



Year 2

Guide To
Spring Term 2
2021

Our curriculum at Summerlea is creative and designed to forge links between the different areas of learning. Each topic we study is led by a big question to get us thinking. We have listed the main curriculum areas that will be addressed through each question and have given a brief outline of what we will be learning.

This half term our driving question will continue to be...

The Great Fire of London: Why did it burn?



The key driver for this topic is **History**.

History: We will be continuing our research about the Great Fire of London. We will be continuing to learn what life was like in the 17th Century and compare it to life today. This half term we will be looking at the diary of Samuel Pepys and imagining what it might have been like to live through the Great Fire of London.



English: We will be looking at writing diary entries this half term and studying Samuel Pepys' diary alongside other accounts of the Great Fire. Our class texts will be Vlad and the Great Fire of London, Raven Boy and Fire Cat. We will be thinking about adjectives and adverbs, especially linked to our senses when burning our Tudor houses. We will also be exploring persuasive writing in Dragons' Den week.



Maths:

Our main objectives are:

Shape

Recognise and name common 2-D and 3-D shapes, including:

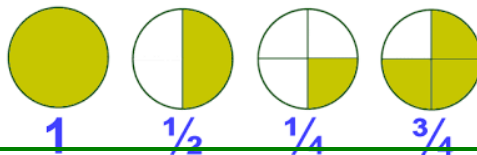
- *2-D shapes [for example, rectangles (including squares), circles and triangles]*
- *3-D shapes [for example, cuboids (including cubes), pyramids and spheres].*

Statistics

- *Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.*
- *Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.*
- *Ask and answer questions about totalling and comparing categorical data.*

Fractions

- *Recognise, find, name and write half, third and quarter of a length, shape, set of objects or quantity.*
- *Write simple fractions for example, $1/2$ of $6 = 3$ and recognise equivalence*



This term we are organising our curriculum differently and we will be having themed weeks with a different focus each week.

Week 1 – Dragons’ Den Week:

During this week we will become entrepreneurs! We will design a product, company name, logo and slogan and pitch our ideas to the dragons. We will carry out market research and work out the costings and profit of our products. We will then have a go at making them!



Week 2 – World Book Week:

Instead of World Book Day (Thursday 4th March) we are going to celebrate our love of reading all week long! During this week we are going to focus on the story ‘The day the crayons quit’. We will be completing lots of different activities connected to this book as well as sharing our favourite bedtime stories in our pyjamas on World Book Day.



Week 3 – Well-being Week:

We are so excited to be welcoming all children back into school this week. We will be focussing on our wellbeing during this week and will be practising mindfulness and self-regulation as well as thinking about our relationships.



Week 4 – Arts Week:

During this week we will research how houses looked and were made during the time of the Great Fire of London. We will look at different materials and design and make our own Tudor-style houses. We will then make our own Pudding Lane and recreate the Great Fire!



Week 5 – Science Week:

In our Science week we will be learning all about the plant cycle. We will look at how the seeds that we planted have changed and grown over time and will also investigate how plants grow and what they need to survive.



Week 6 – RE and Celebration of Learning Week:

During this week we will be learning all about Easter and how and why Christians celebrate it. We will write about the Easter story and also make our own Easter decorations. We can't wait to show you all of our work during Celebration of Learning.



Year 2 Information



The team:

Mrs Crook – Key Stage 1 Phase Leader and Hawthorn Class Teacher (Wednesday-Friday)

Mrs Hawkins – Hawthorn Class Teacher (Monday-Wednesday)

Miss Walker – Cedar Class Teacher

Mrs Read – Teaching Assistant

Mrs Burge – Higher Level Teaching Assistant

Mrs Moynihan – Higher Level Teaching Assistant

Mrs Pankhurst - Individual Needs Assistant

Theme Weeks:

Week beginning	Focus
22 nd February (4 days due to INSET)	Dragons' Den Week
1 st March	World Book Week
8 th March	Well-being Week
15 th March	Arts Week
22 nd March	Science Week
29 th March (4 days due to Good Friday)	RE and Celebration of Learning Week

PE days:

Mondays - Outdoor P.E

Thursdays - Outdoor P.E

NB: We ask that your child comes to school in their PE kit on PE days.

Coats/snacks/drinks and equipment:

Children should only bring essential items to school.

Please ensure your child has a named waterproof coat and a named water bottle in school every day.

Please don't hesitate to get in touch with your child's class teacher if you have any questions or concerns; our doors are always open.

Preview/review

At the beginning of each half term we would also like to invite your child to reflect on previous learning and look forward to new learning.

Last half term your big question was

“Why did it burn?”

What did you learn?

This half term our big question is

“Why did it burn?”

What do you already know?





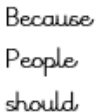






Year Group Objectives



On the following pages are the key year group objectives for reading, writing and maths that we use in school to assess the children. For a child to achieve age related expectations they need to have met all of these objectives by the end of the year.

On the school website you can also view a Year 2 guide which has been published by Twinkl. This useful document can be found in [Our School > Curriculum and Assessment > Year Group Objectives](#) and gives guidance on the key skills covered throughout the year.







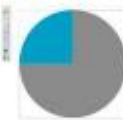








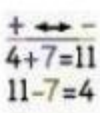

Reading:

 <p>lunchbox</p>	Read accurately most words of two or more syllables.		Read a familiar book and check it makes sense to them.
 <p>Slowly Cheerful kindness</p>	Read most words containing common suffixes.		Answer questions based on a familiar book and make some inferences <u>on the basis of what is being said and done.</u>
 <p>Because People should</p>	Read most common exception words.		Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
	Read words accurately and fluently without overt sounding and blending.		Explain the features of a non-fiction text.
 <p>day play may say</p>	Sound out most unfamiliar words accurately, without hesitation.		

Writing:

	Write simple, coherent narratives about personal experiences and those of others (real or fictional).				
BASED ON A TRUE STORY	Write about real events, recording these simply and clearly.				
CL . ? !	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.				
See / saw Go / went	Use present and past tense mostly correctly and consistently.				
<u>a b c d e</u>	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.				
c-a-t	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making <u>phonically-plausible attempts</u> at others.				
<table border="1" data-bbox="140 1066 322 1125"><tr><td>the</td><td>a</td></tr><tr><td>do</td><td>to</td></tr></table>	the	a	do	to	Spell many common exception words.
the	a				
do	to				
<u>I can form my letters</u>	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.				
	Use spacing between words that reflects the size of the letters.				

Maths:

	Count on from 0 in multiples of 3.			Derive and use related facts up to 100.	
	Count in 10s forwards and backwards from any number.			Be able to use a mental method to solve problems.	
	Know my $x / +$ facts for the 2x table.			Be able to use a simple written method to solve problems.	
	Know my $x / +$ facts for the 5x table.			Solve real life addition problems involving numbers, quantities and measures.	
	Know my $x / +$ facts for the 10x table.			Find a $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length or shape.	
	Know the value of each number in 2 digit numbers.			Solve problems involving money, including giving change.	
	Compare and order numbers up to 100 using $>$ $<$ and $=$.			Find a $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a quantity or set of objects.	
	Read and write numbers to at least 100 in words.			Solve problems involving multiplication and division using objects, arrays and repeated addition.	
	Use $+$ and $-$ facts up to 20 fluently.			Compare and sort 2-d and 3-d shapes	
	Use inverse operations ($+$ / $-$) to check calculations and solve missing number problems.			Use mathematical language to describe position and direction.	