

In **Maths** we are learning to:

Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value.



Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2D and 3D shapes and everyday objects.

Order and arrange combinations of mathematical objects in patterns and sequences.

Spring 2017

Year 2

The Great Fire of London



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 non-chronological report about the different jobs that people do—link to visitors. Character description and diary accounts using the text 'Fire Cat'.

Spelling:

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

Grammar:

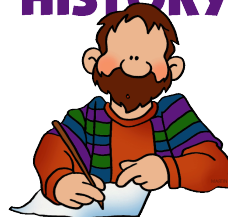
To write sentences in different forms: statement, question, exclamation, command

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 **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 **RE** we are learning:

How should we live our lives? This topic explores how religious and other beliefs affect approaches to moral issues. The children will be thinking about these questions: How does what I do affect other people? What rules and codes of behaviour help me know what to do? What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness) How do some stories from religions and beliefs show me what to do?



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.



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



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 and give dojo points accordingly.

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 with their homework.

Our school Values - Creativity, Respect and Independence