



Maths

- Number: place value
- Number: addition and subtraction
- To know number bonds to 10 and related facts
- To add three single digit numbers

Computing

Computing systems and networks:

- IT around us

PE

- Outdoor: Games - fundamentals
- Indoor: Gymnastics - points of contact

Music

- Orchestral Instruments
- (Traditional Western Stories)

Art & Design

- Colour theory
- Colour wheel and colour mixing
- Primary and secondary colours
- Studying artist use of colour

Metacognition

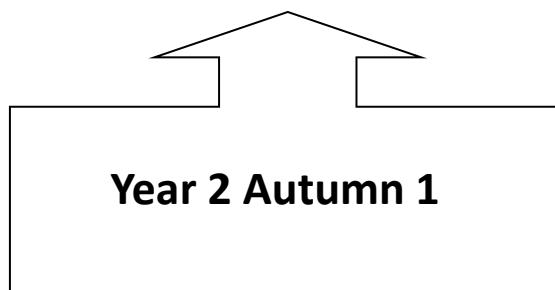
What is metacognition and how do I learn?

Educational Visits

Tower of London—Great Fire of London Tour

Writing Text:

Troll Swap by Leigh Hodgkinson



Writing

Writing a story based upon the model text using the pupils' ideas for characters. Using punctuation correctly – full stops, capital letters. Writing expanded noun phrases to describe. Using subordination (because) and coordination (and).

Science

Learn about the growth of plants from seeds and bulbs. Observe the growth of plants first hand, recording changes over time and identifying what plants need to grow and stay healthy.

History

Why did the Great Fire of London spread?

Understand from a variety of sources how we know about the Great Fire of London and what caused the fire to spread. What were the consequences and change that came as a result.

RE

Who is a Muslim and what do they believe?

RSHE

Being me in my world - recognising when we feel worried and know who to ask for help.

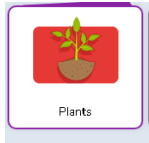
Ways in which you can support your child at home...

Below is a list of activities available on different websites we subscribe to as a school, for which your child has their own login and password. These activities have been selected for your child to complete this half term, as they support learning in class. If you have difficulty accessing any of the sites, please contact your child's teacher.

Purple Mash



Science



Plants

https://www.purplemash.com/#app/games/2diy/Plants_close_weekly

Numbots



Log in is in your child's reading record.

LGFL

<https://www.busythings.co.uk/play/>
https://mathsathome.lgfl.org.uk/y2_addition.html

<https://sos.lgfl.org.uk/topic-menu.html?y=2>

Places to visit

We are very fortunate to live in an area surrounded by many wonderful places to visit. To support your child's learning this half term, why not consider taking a trip to the Hainault Country Park and Rainham Marshes Nature Reserve to observe animals and their habitats.

Reading

In Year 2 we expect that children read six times a week for at least 15 minutes. Please ensure that you sign your child's reading record. Once your child is told they are an Independent Reader they are able to do this themselves. Please also read to your child, they will greatly benefit from this. Goodmayes Library is a wonderful place to visit to encourage your child's love of reading. Children can borrow lots of lovely new stories and read a wide range of books.

Autumn 1

This half term, the children are working towards achieving the target indicated below. The ultimate aim is for your child to be able to recall these facts **instantly**.

To know number bonds to 10 and related facts.

To add three single digit numbers.



Vocabulary

digits, bonds, related facts, addition, subtraction



Number bonds are two numbers that go together to make a target number. So number bonds to 10 are as follows:

0+10=	1+9=
2+8=	3+7=
4+6=	5+5=
6+4=	7+3=
8+2=	9+1=
10+0=	

Helpful hints:

- Use objects to consider the bonds in a practical way.
- Look at the patterns in a systematic way e.g. as one number increases, the other number decreases.
- Children need to know related facts e.g. if we know that $6+4=10$ then we also know that $10-4=6$ and $10-6=4$.

Children should be able to add 3 single digit numbers mentally. For example, $4+3+3$. I could say 'I know that $4+3=7$ and I know that $7+3$ is 10' or I could say 'I know that double 3 is 6 and $6+4=10$ ' I solved this calculation using my known facts, without counting on my fingers. You could try rolling 3 dice and making it into a game.