



## Year Two Spring One Dragons



### English

As Writers, we will be learning about and creating our own Wishing Tales using the book, 'Kareem and the Dragon' as a stimulus. We are focusing on developing our characterization in stories.

As Readers, we will continue to focus on developing our comprehension skills. Children will focus on answering different question types each week, e.g exploring vocabulary within a text, locating information in the text, sequencing events. We will also continue to work on developing our fluency skills.

In our grammar, punctuation and spelling lessons this half term, we will be focusing on verbs and tense. Children will learn how to add the suffixes -ed and -ing to root verbs to change the tense.

#### Key Vocabulary - Writing

elusive, determined, encrusted, creeping, scrambling, fiercely, pleaded, mysterious, tramped,

#### Key Vocabulary - Grammar

noun, verb, adjective, full stop, comma, exclamation mark, question mark, apostrophe

### Mathematics - Multiplication

This unit focuses on multiplication in the context of skip counting, equal groups, times-tables, multiplication sentences and scaling problems. It is an essential basis for children understanding the times-tables and what  $\times$  means. Within this unit, children will gain a solid grounding in equal groups and what this means, as well as how to recognise any groups that are not equal. Throughout this unit, repeated addition sentences will appear alongside multiplication sentences so that children have a reference to help them understand what  $\times$  means in context.

#### Key Vocabulary

money, coins, notes pounds (£), pence (p) change, left, right, money, buy(s), spend, step how much?, value, amount, total, altogether, parts, between, difference count on, compare, add, addition, calculate, subtraction greater/est, smallest, exactly, higher, lower, most, least more than ( $>$ ), less than,

### Mathematics - Money

This unit builds upon basic money work children completed in Year 1. It also reinforces children's counting skills, as well as addition and subtraction strategies. In this unit, children focus on coins and notes and cover the following topics: calculating total amounts, finding change and word problems. Following this unit, children will move on to learning methods of multiplying and dividing numbers.

#### Key Vocabulary

equal groups repeated addition skip counting number in a group number of groups times times-table multiply/multiplication ( $\times$ ) more than, less than, array rows/columns, bar model, equal parts, number of equal parts, times bigger/times taller/ times greater, twice as big.

### Science

As Scientists, we will be learning about healthy living. We will look at the basic needs for humans to survive (food, air, sleep & water) and then look at the additional needs to remain healthy and safe. Children will be learning about different food groups and will start to consider healthy and unhealthy food stuffs. They will learn about the importance of eating a balanced diet and the need to exercise in order to be healthy.

#### Key Vocabulary

diet, healthy, hygiene, balance, lifestyle, nutrients, energy, human, vitamin, fruit, vegetables, sugar, fat, protein

### History

As Historians, children will learn about when the Great Fire of London happened and how and why the fire spread so quickly. They will discuss where and how to find historical information and learn how to use different sources of information. Children will learn about chronological order and attempt to sequence the events of the Great Fire of London. We will have a visit from Sir William Petty, an eyewitness to the Great Fire of London, on Monday 15th January. He will tell us all about this famous historical event.

#### Key Vocabulary

diary, drought, blaze, damage, flee, inferno, narrow, raging, rapidly, timber, Thames, unhygienic, scorch

<p><b><u>Computing</u></b>  In Computing, we will be focusing on E-Safety. Students will learn how to become safe and responsible digital citizens by only sharing personal information with people they trust and keeping their computers safe. They will also learn about the importance of seeking guidance from a trusted adult when they feel unsafe or uneasy online or if they experience cyberbullying.</p>	<p><b><u>Art</u></b>  As Artists, children will work with pastels to mix and blend to create a dragon eye, linked to our topic. They will then use the skills they have learnt to create a picture of The Great Fire of London. They will apply their mixing and blending skills to make the flames as seen in pictures of The Great Fire of London.</p>
<p><b><u>Music</u></b>  As Musicians, we will be investigating the question, “How does music teach us about the past?” This learning celebrates a wide range of musical styles. The lessons support the key areas of the Music Curriculum; Listening, Singing, Playing Composing and Performing.</p>	<p><b><u>Physical Education</u></b>  In Dance, children will explore the use of space, dynamics and levels whilst thinking about the Great Fire of London and how fire moves. They will explore what the body can do including bending, stretching, jumping, twisting and turning. They will have opportunities to respond to music and work individually, in pairs and as a whole class. Each lesson will include demonstrations and observations of work in which the children will have time to practise, copy and improve.</p> <p>In Ball skills, we are looking at agility, balance and co-ordination. Mr Ward, a specialist PE teacher, will be developing some Rugby and Cricket skills into these sessions.</p>
<p><b><u>Religious Education</u></b>  This term we will focus on Christianity and other religious traditions to explore ‘big questions’ that children might want to ask, including some religious or spiritual questions. It will enable pupils to see that some big questions have no certain and agreed answers, but they are interesting and important. There are opportunities for pupils to share their own beliefs, ideas and values in simple ways. We will introduce some Christian answers to some of these questions, but the more important objective is to enable children to enjoy thinking about ‘mystery’ or puzzling questions.</p>	