



# Year 2 Areas of Learning

Please see below the skills and knowledge your child has been taught in school this year. We have provided an example of some activities you can do with your child so that they can continue to practice and embed these skills. When your child completes a challenge at home, it would be great to see it uploaded to their seesaw account so that their teacher can comment on their learning.

	Key Teaching Points	What might this look like at home?
<b>Phonics / Spelling</b>	<p>The children have learnt the different graphemes for each sound for example. 'ai - rain, ay - play, a-e - cake, eigh - eight'. When writing sounds, we ask the children to write the words in different ways to see which words look right.</p> <p>The children have begun to look at suffix endings to words and the rules that go with them. They have investigated 'ed', 'ing', 'er', 'est'.</p>	<p>When your child is reading and writing at home, ask them to be a grapheme hunter or suffix searcher. When they spot a grapheme or suffix, talk to them about the rule that was applied.</p> <p>When your child writes, check back through their spellings with them. If you notice a word that needs correcting, underline it and ask them to write it in 3 different ways so they can spot which spelling looks right.</p>
<b>Reading</b>	<p>The children have spent a lot of time being text detectives and finding clues and evidence in the text. They have talked about what they know about a character and have used this to predict what might happen next.</p> <p>During their 'Book Club' reading, the children choose what activity they would like to do after reading the text. This includes book reviews, creating a quiz or plotting the 5 parts to a story.</p>	<p>Oxford Owl have a great range of free eBooks your child can read online. You will need to set up an account with your email address. <a href="https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/">https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/</a></p> <p>When reading a book, ask your child what they know about the main character in the story. This could be linked to what they look like or what they have done. Your child could draw a picture of the main character and label it with evidence from the book.</p> <p>After reading a book, your child could choose an activity to about their book. They could write a book review talking about what they liked and how it could be better, create their own quiz for someone to answer, plot the 5 parts to the story by writing or drawing what happens, make a new book cover or write a letter to their favourite character.</p>

<p style="text-align: center;"><b>Writing</b></p>	<p>This year, the children have learnt to write stories, fact files, recounts and diaries.</p> <p>In stories, the children learnt to write what happens in 5 parts of the story. They used adjectives to describe the character and setting. They learnt how to make a problem exciting using shorter sentences.</p> <p>In fact files, they wrote about a person they had learnt about using subheading - Who were they? What did they do? Why were they important?</p> <p>In recounts, the children learnt how to use the past tense correctly through the text, applying the past tense rules they had learnt.</p> <p>In diaries, the children learnt how to write a diary about themselves and also characters and important people. The children concentrated on emotions and wrote about their thoughts and feelings.</p>	<p>Find a picture that your child could write a story about. They could try writing stories that are funny and stories that are scary and see how they change their word choices depending on the type of stories they write.</p> <p>Your child could research a famous person that interests them or they could research a particular country or animal. Epic books has a fantastic range of non-fiction texts that they could use. <a href="https://www.getepic.com">https://www.getepic.com</a>. After carrying out their research, they could write a fact file about their topic.</p> <p>Your child could write a recount of what they have done over the week, sequencing the events using time connectives.</p> <p>Your child could start to keep a diary about what they have done each day or they could choose a character from a book they have read and write a diary pretending to be that character.</p>
<p style="text-align: center;"><b>Maths</b></p>	<p>The children have secured their number knowledge of 2 digit numbers. They have partitioned the numbers into tens and ones and partitioned the numbers in different ways. They have used this to compare and order 2 digit numbers.</p> <p>The children have learnt skills in adding and subtracting 2 digit numbers using a column method.</p> <p>They have also learnt their 2x, 5x and 10x table and have used this to solve problems involving multiplication and division.</p>	<p>The children all have access to Numbots and TTRockstars. Numbots is fantastic for supporting the children's recall of number facts including their number bonds. TTRockstars supports the children's quick recall of their multiplication facts.</p> <p>You could make some digit cards for your child so that they can create their own number problems. They can turn over cards to create 2 digit numbers that they can add and subtract.</p> <p>You could also use the cards to make the largest and smallest 2 digit number.</p>
<p style="text-align: center;"><b>Science</b></p>	<p>In science, the children have explored the properties of materials (hard, soft, waterproof etc). They have used this to sort and group objects.</p>	<p>Your child could find objects made from different materials around the home. They could sort the materials based on the properties and describe the properties of them. They could test out the properties of materials for example which materials are waterproof and which are not.</p>

	<p>They have also looked at different habitats and animals that live in these habitats. They developed an understanding of how the animals adapt to suit their habitat.</p> <p>The children began to look at plants and what plants need in order to survive.</p>	<p>Your child could look at the different habitats that are in your garden or in areas that you go to on your daily walk. They could look at the different plants, animals and minibeasts they can see in these areas. They may want to research a habitat that is not local to them for example the beach and seaside and create their own research project on this area.</p> <p>Now that the weather is getting better, the plants are starting to grow. Your child could have a look at the different plants that are growing around the area. They could even plant their own seed to take care of, thinking about what it needs to survive.</p>
<p><b>Understanding the World History / Geography</b></p>	<p>In the Autumn Term, the children compared two different areas of the world (Antarctica and the Kalahari Dessert). They looked at the plants and animals that lived there and compared these.</p> <p>In the Spring Term, the children looked at explorers from the past (Sacagawea, Christopher Columbus, Amelia Earhart and Neil Armstrong). They looked at the mode of transport the explorer used and how these have changed over time and why these people were famous and the impact they have had.</p>	<p>Your child could research a place of their choice using the books available on Epic. They could create a poster about the plants and animals that live there and how it is different to Derby.</p> <p>Your child could put together an information pack of their favourite explorer that they have learnt about. They could use the books on Epic to find out more about the explorer. We could share these with the Year 2's next year when they start their project.</p>
<p><b>Expressive Arts and Design Art / Music / D.T</b></p>	<p>In the Autumn Term, the children created landscape pictures of Antarctica and the Kalahari Dessert using watercolour paints. They also created a soundscape using different instruments to imagine what sounds they might here in these settings.</p> <p>In the Spring Term, the children built models of the modes of transports of the explorers they had learnt about.</p>	<p>Your child could create a landscape picture of your garden or street or a place that they have chosen to research.</p> <p>They could use objects from around the house to experiment with making different noises. They could create a soundscape for the noises they hear on their street or for the noises they would hear in the country they have chosen to research.</p>