

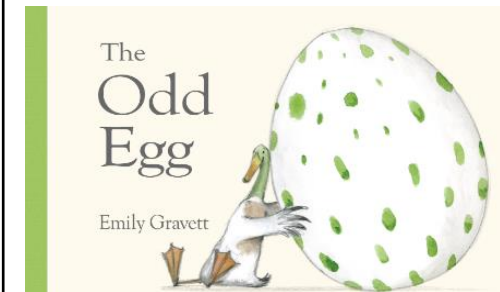
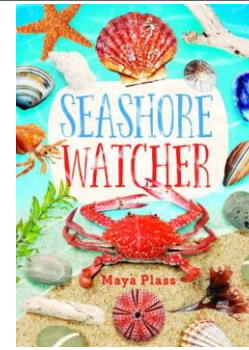
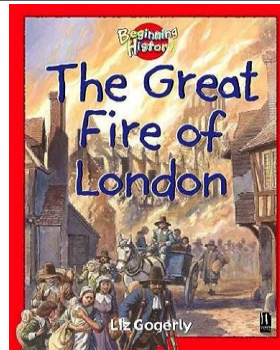
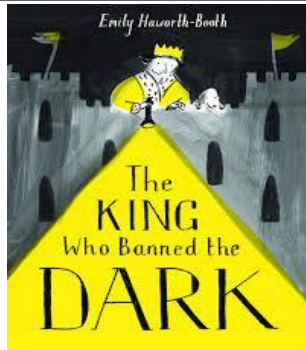


## YEAR 2 / SPRING 1

### What legacy did The Great Fire of London leave?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<ul style="list-style-type: none"> <li>✓ Knowing our next steps on how to improve our work</li> <li>✓ Complete feedback to a high standard</li> <li>✓ Review progress against own targets</li> <li>✓ Know that our best work is good enough</li> <li>✓ Knowing that failure is 'OK' and a stepping stone to success</li> </ul>
<b>POSSIBILITIES AND RISKS</b>	<ul style="list-style-type: none"> <li>✓ Challenging learning opportunities for children to be outside comfort zone.</li> <li>✓ Increase responsibilities for year 2 children – independently completing homework and handing in homework and letters, Independent reading,</li> <li>✓ Change Year 2 'Jobs' – classroom helpers, iPad and netbook monitors</li> <li>✓ Read aloud a poem, from memory to peers</li> </ul>

<b>LEARNING TO LEARN</b>	<ul style="list-style-type: none"> <li>✓ Review and develop the understanding of the 5Rs, with a particular focus on responsibility in the Spring Term.</li> <li>✓ Continue to work towards our L2L awards.</li> <li>✓ Encourage children to ask questions to help understand things.</li> <li>✓ Encourage children to attempt more than one approach when tackling a problem.</li> </ul>
<b>SOCIAL INTELLIGENCE</b>	<ul style="list-style-type: none"> <li>✓ Assemblies – linked to school aims</li> <li>✓ Adapting behaviours according to environments and audiences – home, school, school visits</li> <li>✓ No Outsiders – 'An Inclusive Community Inspiring Life Long Learning', all different, all welcome with particular focus on understanding that sometimes things go wrong and no what to do when things do. We will also be learning about how to find a solution.</li> </ul>



<b>ENGLISH</b>	<b>READING</b>	<ul style="list-style-type: none"> <li>✓ Check the text makes sense and correct any inaccurate reading.</li> <li>✓ Continue to apply phonic knowledge and skills as the route to decode</li> <li>✓ Read accurately by blending sounds in words and recognising alternative sounds for graphemes</li> <li>✓ Read accurately words of 2 or more syllables</li> <li>✓ Expressing views about text at a level beyond that at which they can read</li> <li>✓ Ask and answer questions, make predictions, begin to make inferences</li> <li>✓ Check the text makes sense.</li> <li>✓ Discuss and clarify the meaning of new words, linking their meaning to new vocabulary</li> <li>✓ Discuss the sequence of events in a book and how they are related</li> </ul>	<b>MATHS</b>	<ul style="list-style-type: none"> <li>✓ During this half term, Year 2 will learn about mass in the context of kilograms and grams. They will learn how to read a scale, to compare the weight of different objects and to solve word problems relating to mass.</li> <li>✓ Pupils will gain experience in measuring temperature. They will learn about Celsius, how to read thermometers to help them understand, and they will look at the different kinds of temperatures we can measure.</li> <li>✓ Finally, they will learn how to read, interpret, analyse and construct their own picture graphs with confidence.</li> </ul>
	<b>WRITING</b>	<ul style="list-style-type: none"> <li>✓ Write from memory dictated sentences, include CEW and punctuation</li> <li>✓ Form lower case letters of the correct size relative to one another</li> <li>✓ Use correct spacing between words</li> <li>✓ Planning – Say or record in writing or pictorially ideas for writing</li> <li>✓ Make simple additions, revisions and corrections to own writing</li> <li>✓ Continue to use expanded noun phrases using conjunctions ( when, if, that, because, and, but, or)</li> <li>✓ Identify and use sentences with different forms</li> <li>✓ Use present and past tense mostly correctly and consistently</li> <li>✓ Edit and improve writing after proof reading</li> </ul>		
	<b>SPELLING / PHONICS</b>	<ul style="list-style-type: none"> <li>✓ Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly</li> <li>✓ Learning new ways of spelling phonemes</li> <li>✓ Learning to spell common exception words</li> <li>✓ Learning common suffixes and prefixes - ly</li> <li>✓ Use of apostrophes for possession and omission</li> </ul>		
	<b>SPOKEN LANGUAGE</b>	<ul style="list-style-type: none"> <li>✓ Read aloud with attention to punctuation and intonation</li> <li>✓ Articulate &amp; Justify answers</li> <li>✓ Initiate &amp; respond to comments</li> <li>✓ Use spoken language to develop understanding</li> <li>✓ Orally rehearse sentence by sentence what to write</li> </ul>		



<b>SCIENCE</b>	<p><b><u>Materials</u></b></p> <p><i>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i></p> <p><i>We will explore materials and learn that:</i></p> <ul style="list-style-type: none"> <li>✓ Objects can be made from different materials.</li> <li>✓ Some materials are natural, such as sand, wood and wool.</li> <li>✓ Some are human-made such as plastic and cardboard.</li> <li>✓ Some materials are recyclable and can be used again</li> </ul> <p><i>We will investigate the properties of:</i></p> <ul style="list-style-type: none"> <li>✓ Wood, paper and cardboard</li> <li>✓ Brick and rock</li> <li>✓ Glass and plastic</li> <li>✓ Metal</li> </ul> <p><i>We will conduct an experiment to identify what properties some materials have, how malleable they are and which materials are best suited to be used as an umbrella.</i></p>	<b>COMPUTING</b>	<p><b><u>Spreadsheets</u></b></p> <ul style="list-style-type: none"> <li>✓ To use Calculate image, lock, move cell, speak and count tools to make a counting machine.</li> <li>✓ To learn how to copy and paste.</li> <li>✓ To use the totalling tools.</li> <li>✓ To use a spreadsheet for money calculations.</li> <li>✓ To use the equals tool to check calculations.</li> <li>✓ To collect data and produce a graph.</li> </ul>
<b>HISTORY</b>	<p><b><u>What legacy did The Great Fire of London leave?</u></b></p> <p><b>During this enquiry, we will learn:</b></p> <ul style="list-style-type: none"> <li>✓ There was a time before my grandparents were born.</li> <li>✓ Life was very different at the time of The Great Fire of London. Houses were different, people wore different clothes, travelled in different ways.</li> <li>✓ Names of significant individuals in the Great Fire of London . Including: Thomas Farriner, Samuel Pepys and King Charles II.</li> <li>✓ The chronology of The Great Fire of London.</li> <li>✓ The technology that was used at the time of The Great Fire of London.</li> </ul> <p><b>The historian we will research is:</b>                  Samuel Pepys (1633 – 1703)</p>	<b>GEOGRAPHY</b>	



DESIGN TECHNOLOGY		PHYSICAL EDUCATION	<ul style="list-style-type: none"> <li>· To become more confident at rolling in different directions and shapes and link pairs of the same movement group together</li> <li>· To create patterns of foundation jumps, remember and repeat it</li> <li>· To begin to link foundation shapes and support positions with basic actions</li> <li>· To travel with confidence in a variety of ways and on different levels</li> <li>· To work with a partner and copy and repeat their simple sequences</li> <li>· To identify what is effective and why in a partner's sequence</li> <li>· To develop the quality of balances with tension and extension of various body parts using different shapes and levels</li> <li>· Create sequences by linking pairs of movements together.</li> </ul>
MUSIC	<p><b><u>REPETITION and CONTRAST</u></b></p> <ul style="list-style-type: none"> <li>✓ Applied to rhythm, pitch and phrase</li> <li>✓ Identify repeated rhythm patterns within known songs</li> <li>✓ Identify repeated melodic patterns in known songs</li> <li>✓ Using movement create short rhythmic patterns, repeating them and then creating a contrasting pattern.</li> <li>✓ Perform rhythmic and melodic patterns created by other pupils.</li> </ul>	ART AND DESIGN	<p><b>Artist focus: Alma W Thomas</b></p> <p><b>Painting Objectives:</b></p> <ul style="list-style-type: none"> <li>✓ Begin to mix secondary colours to further understand use of colour wheel</li> <li>✓ Understand appropriate use of warm and cold colours</li> <li>✓ Blend from warm to cold/light to dark</li> <li>✓ Use accuracy in small brushstrokes</li> </ul> <p><b>Drawing Objectives:</b></p> <ul style="list-style-type: none"> <li>✓ Develop blending and smudging techniques</li> <li>✓ Use pastel to experiment with feathering</li> <li>✓ Use pastel to experiment with dotting</li> <li>✓ Use pastel to experiment with hatching</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>✓ Importance of rules for safety and listening to people we trust</li> <li>✓ Families and Care – Male/ Female Stereotyping</li> <li>✓ What makes a family?</li> <li>✓ No Outsiders</li> </ul>	RELIGIOUS EDUCATION	<p><b>What might people learn from the story of Abraham?</b></p> <ul style="list-style-type: none"> <li>✓ To learn about Abraham and the key events in his life.</li> <li>✓ To have an understanding of why Abraham is important to Jews and Christians?</li> <li>✓ To begin to show curiosity and ask and answer questions about Christian and Jewish stories.</li> </ul>
		ENRICHMENT	<p><b>Class Drama</b> – Act out a range of emotions in a safe and secure environment</p> <p><b>PFC Multisport</b></p> <p>World Religion Day - 19.1.25</p> <p>National Story Telling Week – w/c 3.2.25</p> <p>Online safety day 12.2.25</p>