



Year Two

Spring One

Fire and Ice



English

As Writers, we will be learning about and creating our own Defeating the Monster Tales using the text, 'Kazeem and the Fire Dragon' as a stimulus. We are focusing on developing suspense in story.

As we move to researching the Great Fire of London, we will be using our learning to help us write poems. We will be using our imaginations to travel back to the Great Fire of London, thinking about what it would have been like to be there.

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.

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

fierce, damp, simile, shuffling, glittering, snorted, trembled, darkness, glowed

Key Vocabulary - Grammar

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

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 Thursday 20th 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

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, sort, match, 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.

Computing

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><u>Music</u></p> <p>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><u>Art / Design and Technology</u></p> <p>As Artists, children will work with a range of media to create silhouette scenes of the Great Fire of London using paintings from the time as a stimulus. They will look at portraits of Samuel Pepys and King Charles II and recreate these using paint and pencil.</p> <p>In Design and Technology, children will design a fire engine after looking at modern day fire vehicles. They will then make a fire engine and have the opportunity to evaluate their finished product.</p>
<p><u>Religious Education</u></p> <p>In RE this half-term, children will continue their learning about the Jewish faith and the practices that are important to Jewish people.</p> <p>They will also be encouraged to think about their own experiences and views in relation to questions of belonging and identity.</p>	
<p><u>Physical Education</u></p> <p>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><u>How can you help at home?</u></p> <p>*Please encourage your child to participate in our Redscope Reading Challenge. We have a range of fantastic age-appropriate books which are perfect to share as a family. All children should be reading for 15 minutes at least three times per week and these sessions should be logged in their planner.</p> <p>*All children are given spellings to learn each week. These are tested on a Friday. Practising little and often is the key to helping children learn these well.</p> <p>*In Maths, please encourage your child to complete their weekly Maths homework. This builds on the learning that is completed in class and will support your child to make the progress they are capable of. Spending just 10 minutes a week on NumBots and TTRockstars will have a huge impact on children’s ability to recall their number bonds and times tables.</p> <p>*As part of our Fire and Ice project, all children should complete a project that they are interested in. We have listed some ideas below but please feel free to follow the children’s interests. They can present their learning any way they like, the more creative and imaginative the better.</p> <p>⇒ Create a Stuart house.</p> <p>⇒ Create a model or picture of how a street in London was rebuilt after the fire.</p> <p>⇒ Create a box of items that you would save if you were in the Great Fire of London.</p> <p>⇒ Write instructions about how to take care of, train or catch a dragon.</p> <p>⇒ Write a poem/song. (This could relate to The Great Fire of London or dragons.)</p> <p>⇒ Create a fact file about a dragon. Where do they live? What do they eat? etc...</p> <p>If you do have any questions about your child’s learning, please do not hesitate to contact us through the class dojo app.</p>	