



Be KIND

Soyez Gentil

Be SAFE

Soyez Prudent

Be READY

Soyez Prête



Year 2

**Guide To
Spring Term 2
2022**

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**.

Our key History vocabulary for this topic:

damage, materials, Thomas Farriner, River Thames, London, 1666, disaster, riot, Pudding Lane, Embankment, leather, buckets

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.



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].*

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 within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) sign.*



**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.*

Addition and Subtraction

**Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods*

**Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100*

**Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding 3 one-digit numbers*

**Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot*

**Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.*

As a school, we have invested in the self-paced, educational Numbots online platform. This is a robot-immersed game, with the aim of developing children's core understanding of maths. Your teacher will be handing out your child's log in details, if you have not already had them, and we would encourage them to play Numbots little and often, supported by you, to develop their maths skills.



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

Mr Ali - Individual Needs Assistant

Exciting days, trips and visitors:

World Book Day – 3rd March

Fire Service Visit – 4th March

Rainbow Theatre Workshop – 7th March

Red Nose Day – 18th March

PE days:

Mondays - Outdoor P.E

Thursdays - Indoor P.E

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

Library days:

Fridays- Please can children return books on these days so that they can get a new book each week.

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 ensure you are providing your child with a healthy snack, that is separate from their lunch.

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?

The Summerlea Seven

H ONESTY E QUALITY A SPIRATION R ESPECT R ESILIENCE R ESPONSIBILITY T RUST

Personal Learning and Thinking Skills (PLTS)

I listen to and value the ideas and suggestions of my classmates.

I contribute to and take part in class discussions.

I am keen to share my work with my teacher and my class.

I put up my hand and answer questions.

I am good at thinking logically and breaking problems into manageable chunks.

I can make a persuasive but open-minded argument.

I take part in a range of activities in my community beyond school.



I Am An Effective Participant

I Am A Creative Thinker

I can imagine new ideas.

I question things that we often take for granted.

I am not afraid to try out alternative ideas or do new things. I will work outside of my comfort zone and see things through.

I can think of innovative and exciting ways to improve my work.

I can make connections and links between ideas.



I enjoy sharing my learning with others.

I can identify ways to improve my own and other's work.

I can deal positively with praise, constructive criticism and set backs.

I Am A Reflective Learner?

I can communicate my learning in different ways.

I can set positive challenges to help me achieve my goals.

I can plan a project using SMART targets, learning diaries and review points to keep me on track.



I Am An Independent Enquirer

I can plan and carry out a research project.

I can explain the decisions I make and discuss or present their possible consequences.

I can identify questions to answer and problems to resolve.

I can analyse and evaluate information from a range of sources.

I can explore ideas from different points of view.

I can select the most relevant or valuable ideas to use in my own work.



I recognise and value the strengths of everyone in my team.

I can manage a team effectively to complete a project

I can recognise the efforts and achievements of others and praise them.

I Am An Effective Team Worker

I can discuss things, make compromises and agree with my classmates about how best to achieve a task.

I can take on different team roles and accept responsibility for seeing them through.



I always complete my work and hand it in on time.

I can show Initiative and Perseverance. I see a task through to its end.

I can take and manage risks.

I Am An Effective Self Manager.

I can manage my own emotions.

I can organise my time and resources I need.

I think about problems and search for solutions before asking for help.

I can prioritise what needs to be done during a task.

