



# Spring 2017 Curriculum

## Beech Class: Year 2 & 3



### Topic: Where the Wild Things Are – Island Life



#### How you can help...



#### English

- Model to your child the correct formation of letters that you notice they incorrectly form or write in reverse.
- Encourage your child to talk to you about the texts that we are focusing on; explain, in their own words, new vocabulary that they have learnt and used in their own reading and writing.
- Practise using dictionaries and thesaurus e.g. finding the definition of unfamiliar words from their reading books

#### Reading Record

- Please keep an up-to-date record of your child's reading at home – books will be changed when Mrs Howie or myself have written confirmation from yourselves to show that the book has been completed or needs to be changed for any reason e.g. if your child is really not enjoying the story or the topic.
- Your child can also borrow a book from our class library, these books are not levelled and so may be on occasion be more suited as a book that you read to them or with them. Your child can choose from fiction, poetry and non-fiction of their choice.
- Encourage your children to use their phonic knowledge and blending skills to read unfamiliar words.
- You can support by listening to and reading with your child each day and by asking your child questions about their book e.g. what the character is like? How do they know? What is the story setting? What they think will happen next? How we can work out the meaning of unfamiliar words.

#### Spelling & English Logs

- The Spelling Log contains a list of the words that the children are expected to be able to spell by the end of their respected Year groups. Any 'Tickled Pink' highlighted words are words that your child has independently spelt correctly. Any words that are not highlighted are words that your child needs to practise further. Your child's spelling log should be taken home and returned to school every day.
- Playing spelling games or using resources such as magnetic letters with your child can help them to learn their spellings.
- Logs will also be used for additional spelling, handwriting and grammar work to be completed at home – please ask your child if they have any activities that need to be completed at home when they bring their English Log home on **Thursday**, and support them in completing the work if required. Please can any homework / activities set be returned to school by the following Wednesday at the latest.
- Please ensure work completed at home is neat and written in pencil not coloured pencil, felt-tip pens or biros.



## Maths

- Encourage your child to use their maths applying skills in a variety of ' practical and real-life' situations e.g. adding up amounts whilst shopping, working out what coins can be used to pay and how much change they will be given.
- Ask your child to talk through their maths homework and the written and mental calculation strategies they use in the class.
- In the New Curriculum the expectations of children is to know all of their timetables and related division facts by the end of Year 4. Please support your child to learn their times tables and corresponding division facts by heart in practical ways e.g. multiplication bingo as well as 'good old fashioned' chanting of the facts.
- Children should start with: **x2, x5 and x10** then when confident learn facts for **x3, x4, x6, x8** (and finally x7, x9, x11, x12)
- Recalling days of the week, months of the year (including practising spelling them) and other time facts e.g. how many minutes in an hour, months or weeks in a year) will also be beneficial.

### Maths logs

- Weekly times table practice, regular times table practice with your child will greatly benefit them.
- Numeracy homework may be provided in your child's Maths Log. Please can this be returned to class by the following Wednesday. Please ask your child if they have had any homework set that week.
- The Maths Log also contains resources to support your child's maths skills e.g. 100 square and times table grid.
- Please model to your child the correct formation of numbers that you notice they incorrectly form or write in reverse.



## Topic: History Geography, Art & Design and Music

- Visit your local library and help your child to find fiction and non-fiction texts linked to our topic that you can read together.
- Discuss with your child any news items that relate to our topic – use an atlas or globe to locate where the news is in the world.
- Look at photographs or postcards of islands that family and friends have visited or islands you 'dream' of visiting.



## Science

- Y2 will be thinking about the differences and similarities in diets and eating for different animals.
  - Y3 will be looking at teeth and healthy eating.
- Talking with your child about these topics and asking and answering questions about these topics will be invaluable.



## PE

- Your child's PE kit needs to be in school for their PE lessons with Mr Goodchild on Tuesday. However we would like your child's kit to be kept in school all week for other lessons.
- Your child will need both their outdoor PE kit (with trainers) and their indoor PE kit (with plimsolls).
  - Please ensure all kit is named so that all lost items are returned to the correct owner.
  - Please remember long hair needs to be tied back and any jewellery removed.



## RE, PSHE & Values for Life.

- Talk with your child about their own questions they have about Christianity and other religions.
- Encourage your child to take an interest in 'What is in the News', on television, in newspapers or on the radio. Develop conversational and discussion skills by asking them to talk about their views and opinions.

## Show & Tell

Show & Tell will continue to be on **Thursday**, when your child will be able to share with their peers something of interest, this can be related to our topic (e.g. wild things, monsters, island animals and birds, islands and volcanoes) or unrelated and something that is special to them.

Please talk with your child about what they would like to share with the class, Encourage your child to share with you why they have chosen the object and practise some key points that they wish to tell their peers about it.

- Please see the rota below for your child's Show and Tell session date



### BEECH CLASS 'SHOW & TELL' SPRING TIMETABLE

<b>Week 1</b>	<b>5<sup>th</sup> January</b>	
<b>Week 2</b>	<b>12<sup>th</sup> January</b>	Oscar, Harry L and Tommy
<b>Week 3</b>	<b>19<sup>th</sup> January</b>	Darren, Grace and Leo
<b>Week 4</b>	<b>26<sup>th</sup> January</b>	Callum, Aleighsha and Noah
<b>Week 5</b>	<b>2<sup>nd</sup> February</b>	Romerleigh, Imogen and Edward
<b>Week 6</b>	<b>9<sup>th</sup> February</b>	Harry I, Tasha-Marie and Caitlin
<b>Week 1</b>	<b>23<sup>rd</sup> February</b>	Oscar, Harry L and Tommy
<b>Week 2</b>	<b>2<sup>nd</sup> March</b>	Darren, Grace and Leo
<b>Week 3</b>	<b>9<sup>th</sup> March</b>	Callum, Aleighsha and Noah
<b>Week 4</b>	<b>16<sup>th</sup> March</b>	Romerleigh, Imogen and Edward
<b>Week 5</b>	<b>23<sup>rd</sup> March</b>	Harry I, Tasha-Marie and Caitlin
<b>Week 6</b>	<b>30<sup>th</sup> March</b>	
<b>Week 7</b>	<b>6<sup>th</sup> April</b>	