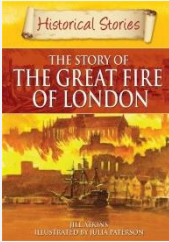
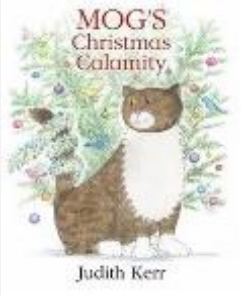


<p>What are we learning?</p>	<p>British Values Focus for the term: Democracy</p>	<p align="center">Year 2 Term 2 2023-2024</p> <p align="center"><i>The Great Fire of London</i></p> <p>Key Texts: Historical Stories - The Story of the Great Fire of London by Jill Atkins</p>  <p>Christmas themed Story: 'Mog's Christmas Calamity' Judith Kerr</p> 	<p>Key Themes</p> <ul style="list-style-type: none"> • Guy Fawkes and the Gunpowder Plot • Remembrance Day • Comparing London in the past and present • What happened during the Great fire of London
	<p>Citizen ship focus: What is a community?</p>		<p>Key Experiences</p> <ul style="list-style-type: none"> • WOW day linked to our new topic • Christmas Carols in the church • Show and Tell – to share topic-based homework • Make Remembrance Day Poppies to display and share with Bloomfield Care Home • Exploring new Golden Time Clubs
	<p>Language of the term: Urhobo (Nigeria)</p>		<p>Maths</p> <p>Counting: Count on and back in 2s, 5s and 10s. Begin to recognise odd and even numbers</p> <p>Addition and subtraction related facts bonds for all numbers to 20.</p> <p>Measures Money: Recognise coins and notes. Find different ways to make an amount. Apply addition and subtraction skills in a money context including giving change.</p> <p>Multiplication and Division: Use 2x 5x 10 x facts for multiplication. Record multiplication sentences using the correct symbols. Using doubling and halving.</p> <p>Geometry - Shape: Identify and describe 2D and 3D shapes using mathematical language.</p> <p>Key vocabulary reviewed/taught this term:</p> <ul style="list-style-type: none"> • number, numeral, digit, two-digit number • count forwards and backwards • place value, partition, ones, tens, odd, even • whole, part, cherry model, represent • equals (=), same, unequal, not the same • compare, bigger than, smaller than • add, addition, plus, more • Subtract, subtraction, take away, minus, difference • number sentence, equation, altogether, total, sum • related fact, number bond, double, half • multiply, multiplication, times, groups
<p>English</p> <p>Reading - Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> • identify the sequence of events in fiction and how these are related e.g. understanding beginning, middle and end. • understand the structure of the non-fiction texts used e.g. use of headings, bullet points, and how these help to organise the information • discuss their understanding of stories, poems and non-fiction at a level beyond their independent reading level • recognise the key characteristics of stories e.g characters, plot, setting, key themes • make simple inferences • draw on what they know already to understand a text • predict what may happen based on what they have read so far. <p>Writing – Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events eg. Recounting a holiday outing • using both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks • use a range of sentence types – statement, question, exclamation and command 			

<p>Key writing outcomes for this term: Poetry: Bonfire/Fireworks inspired poems Fiction – Diary entry as if at the Fire of London Retell/change Mog’s Christmas Calamity Non-fiction: Writing as part of our History work</p> <p>Key vocabulary reviewed/taught this term:</p> <ul style="list-style-type: none"> • <i>Phonics/Spelling:</i> phoneme, grapheme, letter, sound, digraph, trigraph, split digraph, • <i>Reading Comprehension and text:</i> Discuss the meaning of new words by linking to the vocabulary they know e.g. unkind = means not kind, discuss favourite words and phrases • <i>Writing:</i> full stop, capital letter, question mark, exclamation mark, punctuation, sentence, conjunction, narrative, story, fiction, non-fiction, beginning, middle, end, character, setting, illustrations, author, illustrator, • <i>Handwriting:</i> upper case, lower case, ascenders, descenders, join • Explore different punctuation including exclamations and question marks. 			
<p>Phonics</p> <ul style="list-style-type: none"> • Exploring alternative spellings for different graphemes – for example j as dge (fudge) • Spell Phase 2, 3, 4 and 5 common exception words accurately • Keep exploring year 2 common exception words • Learn the final sound ‘l’ as different spellings – for example ‘al’ and ‘le’ 			<p>History</p> <ul style="list-style-type: none"> • Retell key events in the Gunpowder Plot. • Ask questions to investigate key events in the Great Fire of London. • Identify similarities and differences in past and present-day London. • Understand the significance of Samuel Pepys and how he helped us learn about the Great Fire of London. • Create a timeline of the Great Fire of London.
<p>PSHE</p> <ul style="list-style-type: none"> • Understanding stereotypes and the impact of this. • Understanding and recognising what bullying is, how to spot it and what we can do to help. 	<p>RE</p> <ul style="list-style-type: none"> • Retell the Christian Christmas story. • Understand the reasons for Jesus’ birth. 		<p>Science Animals including Humans</p> <ul style="list-style-type: none"> • Animals, including humans, have their offspring which grow into adults. • In humans and some animals these offspring will be young that grow into adults. In other animals there may be eggs laid that hatch. <p>Computing Ongoing e-safety discussions. Theme: Making Music This term we are learning to:</p> <ul style="list-style-type: none"> • Say how music makes us feel • Identify that there are patterns in music • Describe how music can be used in different ways

			<ul style="list-style-type: none"> • The young of some animals do not look like their parents i.e. tadpoles. • All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. • To grow into healthy adults, they also need the right amounts and types of food and exercise. • Good hygiene is also important in preventing infections and illnesses. 	<ul style="list-style-type: none"> • Show how music is made from a series of notes • Create music for a purpose • Review and refine our computer work
--	--	--	--	--

<p>P.E</p> <p>We are learning to</p> <ul style="list-style-type: none"> • Coordinate different body parts to move in different ways • Change speed and direction while running • Use dodging skills to evade and tag • Perform different types of jumps • Jump a self-turned rope • Balance while performing different activities 	<p>Music</p> <p>We are using the 'Charanga' music scheme</p> <p>The Unit for this term is called: 'Ho Ho Ho'</p> <p>The Musical foci for unit this are duration and pitch</p> <p>This includes:</p> <ul style="list-style-type: none"> • Understanding the pulse/beat • Exploring duration through patterns of long/short sounds • Pitch – understanding that this means high and low sounds on pitched percussion <p>Main vocabulary plus pulse, rhythm, rap, melody, singers, perform, keyboard, bass, guitar, percussion, trumpets, saxophones, improvise, dynamics, tempo</p>	<p>DT</p> <ul style="list-style-type: none"> • Evaluate existing products and design new ones based on design criteria. • Make a new product and evaluate it based on design specification. <p>Art</p> <ul style="list-style-type: none"> • Drawing line & shape. • Creating line drawings of London timber houses.
---	---	---

How you can help at home?

We greatly encourage and appreciate your involvement in your child's learning and you are always welcome to ask questions or seek advice on how you can support your child's learning at home. Here are a few ideas.

Communication and language

- Share and talk about stories and information in books.
- Be aware of too much background noise e.g. tv, radio etc.
- Encourage your child to speak in full sentences and pronounce words clearly, focusing on the 'th' sounds.
- Help expand your child's vocabulary by questioning new word meanings.
- Encourage retelling of events and stories following a clear sequence.

Please speak to us if you have any concerns about your child's language development.

Personal Social & Emotional Development

- Encourage their attempts at independence and don't worry when they don't always get things right e.g. dressing themselves, doing up fastenings, tidying up. Dressing themselves and looking after their own clothes is particularly important now we are starting P.E.
- Value and praise the effort that a child is putting in to a challenge even if they don't succeed
- Play simple turn taking games.
- Encourage good oral hygiene including tooth brushing and limiting sugary food and drinks.
- Encourage a healthy, balanced diet and support them to try new foods and make healthy eating choices
- Facilitate regular exercise and movement opportunities
- Encourage a good bed time routine and support them to understand why sleep and rest is good for our bodies
- Talk to your child about their trusted grown-ups and what to do if a stranger approaches

Mathematics

- Challenge your child by counting in 2's, 5's and 10's. You could even start thinking about counting in 3's!
- Use the White Rose App to practice daily challenges.
- Practicing number formation to make sure tens and ones are formed correctly.
- Play counting-based games such as dominoes, ludo, snakes and ladders or number snap.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.
- The website 'topmarks' has some good maths games for this age group including:
<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>
<https://www.topmarks.co.uk/maths-games/daily10>
<https://www.topmarks.co.uk/maths-games/hit-the-button>

English

- Share stories and books daily with your child. Talk to them about what they have heard and what they have read. Question them about what they have read including what, why and how questions.
- Encourage your child to log in to <https://www.oxfordowl.co.uk/> to re-read the books we have read in class.
- Listen to your child read their decodable phonics books at least three times a week. Encourage them to practise until fluent and reading with expression.
- Use 'pure sounds' when supporting your child to sound out words.
<https://www.youtube.com/watch?v=UCi2mu7URBc>
- Encourage reading in the environment and in everyday activities such as food shopping.

Outdoor Learning

- Take on the Wildlife Trust's 30 Days Wild Challenge! Find details about how to download the 30 challenge cards here: [Your pack - individuals | The Wildlife Trusts](#)
- Go exploring in our fabulous local area. Can you find the waterfall in Hallatrow woods or take a stroll to explore the Somerset Coal Canal at Timsbury Basin?
 - Can you build a wattle wall using sticks?
 - Can you build a structure and test its durability?



Topic based homework ideas!

- Create/paint a picture of 'The Great Fire of London'
- Make a model of houses during the Great Fire of London
- Draw a portrait of King Charles II or Samuel Pepys
- Write a diary about the Great Fire of London as if you were there
- Create a poster to help people be safe from fire
- Research how life in London during the Great Fire was different to life today
- Find out about people who help us
- Help a grownup to do some baking (maybe some delicious bread)
- Write about your own visits to London
- Create a timeline of how the Great Fire of London happened
- Write about how you could help people during the Great Fire
- Any other idea you have!