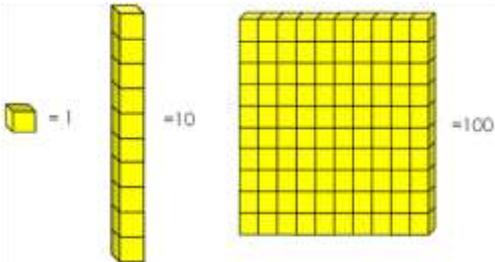


This is the Year Two Weekly Newsletter – inform, educate and entertain!

It's been lovely having the children all together again, we've spent this first week trying to figure out where any gaps in the learning might have opened up and we'll feedback to you here in general and more personally in the upcoming parental consultations.

Please send your children in wearing trainers on Monday for PE for Amber and Turquoise and Tuesday for Indigo and for everyone on Wednesday.

What we'll be doing at school:	What you can do to help at home:
<p><u>English – How to Look After a Duck Leaflet!</u></p> <p>Lots of duck writing this week! As well as some observational writing about the ducks, the children will construct, over a number, of days a leaflet detailing how best to look after our feather friends.</p> 	<p>What you can do to help at home:</p> <p>What can you find out about correct duck maintenance this weekend? What is key and what is good, but not essential? Your child could write down what they find out in a few sentences or a simple list. Make sure their letters are sitting on the line, with good finger spacing, with a capital letter at the beginning and full stop at the end of each sentence.</p> <p>Send in anything they do!</p>
<p><u>Maths – Subtraction</u></p> <p>We'll be seeing what the children can do in terms of subtraction this week, like last week using a variety of methods, including...</p> <p>The main one we will employ the is drawing of Base 10. Watch this short video for an explanation: https://youtu.be/ly5zbP5rOlw</p> <p>For $56 - 23 = ?$, your child would draw out the Base 10 to represent 56, then cross out 2 tens rods and 3 ones cubes and count what you've got left for the answer. Where some children will fall down is by trying to solve the problem as an addition and drawing Base 10 for both numbers.</p> 	<p>What you can do to help at home:</p> <p>Why not try doing some Base 10 additions this weekend to help embed this technique in your child's long-term memory. This is a little easier than the subtraction method. For adding 2 two-digit numbers together such as 23 and 35 your child would draw out each number. 23 would be 2 tens rods and 3 ones cubes, then they would draw out 35 as 3 rods and 5 cubes, then they would count all the tens from both numbers then count all the ones from both numbers giving them the answer. Here are a few to try – $21 + 45$, $56 + 32$, $33 + 26$, $42 + 27$.</p> <p>Let us know how you get on, on Class Dojo!</p>

Science – Lifecycles!

We'll be looking at the similarities and differences between the lifecycles of different rainforest animals, particularly at the early stage of each lifecycle; what does the young 'offspring' of each creature look like at this stage? Do they look like a smaller version of their parents? Or something markedly different?



What you can do to help at home:

Why not investigate the lifecycle of a rainforest animal of your choice! You could display what you find out in a clearly labelled poster, which your child could ACTUALLY bring into school! Or you could use Word, PowerPoint or equivalent, to display their findings, if they do, upload those through Class Dojo for us all to have a look at.

Geography – Rainforest Description

The children will be describing the rainforest using Geographical vocabulary. This will mean they will be using such keywords as - forest, soil, vegetation, Equator, weather, plants, seasons, human features, physical features. This might be quite hard for some children as they may naturally want to talk about how beautiful the rainforest looks, or how it makes them feel, we'll do our best to frame this kind of writing for them at the start of the lesson.



What you can do to help at home:

Your child could try to do some Geographical writing about the rainforest this weekend. They could watch any of these videos –

<https://www.youtube.com/watch?v=3vijLre760w>

(shorter length)

<https://www.youtube.com/watch?v=JEsV5rqbVnQ>

(medium length)

<https://www.youtube.com/watch?v=BO4UYhhU-8c>

(longer length)

as inspiration. They should not just write about what they see, but what they can tell from the video or what it reminds them about the rainforest. Are there any human features? What type of vegetation can they see? What's the climate like?

Art – Rainforest Art

<https://www.edenproject.com/visit/whats-on/spirit-of-the-rainforest-art-project>

The children will be planning their pieces this week in black and white so they can focus on their lines and patterns.

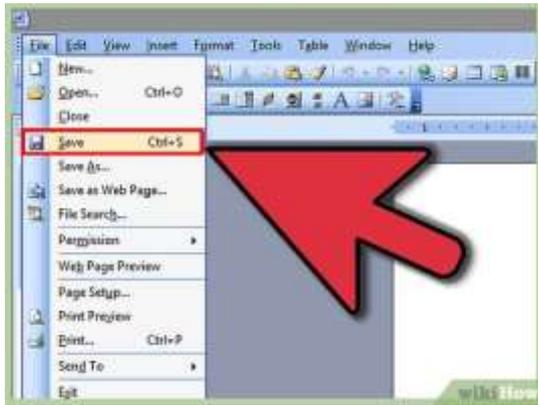
What you can do to help at home:

Have a look at the artist's artworks. What does your child think of them? They could have a go at recreating one using whatever materials they like; pencil, felt pen, paint, Lego even!



Computing – Saving and Retrieving

We'll be looking at logging on, opening PowerPoint, saving the new PowerPoint file and then, if time, adding a few pictures of rainforest animals and some text.



What you can do to help at home:

A big part of becoming successful in Computing in Year 2, is learning how to save and retrieve a file.

Most children cope pretty well with the actual programmes themselves, but logging on, saving and re-opening a file can be a bit tricky and being able to do so is a specific aim set out in the national curriculum. So, if you have a space, a few minutes and access to a laptop or PC, go through how to open a programme, save what you've opened as a new file (even if it's blank!), close and then reopen. It seems obvious to us, but for a child, it's not as straightforward!

Words of the week:

because, even, water, every, move.



How many of these can your child spell from memory? How many can they get into one sentence?

Phonics

We're taking a step back and going over any spelling patterns or sound families that the different classes need work on. Class teachers will update individually on Class Dojo.