



RSHCE

Topic: Economic Wellbeing

- We will be learning about economic wellbeing; thinking about: where money comes from, looking after money, the difference between wants and needs, and jobs.

PE

Indoor – Cognitive Cog - The children will learn, develop and apply balance and travel on the floor and apparatus through focused skill development, thematic warm-ups and games.

Outdoor – Cognitive cog - The children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games.



Art

We will be studying the artist Mark Conlin and having a go at making our own silhouette and watercolour paintings of The Great Fire of London.

Artist study: Mark Conlin



Maths

Topic: 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 (x), division (÷) 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.



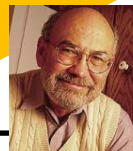
Science

Topic: Physics - Materials

In science, we will be learning to:

- Investigate every day materials.
- Identify and compare the suitability of a variety of everyday materials.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Scientist Focus: Spencer Silver



Year 2 Spring 1

The Great Fire of London: Why did it burn?

Key Vocabulary:

bakery, diary, flammable, River Thames, London, Pudding Lane, embankment, Thomas Farriner, Samuel Pepys, King Charles II

English

Core text: The Great Fire of London: An Illustrated History of the Great Fire of 1666.

We will research The Great Fire of London and find out lots of information using different sources. We will create information books to inform people all about The Great Fire of London using our key text as a good example.

Class reader: Toby and the Great Fire of London



History

Topic: The Great Fire of London

The topic will be kick started with the delivery of a chest filled with artefacts from 1666.

We will be:

- Finding out about the Great Fire of London.
- Looking at a timeline of important historical events and order these chronologically.
- Looking in more detail about how the fire started and why it spread so quickly.
- Finding out what life was like in the 17th Century and compare it to life today.

Computing

Topic: Presentation Skills

The children will be learning how to use PowerPoint and creating slides about Christopher Wren.

Music

Unit: 'I Wanna Play in a Band'

The children will listen to rock music and learn how to appraise different songs. They will mark the pulse with untuned percussion instruments.

Key dates

PE day: Monday (outdoor) and Friday (indoor)

Library day: Wednesday

Other exciting events and trips for our year group:

Fire Fighter's visit – Thursday 11th January

See the Calendar of Events on the Newsletter for whole school events.

Growing thoughtful learners and independent thinkers.



Personal Learning and Thinking Skills (PLTS)



I Am An Independent Enquirer

I can identify questions to answer and problems to resolve.

I can plan and carry out a research project.

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

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

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

I put up my hand and answer questions.

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

I contribute to and take part in class discussions.

I can make a persuasive but open-minded argument.

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

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

I Am An Effective Participator

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

I Am An Effective Team Worker

I can manage a team effectively to complete a project.

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

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

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

I Am A Creative Thinker

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

I can imagine new ideas.

I can make connections and links between 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 always complete my work and hand it in on time.

I Am An Effective Self Manager.

I can manage my own emotions.

I can organise my time and resources I need.

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

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

I can take and manage risks.

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

I enjoy sharing my learning with others.

I Am A Reflective Learner?

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

I communicate my learning in different ways.

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

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.

The Key 3

Be KIND
Soyez Gentil

Be SAFE
Soyez Prudent

Be READY
Soyez Prête

What badge will you go for this half term?

