



# Carnival of the Animals

## Year 2 - Summer 1 2023

### Maths:

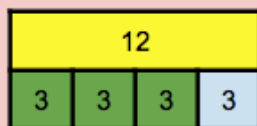
Do it!

Secure it!

Deepen it!

Building on their multiplication and division learning all to do with equal groups, the children will begin this half term learning about fractions. They will be taught to **recognise, find, name and represent the fractions  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{2}{4}$  and  $\frac{1}{4}$  in the form of a length, a shape, a set of objects, or a quantity.** They will also be taught to **write simple fractions of amounts** (e.g.  $\frac{1}{4}$  of 6 = 3) and **recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .**

Throughout their fraction learning, children will use fractions as 'equal parts of' a whole by solving problems using shapes, objects and quantities. They connect **unit fractions** (any fraction with a '1' as the numerator) to equal sharing and grouping.



"Three quarters of 12 is 9,  
because  $3 \times 3 = 9$ ."



The children will also explore the measurement of time. In year 2, the children are expected to know:

- There are 60 minutes in 1 hour
- There are 30 minutes in half an hour
- There are 24 hours in one day
- Tell the time using 'o'clock', 'half past', 'quarter to' and 'quarter past' correctly.

Time on an analogue clock is something that needs to be revisited regularly, so make sure to keep looking at that clock!

Towards the end of this half term the children will look at measurement with a particular focus on money. During this unit of learning, the children will recognise and know the **value of different denominations of coins and notes**, compare amounts of money, make a **pound** and solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving **change**.

How much money is there?



Please remember to continually revisit the 2, 3, 5 and 10 times tables with your child!

X2: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

X3: 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36

X5: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

X10: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120



### English:

This term, in our English learning, we will be reading the book 'Where The Wild Things Are'. We will design our own 'wild thing' and spend some time focusing on our descriptive writing as we rewrite the original story, including our own 'wild thing' and imaginary place. We will make sure to:

- Punctuate sentences with **capital letters** and **full stops**.
- Join clauses using **coordinating conjunctions** to make compound sentences e.g. **and, or, but**
- Join clauses using **subordinating conjunctions** to make complex sentences e.g. **when, if, because**
- Use **apostrophes** for **omission** and to show **singular possession**.

After this, we will be writing to inform in the format of a factual report. This will be inspired by the 'wild thing' that we have designed in our previous writing unit. The children will use exciting vocabulary and **expanded noun phrases** to describe their 'wild thing'. We will also use **how and when adverbs** to describe where their 'wild thing' lives, what their 'wild thing' eats and what their 'wild thing' does.

### Phonics and spelling

Throughout this term, the children will be taking part in Spelling shed alternative spellings and Little Wandle Rapid Catch-up.

They will also be exposed to and learn the [Year 1 and 2 common exception word list](#), which can be found on the year 2 page of the school website.

### Reading

We will continue with our 3 reading sessions each week. Reading books will be sent home on a Wednesday. **Please return the book the following Wednesday.** It is really important to your child's development that you are hearing them read their reading book **3 times** a week and their sharing book **2 times** a week. Please record this in their reading diary.

### Class Reader:

Our new class reader is Einstein the Penguin written by Iona Rangeley & David Tazzyman.

When Mrs Stewart invites a small penguin to visit on a spontaneous visit to London Zoo, no one could have imagined that later that day they would find him on their doorstep, rucksack on his back and an adventure about to begin...

