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**The Heights Primary School**

**Year Two Parent Planner: Autumn 1 Week 7**

Dear Parents/Carers

This term our theme is: **Castles**

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| English | We will continue our poetry work on *Never Trust a Dragon* by David Harmer. Now we know the poem off by heart we will practise reciting it with expression for assembly. We will also have a go at writing our own version. We will be writing our ‘Big Write’ on Monday using an exciting setting picture as stimulus. This week there will be a big focus on cursive handwriting and we will be completing some extra handwriting sessions to ensure everyone is confident with how to join their letters.It’s assessment week and the children will be completing assessments in Reading, Spelling, Punctuation and Grammar. |
| Mathematics | In Maths, we will be completing two assessments.  |
| Topic | In Art we will continue our work with our Dragon’s eye and see how we can improve on our original design. We will also be finishing off our *Being Me* topic from our Jigsaw lessons.  |
| Information | We look forward to seeing you on Monday afternoon for our ‘Watch us Learn’ session. We are hoping to perform our Dragon poetry in assembly after half term.  |

**PE** - Please ensure all children have a full PE kit for our outdoor PE lessons. A P.E kit contains PE socks, PE t-shirt, PE jumper, PE shorts, PE joggers and trainers. All kit must be named and brought in every Monday so it is available all week. Your child will return home in their PE kit on a Thursday. Please could you also put some spare underwear into your child’s PE kit for rare emergencies.

**Cracking Times Tables** Each child has three minutes to answer times table questions. Help at home with this will support them to be successful. If you feel your child has mastered multiplication facts, feel free to challenge them with the inverse question – the division question.

Eg – 8x4=32 / 4x8= 32 32÷4=8 / 32÷8=4

They can practise these on the Hit the Button App.

**Reading –** Please ensure that reading books and reading records are brought to school each day so that children can change their books. *Please record, in their reading records, when you have heard them read.*

You can support your child by encouraging them to read at home every night. Little and often is best. It is important they understand the meanings of unfamiliar words and that you **ask them lots of questions** such as:

How do you character/s are feeling?

What has happened in previous pages?

What might happen next?

What makes you think that that might happen?

Can you spot any noun phrases?

Is that a good sentence opener? Can you think of a better one?

Non-Fiction – Tell me a fact you’ve learnt from this page / book and discussing the importance and relevance of the glossary, index and contents page.

**Spelling and phonics can be practised by playing**:

phonicsplay.co.uk –phase 5

Spelling Shed – this you can buy into, but we have had good reviews about it. <https://www.spellingshed.com/>

Remember, common exception words and past spellings (weekly spellings) are really useful to know. Look in the centre of the reading record and you will find a list of homophones as well as other useful learning aids. Below is a list of the common exception words.

If you have any questions about how to help your child with their learning, please see your child’s teacher.

Best wishes,

The Year 2 Team

**Common Exception Words Year 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| after  | many  | Christmas | path  | path  | find  |
| again  | mind  | class  | people  | people  | floor  |
| any  | money  | climb  | plant | plant | gold |
| bath  | most | clothes  | poor  | poor  | grass  |
| beautiful | move  | cold | pretty  | pretty  | great  |
| because  | Mr  | could | prove  | prove  | half  |
| behind  | Mrs  | door | should  | should  | hold  |
| both  | old  | even  | steak  | steak  | hour  |
| break  | only | every  | sugar  | sugar  | improve  |
| busy  | parents  | everybody | sure  | sure  | kind  |
| child  | pass  | eye  | told  | father | last  |
| children  | past  | fast  | water  | told | water |