

In **Maths** we are learning to use:

Multiplication and Division

Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.



Calculate mathematical statements for multiplication and division and write them using the multiplication (\times), division (\div) and equals (=) signs.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Statistics

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects. Ask and answer questions about totaling and comparing data.

Geometry- properties of shape

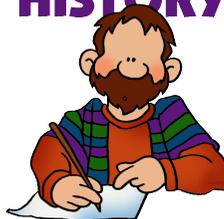
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]

In **History** we are learning:

To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Fire Service). To learn about events beyond living memory that are significant nationally or globally (The Great Fire of London). Be able to ask questions about the past. Be able to use key words and phrases relating to the passing of time. Be able to order events and objects into a sequence. Be able to identify differences between their own lives and those of people who have lived in the past. To learn about Christopher Wren, King Charles the Second and Samuel Pepys.

HISTORY



In **English** we are learning:

Reading:

To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Writing:

To write a diary entry for an eye witness of The Great Fire of London and create a character description/description of a setting using the text 'Fire Cat'.

Spelling: To learn to spell common exception words, learning to spell more words with contracted forms.

Grammar:

To write sentences in different forms: statement, question, exclamation, command. To write expanded noun phrases to describe and use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)



In **RE** we are learning to understand about belonging:

Where do I belong? Where do people belong? What do people do because they belong to a faith or belief community? How might ideas of family and community be reflected in our own lives.



Year 2 Spring 2018 The Great Fire of London



In **Science** we are learning about the different uses of everyday materials.

Within this unit of work they will be thinking about:

Identifying and comparing the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses .

Finding out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



In **DT** we are learning to create and make bread with this being where the Great Fire of London began. We will be thinking about:

To design, make, evaluate and improve:

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping].

Select from and use a wide range of ingredients, according to their characteristics.

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Generate, develop, model and communicate their ideas through talking, drawing, templates, and mock-ups. Explore and evaluate a range of existing products.

Evaluate their ideas and products against design criteria.

Food:

Use the basic principles of a healthy and varied diet to prepare dishes.

Understand where food comes from.



In **PSHCE** we are learning:

To think about motivation, and how they can be more motivated. This will give an important opportunity for the children to think about their own abilities, qualities and strengths which we can value as a class.

During lessons they will have various opportunities to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.

During P4C the children will develop their ability to contribute and listen during whole class discussions about topical themes, thinking about how they value one another's opinions but also how they can challenge the thoughts of others.



PE

Please make sure your child has the correct kit in school on these days and has no earrings in.

In PE we will be focusing on:

developing our multi skills and dance skills.

Be able to repeat and develop simple actions.

Be able to apply movements in sequence .

Be able to observe, copy and develop actions performed by others.

Be able to improve performance through observation and repetition.

Apple Class: Monday/
Wednesday

Oak Class : Monday/Friday



Homework:

Homework will be given out at the start of the term

Homework should be returned to school on a Monday so we can look at the homework completed . The focus will again be based around times tables and spelling.

The expectation is to listen to your child read four times a week and record this in their Reading Record as well as support your child

Our school Values - Respect, Responsibility and Aspiration