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| New crest logo colour | ***Twiss Green Community Primary School***  ***TG logo blue*** |
| **Tel: 01925 762346**  **Fax: 01925 767885**  **E-Mail:** [**twissgreen\_primary@warrington.gov.uk**](mailto:twissgreen_primary@warrington.gov.uk)  **Website:** [**www.twissgreen.net**](http://www.twissgreen.net)  **Headteacher: Miss L A McGann, BEd (Hons)** | **Twiss Green Lane**  **Culcheth**  **Warrington**  **Cheshire**  **WA3 4DQ**  **Chair of Governors: Mrs A Platt**  **Friday 6th September 2019** |

Dear Parents,

Welcome to Year Two! I hope you have all had a relaxing holiday, and are ready to return to the routine of school. I will be teaching the class Monday-Friday and Mrs Durr teaches on Monday afternoons. Supporting the children’s learning in a variety of ways, will be Miss Taylor, Mrs Harrop and Mrs Cotton, who will be working with a few children in Year Two giving extra support. The children have made a super start showing how keen they are to learn, with some good listening and participation. On the reverse of this letter is an outline of the work we will be covering this half-term.

Website

Each year we try to add more and more information onto the website. Please do have a look at the Year Two pages, which will have links to maths games, pictures of the children at work and some ways of supporting the children’s learning at home.

Homework

The children will bring home their book bag, with at least 2 reading books and a homework folder, **each Friday, to be returned the following Friday**. One book is to be read with an adult. This book will have a colour-coded sticker, because it is (in theory) a good match to your child’s reading ability. This system is not always fool proof. Please let us know if the books appear to be consistently too tricky or too easy for your child and we will re-assess the level. The second book is a free choice, which may be better for you to read, perhaps as a bedtime story. There is a very strong emphasis on comprehension in Year Two, the previous 2 years being predominantly about phonics decoding. The expectation for comprehension at the end of Year Two is challenging and it is the children who read and discuss language frequently at home, who reach the expected level. We will send books that can be the start of conversations with your children, and we urge you to spend as much time as you can talking about language and helping to develop the children’s vocabulary. Two statistics that have resonated with me are that the children need to gain vocabulary at a rate of 3 new words a day throughout their school years, and that families teach 85% of what a child learns. Clearly, I recognise that it is our job to provide the children with a wealth of engaging learning experiences which enable them to develop vocabulary, but also, that families are so often the key to a child’s learning. I am hopeful that we can work together to help the children progress with their reading comprehension and vocabulary.

The homework folder will have a spelling and handwriting sheet and a maths sheet, which match the work we have been doing in school. Sometimes we may send some homework linked to our themed work and some written reading comprehensions. I don’t want anyone to feel weighed down by homework. Ideally the children should do about 15 minutes a day, breaking up each piece into manageable, short amounts and remembering that most 6/7 year olds can only focus for 6/7 minutes at a time. If there seems too much homework for your child, please let me know.

Please feel free to come and speak to me at the end of the day if there is anything you would like to discuss. Monday, Tuesday, Thursday and Friday are the best times. If you have difficulty getting in you can email me at [jdunn@twissgreen.net](mailto:jdunn@twissgreen.net) . I usually manage to answer that day, although it could be the evening. I know you will be keen to be as involved as possible with the children’s learning and if they are particularly pleased with something they have produced or achieved that day, do come in to have a look.

Yours sincerely,

J Dunn.

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|  | **Main Content of learning** | **Ways to support learning at home** |
| English | Narrative: Megan’s Medicine  Patterns on the Page (harvest)  Instructions: how to make a healthy salad  Letter of invitation to parents We will write for different purposes and audiences, but the main learning in Year Two is now to expand sentences using noun phrases and conjunctions. Alongside this, the children will learn about using commas in lists and apostrophes for both possession and contraction. The children will also begin to learn to join their handwriting once letter formation and orientation is correct. | *How you can help: whenever the children are writing please correct pencil grip and letter formation if you notice it isn’t right.* |
| Maths | The maths curriculum will continue to be taught through Power Maths with supporting activities to develop mastery of each unit. | *How you can help: Lots of counting up and down in 2s, 5s, 10s and 3s.*  *Telling the time and discussing times of day. For example ‘dinner will be at 6 o’clock. How long is that?’ Using the vocabulary of fractions at the dinner table: quarters, half, thirds, three-quarters etc Measure and estimate length, capacity and mass. Any opportunity to calculate mentally. Count up your small change*. |
| Science | How do we keep healthy and grow?  We will learn about the importance of a balanced diet and what the different food groups do for us. We look at the importance of exercise and good hygiene. | *How you can help: talk about the different food groups at meal times and what each food does for our health and growth. Prepare food together. Let the children plan a balanced meal. Keep a menu together. Keep a ‘measuring post’ to plot growth over a long time. Show and explain the height and growth charts in the ‘red book’.* |
| Geography | Where does food come from?  We will look at countries of origin of different foods and link this to learning about different climates around the world. The children will begin to learn the seven continents and five oceans and should learn to identify them on a map. | *How you can help: look at maps together. Do the children know where they live? Can they find the British Isles on a world map? Do they know the names of the continents and where they are? Can they plan and follow a route giving simple directions on a journey?* |
| IT&C | Constructing and Interpreting graphs and charts in Maths: excel  Information writing: Publisher  Research about places: Google Maps | *How you can help: Let the children investigate Microsoft Excel. Can they find their own house on Google maps? Then find their way to school or a friend? Can they type using all their fingers?* |
| D&T | We will evaluate ready-made salads from supermarkets, then design and make our own. You will be invited in to sample them and give us feedback. | *How you can help: plan and make meals together including teaching hygiene and safe handling of equipment.* |
| Dance, Gym and Games on Tuesdays, Wednesdays and Thursdays | Real PE Unit 1 – personal skills, coordination and static balance (Mrs Cotton & Mrs Durr)  Harvest dance (Mrs Cotton & Mrs Durr)  Creative steps - Seasons Dance (Mrs Cotton & Mrs Durr)  Striking and fielding skills with coach. | *How you can help: There are some useful ideas for keeping children active on the NHS website:*  *’10 ways to get active with your kids’.*  *Although roller skating inside comes with a health warning!* |
| PSHEE | New Beginnings  Health and Hygiene including safety with medicines  Dental Hygiene  Healthy Eating and Exercise  Food Groups | *How you can help: talk about the different food groups at meal times and what each food does for our health and growth. Prepare food together. Let the children plan a balanced meal. Keep a menu together.* |
| RE | Does the way we treat the world matter?  Linked to harvest, which will also include music and dance. Also linked to where our food comes from and places in the world. | *How you can help: Talk to the children about the different world religions and current environmental issues around the world.* |