



ST JOHN'S C of E INFANT & NURSERY SCHOOL

Gills Hill Lane
Radlett
Hertfordshire
WD7 8DD

01923856594

Head of School: Mrs L Gillam
Assistant Head of School: Mrs L McManus
Executive Headteacher: Mrs A Aharon

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www.sjins.org.uk

Friday 10th January 2025

Dear Parents and Carers,

Topic

Our topics for this term are 'Antarctica' and 'The Victorians'. In many of our subjects much of our learning, over the course of the Spring term, will focus on these two topics.

Curriculum

Subject	Area of learning
RE	What makes some places sacred? Understanding Christianity (Salvation) – Why does Easter matter to Christians?
English	Writing based on 'The Emperor's Egg', 'Scaredy Squirrel', 'The true story of the 3 little pigs' and 'Explore the Victorians'. We will be focusing on: <ul style="list-style-type: none"> Using conjunctions (and, because, if, so, when) Using capital letters, full stops, question marks and exclamation marks effectively. Writing in first and third person Using expanded noun phrases (e.g. <u>colossal</u>, <u>filthy river</u>). Beginning to use speech from a character's point of view Setting descriptions and character descriptions Writing narratives, non-chronological reports and recounts. Writing using present and past tense.
Maths	<ul style="list-style-type: none"> Measures: estimation and measure using different scales (e.g. m/cm/mm, g/kg, ml/L) Statistics: totalling and comparing amounts in block graphs, pictograms, tables, and tally charts Written addition method (beginning to use the column method) Commutativity in addition but not in subtraction (e.g. $6 + 3 = 9$ and $3 + 6 = 9$) Written subtraction method (beginning to use the column method) Problem solving with addition and subtraction in a range of contexts (e.g. £13 + £84) Time: telling the time to o'clock, half past, quarter past and quarter to Time: estimating, ordering, and comparing time Double and halve one and two-digit numbers and amounts of money Times tables pattern and strategy: 2s, 5s and 10s (counting in 3s)





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	<ul style="list-style-type: none"> • Multiplication: multiples and repeated addition (e.g. $3 \times 5 = 3+3+3+3+3$) • Multiplication: number of groups, group size and product (e.g. $5 \times 5 = 5$ lots of 5) • Multiplication problem solving (e.g. a pencil case has 4 pencils in. I have 5 pencil cases, how many pencils do I have in total?) • Division: sharing and grouping (e.g. $15 \div 3 = 15$ into 3 equal groups). • Division: sharing and grouping problems including remainders
Science	Everyday materials and Growing Plants
Computing	Let's Create – Basic coding E-Safety
Music	Performance – 'I want to play in a band.' Recorders
Art and D&T	Drawing and Mechanics
Humanities	Geography – Antarctica History – The Victorians
PSHE	Dreams and Goals Healthy Me
PE	Games

As of the beginning of Spring term, the adults in Magnolia class are Mr Forrester, Mrs Whittaker and Mrs Coots. In Willow class, the adults are Mrs Connew, Mrs Hayes and Ms Ryle.

This term, the P.E lessons will be on a Tuesday and Friday. Please ensure children come into school on those days in their kits. Due to the fact that some children are bringing home longer and more complex texts, please can you ensure that the texts come into school everyday to be used in reading practise. Please note, some children will be keeping these longer texts for more than a week.

Library books will be changed this term on a Monday for both classes.

Any questions please see us at the end of the day.

Yours sincerely,

Mr Forrester, Mrs Connew and Mrs Hayes
Year 2 Teachers





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Year 2 Spring 1

I know doubles and halves of numbers to 20

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

$$0 + 0 = 0 \quad \frac{1}{2} \text{ of } 0 = 0$$

$$1 + 1 = 2 \quad \frac{1}{2} \text{ of } 2 = 1 \quad 11 + 11 = 22$$

$$2 + 2 = 4 \quad \frac{1}{2} \text{ of } 4 = 2 \quad 12 + 12 = 24$$

$$3 + 3 = 6 \quad \frac{1}{2} \text{ of } 6 = 3 \quad 13 + 13 = 26$$

$$4 + 4 = 8 \quad \frac{1}{2} \text{ of } 8 = 4 \quad 14 + 14 = 28$$

$$5 + 5 = 10 \quad \frac{1}{2} \text{ of } 10 = 5 \quad 15 + 15 = 30$$

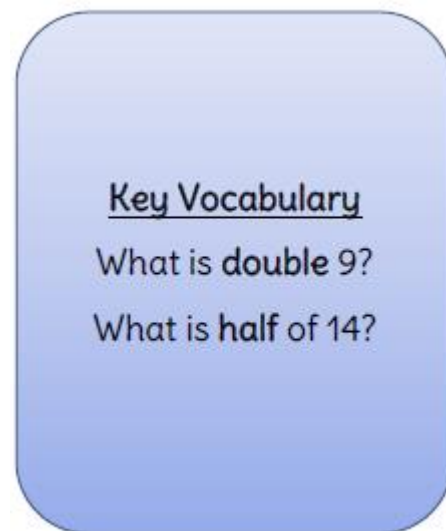
$$6 + 6 = 12 \quad \frac{1}{2} \text{ of } 12 = 6 \quad 16 + 16 = 32$$

$$7 + 7 = 14 \quad \frac{1}{2} \text{ of } 14 = 7 \quad 17 + 17 = 34$$

$$8 + 8 = 16 \quad \frac{1}{2} \text{ of } 16 = 8 \quad 18 + 18 = 36$$

$$9 + 9 = 18 \quad \frac{1}{2} \text{ of } 18 = 9 \quad 19 + 19 = 38$$

$$10 + 10 = 20 \quad \frac{1}{2} \text{ of } 20 = 10 \quad 20 + 20 = 40$$



Top Tips

The secret to success is practising little and often. Use time wisely. Can you practise these facts while walking to school or during a car journey? You do not need to practise them all at once; perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Use what you already know – Encourage your child to find the connection between the 2 times table and double facts.

Ping Pong – In this game, the parent says 'Ping,' and the child replies 'Pong.' Then the parent says a number and the child doubles it. For a harder version, the adult can say, 'Pong.' The child replies, 'Ping,' and then halves the next number given.





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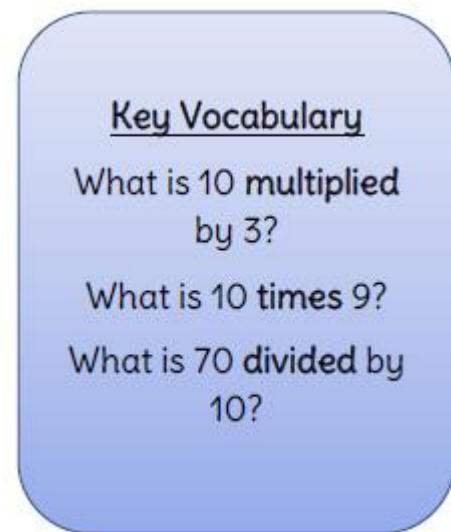
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Year 2 Spring 2

I know the multiplication and division facts for the 10 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

$10 \times 1 = 10$	$10 \div 10 = 1$
$10 \times 2 = 20$	$20 \div 10 = 2$
$10 \times 3 = 30$	$30 \div 10 = 3$
$10 \times 4 = 40$	$40 \div 10 = 4$
$10 \times 5 = 50$	$50 \div 10 = 5$
$10 \times 6 = 60$	$60 \div 10 = 6$
$10 \times 7 = 70$	$70 \div 10 = 7$
$10 \times 8 = 80$	$80 \div 10 = 8$
$10 \times 9 = 90$	$90 \div 10 = 9$
$10 \times 10 = 100$	$100 \div 10 = 10$



They should be able to answer these questions in any order, including missing number questions.

e.g. $10 \times \square = 80$ or $\square \div 10 = 6$

Top Tips –

The secret to success is practising little and often. Use time wisely. Can you practise these facts while walking to school or during a car journey? You do not need to practise them all at once; perhaps you could have a fact of the day.

Pronunciation – Make sure that your child is pronouncing the numbers correctly and not getting confused between thirteen and thirty.

Songs and Chants – You can find multiplication songs and chants online. You can also use Education City songs and websites www.timestables.co.uk and www.timestables.me.uk

Test the Parent – Your child can make up their own tricky division questions for you e.g. What is 70 divided by 10? They need to be able to multiply to create these questions.

Apply these facts to real-life situations – How many toes are in are in your house? What other multiplication and division questions can your child make up?

