems.
- Learn 2, 5 and 10 times tables.

Statistics:

- Draw and interpret pictograms, tally charts and block diagrams.

Geography

- Locate hot and cold countries in the world, equators and North/South Poles
- Name the 7 continents and 5 oceans
- Understand geographical similarities and differences through studying human and physical differences of a small area of the United Kingdom, and a small area in a non-European country
- Use aerial photos and plan perspectives to recognise landmarks and basic human features.
- Making comparisons about our home compared to that of an Inuit.

Design Technology

- Finish making glove puppets
- Design, make and evaluate tundra explorer vehicles – explore and use mechanisms [for example, levers, sliders, wheels and axels] in their products
- Evaluate ideas and products against design criteria
- Food technology

Home Learning

- Daily reading
- Weekly spellings
- Count in 2s, 3s, 5s and 10s forwards & backwards
- DoodleMaths
- DoodleEnglish

Art

- Northern lights pastel pictures – to be introduced to a range of mark making and painting tools including pencils, pens, crayons, charcoal and oil pastels, watercolours and ready mixed paints.
- Explore and interpret the illustrations from 'The Rainbow Bear' by Michael Morpurgo.
- Create artwork in the style of Ted Harrison – to be introduced to drawings by famous artists. Children should become more confident at using colour, pattern, texture, line, space and form.
- Sketch polar animals –encourage to draw from imagination and from observation in a representational and abstract style.