Room 13.2 October Update 2015

Dear Parents and Caregivers

Welcome to an update of some of the interesting activities happening in 13.2 this term.

English

Reading, Comprehension and Publishing

Children read a broad collection of fiction and non-fiction text. We are very keen to support learners to love reading for enjoyment as well as a source of discovering new information, especially since the skills to be able to read factual and fiction texts are slightly different. We spend a great deal of time working with learners to improve their comprehension skills by teaching specific key strategies such as activating prior knowledge, teaching learners to self-monitor, predict, to ask themselves questions, make connections, visualise and infer, which all work together to improve children’s ability to read for meaning. Some Year 2 students are reading short library novels. Please ensure they continue to record their reading progress in their reading record sheet, which is in their communication book. Also, to support comprehension, please regularly ask your child about the books they are reading: “Who are the main characters?”, “What is the plot?” “Where the story is set?” “What is the hook?” We are using Zac Power novels as our comprehension and Literature text this term. Learners continue to develop their information communication skills along with their writing skills by publishing their own work in the computer room and the classroom.

Spelling, Punctuation and Grammar

Children have 10 words each week to practise at home. These 10 words come from the Jolly Phonics collection of sounds, found in the English language. We learn these Jolly Phonics sounds to support learners to build up a repertoire of words and sounds on a weekly basis, in our spelling practice time. We regularly revisit the Oxford words also to practise our reading and spelling of these most commonly used words.

Genre and Editing

Learners have been using a range of genres such as procedure, report and information writing, recount, narrative and persuasive writing. This term we will revisit some of these genres. Students must use a planning document to organise their thinking, in the genre in which they are writing. Learners, learn to carefully read over their work to check whether their work could be improved with more feeling, “wow” words, more complex sentences, check for full stops and capitals and paragraphs. Peers and adults provide feedback on how engaging their writing is for the reader. Learners also receive feedback on whether they used all the secrets of that particular genre as well as how engaging their writing was for the reader. As a class we regularly collect ways to provide feedback to each other, whether it is encouraging feedback or the more tricky type of constructive criticism. Consequently writers are learning to write for a purpose and audience.

Oral language

Children have a responsibility to present orally every fortnight, to the class and teacher, on a chosen topic. The topics are published in learner’s communication books. As a part of homework children are expected to prepare with their families, with respect to voice-projection, making their topic interesting to the audience and using appropriate body language.

Mathematics

- Using equipment, such as unifix blocks to divide whole numbers, then being able to communicate these divided whole numbers. Being able to use the symbols for multiplication and division.
- Being able to identify practical activities and everyday events that involve chance. Using terms such as likely and unlikely.
- Practise reading graphs and tables. Working towards building your own list, table or picture graph.
- Practise grouping, partitioning and representing numbers to at least 1000.
- Interpret simple maps of familiar locations and identify the relative positions of key features.
- Investigate the effect of one-step slides and flips with and without digital technologies.
- Identify and describe half and quarter turns

Science

Biological Sciences

Living things have their own life story.

All living things do not share the same cycle of growth, change reproductions and death.

Technology

Learner’s design, make and appraise free-standing building structures using a box. Children must collect strategies to keep their building upright and strong. This means thinking about shapes such as a triangle to help keep their construction upright.

The Arts

Learners study a particular visual artist in their time in history, practise that artist’s style of work, analyse how that artist communicates through the visual arts.

Learners are able to keep beat and rhythm with a repertoire of songs.

History

Students will continue to learn about the history of Plympton Primary School and explore the differences between the present and the past.

Health

‘Recognising and reporting abuse’ and ‘Protective Strategies’ are the two focus areas to be covered this term within the Child Protection Curriculum.

The content will be delivered in a highly sensitive and supportive manner due to the delicate nature of the subjects. We will continually refer to our two main themes: We all have the right to be safe and We can help ourselves to be safe by talking to people we trust.

The weekly agenda of learners in 13.2.

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Kindest regards

Margie and Emma