



# LINGFIELD PRIMARY SCHOOL

Partners in Learning  
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## Spring Term 2010



## Year 2



Dear Parent,

19<sup>th</sup> January 2010

Welcome to a new school term. We are writing to let you know about our planned learning for this term. In this letter you will find a grid with some details of what is planned for each subject. We will continue to **change library books** on Mondays (2M) and Thursdays (2I), but library books can be returned to class on other days. We will be doing **P.E.** on Monday (both classes), Wednesday (2I) and Friday (2M), though PE kits may be needed on other days. When the weather is good we will be doing outdoor games, so children will need plimsolls or trainers.

We have also attached a spelling list, as a reminder of the spellings taught during the year. We will continue to send home lists of words for children to learn as well as teaching spelling using many different strategies in class throughout the term. These spelling lists will be on the weekly homework sheet which will be given out on Fridays in your child's Home/school folder. These folders need to be handed in on the following Thursday with completed homework.

The following table shows the work planned for the Spring Term which we hope you will find of interest.

Context for Learning: ' <u>Surrounded by Sea</u> '	
The children will develop experience and skill in the subjects listed below through working within the context ' <u>Surrounded by Sea</u> '. The planned activities will address the children's different learning styles and provide opportunities for each pupil to demonstrate their talents while also developing skill and confidence in other areas. We hope that the children will enjoy the context and continue to develop a love of learning.	
ENGLISH	<p>Read for information from a variety of sources (eg Internet, magazines, information books, comics)</p> <p>Develop confidence, skill and enjoyment in reading (including orchestrating the different reading cues).</p> <p>Identify and discuss patterns of rhythm, rhyme and other features of sound in different poems.</p> <p>Be able to describe settings and characters in stories, and understand the reasons for events in stories and their order.</p> <p>Write stories and instructions.</p> <p>Create own information text.</p>
MATHS	<p>Count (up to and back from 100), recognise the properties of numbers and number sequences</p> <p>Work with place value, ordering, estimating, rounding.</p> <p>Practice using money and solving real life problems.</p> <p>Develop understanding of addition and subtraction.</p> <p>Recognise that multiplication can be expressed as repeated addition and division as repeated subtraction or sharing.</p>



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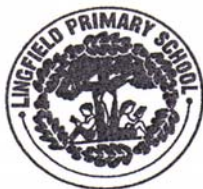
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MATHS (cont)	<p>Learn the 2x and 10x tables.</p> <p>Learn useful mental calculation strategies (add and take away)</p> <p>Make decisions and check results.</p> <p>Become familiar with standard units of measurement.</p> <p>Learn about shape and space (including reasoning about shapes)</p> <p>Use properties such as faces, edges sides and corners when describing shapes.</p> <p>Describe position.</p> <p>Organise and classify data using simple lists and tables.</p>
SCIENCE	<p>Develop scientific inquiry and investigative skills by planning and carrying out experiments to answer their own questions.</p> <p>Explore, describe and investigate how some everyday materials change when they are heated or cooled.</p> <p>Understand the need for a fair test when carrying out an investigation.</p> <p>Learn about everyday appliances that use electricity, about simple circuits and how a switch can break a circuit.</p>
DESIGN & TECHNOLOGY	<p>Design, make and decorate masks based on those worn during the carnivals of Brazil.</p> <p>Construct a model of part of the Isle of Struay including an electrical circuit.</p>
HISTORY	<p>Find out about the history of travel and seaside places by asking questions and collecting information from a range of different sources.</p>
GEOGRAPHY	<p>Find out about Lingfield and the British Isles by asking geographical questions, and using fieldwork skills.</p> <p>Compare and contrast the Isle of Struay, Lingfield and Brazil.</p> <p>Gain knowledge and understanding of places around the world by using primary (asking people who live there) and secondary (globes, maps, atlases, Internet, pictures, photos) sources of information.</p>
ART & DESIGN	<p>Create a sea landscape in the style of a famous artist.</p> <p>Observational drawings of objects linked to the sea.</p>
INFORMATION & COMMUNICATION TECHNOLOGY	<p>Continue to develop basic keyboard skills.</p> <p>Gather information from a variety of sources, store and retrieve this information.</p> <p>Present an information page about Struay</p>
MUSIC	<p>Use instruments to create different moods and record the ideas using symbols.</p> <p>Use their voices expressively by singing songs.</p> <p>Create soundscapes using visual stimuli and poetry.</p>
RELIGIOUS EDUCATION	<p>Find out about Jesus' friends.</p> <p>Begin to learn about aspects of Islam.</p> <p>Understand why Easter is important to Christians</p>
PERSONAL, SOCIAL & HEALTH EDUCATION	<p>Take and share responsibility in the classroom.</p> <p>Learn to feel positive about ourselves and our learning, (by celebrating our own and others' achievements).</p> <p>Understand the way that they learn and how to improve their learning.</p> <p>Be able to share and name our feelings and understand how they may affect others.</p> <p>Setting realistic goals and planning small steps to reach them.</p> <p>Learning how to solve problems and choose between ideas and solutions.</p>



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P.E.	<p>Dance: Study some traditional dances from England and other countries and create our own!</p> <p>Games: Learn to throw, aim and catch accurately and begin to develop own small group games.</p> <p>Gymnastics: Develop balance, coordination and control when turning, spinning, jumping and travelling on the floor and large apparatus.</p>
DRAMA	<p>Use language, actions and hot-seating to explore situations, characters and emotions individually and with others.</p> <p>Learn to comment constructively on drama they have watched or in which they have taken part.</p>



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