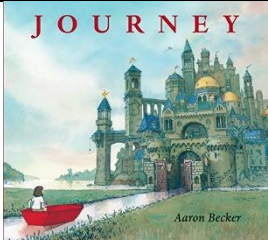


**Hassocks Infant School**  
**Weekly information for Parents and Carers**  
**Weekly Overview**

Year group: 2

Date WC 11.3.24

Area of learning	What we will be learning
<p><b>Communication, Language and Literacy</b></p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p><b><u>Our key text is 'Journey' by Aaron Becker</u></b></p> <p>This week we will be learning:</p> <ul style="list-style-type: none"> <li>• To plan the ending of a story.</li> <li>• To draft the ending of a story.</li> <li>• To edit my writing.</li> <li>• To publish the ending of a story.</li> </ul> <p><b><u>Vocabulary:</u></b>  <b>Sentence openers, punctuation, expanded noun phrases, verbs, draft, edit, publish</b></p> </div> <div style="width: 50%;"> <p><b><u>Phonics</u></b>            Year 2 Spellings. This week's unit will continue to focus on:            Why do I drop the e when I add the suffixes -ed, -ing, -er, est and -y?</p> <p>We will also be focusing on:            Why do some words end in dge or ge? Why can /j/ be spelt j or g in different words?</p> <p><b><u>Spellings</u></b>            hour            bath            path            plant            were</p> </div> </div>
<p><b>Mathematical Development</b></p>	<p><b><u>Money</u></b>            Our learning this week continues to focus on measuring in centimetres and metres and then we will be moving onto measuring mass. We will be learning:</p> <ul style="list-style-type: none"> <li>• To compare and order lengths and heights</li> <li>• To solve one and two step problems relating to length and height</li> <li>• To compare different masses.</li> <li>• To understand how to measure in grams (g)</li> </ul> <p><b><u>Key Vocabulary</u></b>            length, height, measure, compare, longer, shorter, longest, shortest, greater than, less than.            mass, grams (g), kilograms (kg), weight, heavy, light, heavier than, lighter than,</p> <p><b><u>Ideas at home (optional)</u></b>            If your child has a ruler or measuring tape at home, can they choose some items to measure and compare the lengths/heights. Can they tell you what they have found out using the maths vocabulary above.            Can your child have a go at finding out the mass of some items, as well as estimating items that they think are heavier/lighter than 1kg.</p> <p><b><u>Maths fluency</u></b>            This week's activities build on the previous week's work on 'near doubles'. The children will continue to use known doubles facts to derive near doubles, and the activities link practical work with the abstract recording of doubles and near doubles. The children will consolidate their knowledge of doubles by subitising doubles arrangements beyond 10 as presented on the rekenrek. They will recap that near doubles can be created by adding 1 or subtracting 1 from a double. Following on from this, the children will identify that near doubles facts are always odd numbers because they are 1 more or 1 less than a double, which is an even number. They will link doubles and near doubles to expressions. When given a pair of expressions, such as 5 + 5 followed by 5 + 6, they will draw on their understanding of the composition of numbers to reason that because 6 is made of 5 and 1, 5 + 6 is equal to 5 + 5 + 1, or 'double 5 add 1.'</p>
<p><b>Creative Development</b></p>	<p><b><u>Art</u></b>            We will be continuing to explore mono-type printing. We will have a go at practising with ink and making and printing patterns. We will then create a mono-type print design inspired by X'are. We will choose another colour and create a design using overlapping. We will also be making a frame to complete our artwork.</p>

	<p><b>Key vocabulary:</b> monotype printing, sketching, composition, overlapping</p>
<p><b>Knowledge and Understanding of the world</b></p>	<p><b>RE</b> Our new topic this term is 'Beginnings and Endings'. We will be thinking about a time when we have had to start something from the beginning. It may be a new game, a club, a book etc and we will be thinking about how it feels to complete it or get to the end of each stage?</p> <p><b>Key vocabulary</b> beginning, ending, feelings</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>JIGSAW</b> We will be learning how to keep our body healthy and what a healthy diet means. We will be sorting foods into the correct food groups and learning about how much of each food groups our body needs every day</p> <p><b>Key vocabulary:</b> healthy, unhealthy, balanced diet, portion, proportion .</p>
<p><b>Physical Development</b></p>	<p>Jenny will lead our Tuesday PE sessions and class teachers will lead sessions on Thursday. We will be learning Sports Hall Athletics and Invasion Games: netball, basketball and handball.</p>
<p>Any Other Information</p>	<p><b>General</b> Please can you make sure that your child has a pair of wellies in school every day. Please can you ensure that your child has the appropriate PE kit in school, including leggings/joggers and a sweatshirt, now that the weather is getting colder. Our PE days are Tuesday and Thursday. Long hair should be tied back on PE days, as this is a necessary part of keeping the children safe during their PE lessons. Please can you ensure that all your child's belongings are clearly marked with their name as this makes it much easier to locate and return their property to them when mislaid!</p> <p>Thank you for your continued support,</p> <p>The Year 2 Team</p>

Please note this is a basic overview of the planning for this week. It is impossible to cover in this outline all the learning that takes place during a week! We also believe in listening to your children and responding to the children's interests and ideas and therefore all our planning is **very** flexible. Please note some of the learning will take place across more than one week and during some weeks, the learning focus may not cover all curriculum areas.