

Year 2 Newsletter

Friday 11th October 2019

In our SPaG (spelling, punctuation and grammar) lessons, we have been learning about adverbs (words that describe verbs).

- a) How did your brother play? He played *happily*.
- b) How did your mum say goodbye? Mum said it _____.
- c) How did the dog bark? The dog barked _____.
- d) How did the kite fly in the breeze? The kite flew _____.

Look at the sentences below. Circle the adverb in each one.

- a) He smiled cautiously.
- b) She frowned angrily.
- c) He walked to school quickly.
- d) Carefully, she looked for her coat.
- e) Thankfully, it would be his turn soon.

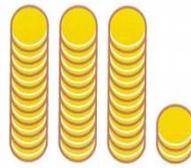
In maths we have been learning how to subtract in columns. Try a few at home – we have been using the place value headings T O (tens and ones). The children have been checking their answers using a number square. We have also learned that if you add on ten (on a number square) you move down a line, subtract ten, you move up a line.

a.				b.				c.				d.				e.			
	3	3			2	5			1	6			2	7			2	9	
-	1	1		-	1	3		-	1	0		-	1	6		-	1	2	

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

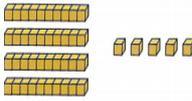
The end of unit check involved some of the following questions. I thought you would find it useful to see some of the questions and support any common misconceptions. The children found “Which diagram does not represent this number?” and “Which number could not go in the box?” tricky. Many said that 59/60/62 is greater than 55, but less than 63, which is correct and shows they understand place value, however, the language in the question confused them. We have gone through this in class, but further support would be really helpful. Work at your child’s pace, if it proves too difficult, leave it. 😊

How many  ?



A 23 B 32 C 5 D 50

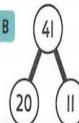
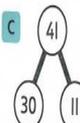
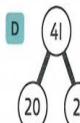
What is shown?



A 4 tens and 5 ones is 45 C 4 ones and 4 tens is 44
 B 5 tens and 4 ones is 54 D 5 ones and 4 tens is 54

Which diagram does not represent this number?



A  B  C  D 

Which number could not go in the box?

 is greater than 55 but less than 63.

A 59 B 60 C 53 D 62

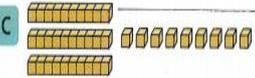
Which number will all the children say?

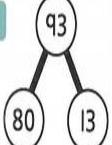
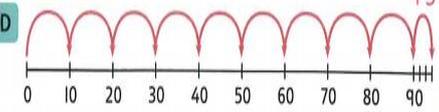
Mia says ‘I am counting in twos: 0, 2, 4...’.
 Ben says ‘I am counting in fives: 0, 5, 10...’.
 Keiko says ‘I am counting in threes: 0, 3, 6...’.

A 10 B 30 C 15 D 21

Which diagram shows a different number? _____

Prove it. →

A  C 

B  D 

These words might help you.

tens ones
 part whole number line

In science we talked about how exercise is important to keep our hearts and bodies healthy. We discussed the types of exercise we do already and what exercises we would like to learn to do in the future.

The children sang their harvest song beautifully – it had two parts, so was quite challenging, but they rose to the occasion. Mrs Patterson and I were very proud of them!

In music we learned about the instrument families of the orchestra and listened to Peter and the Wolf – the children really enjoyed this!

The children will be making houses out of cereal boxes (on Monday). Thank you for the boxes brought in to date, if you have any more, please bring in on Monday.

There will not be a spelling or table test next week, instead, please support with some of the maths / SPaG I have included in this Newsletter. Please continue to read with your child, we have been working on reading comprehension this week - do check your child understands what they are reading.

Forest School is on Tuesday 15th October. Have a lovely weekend!