

Year 2

Newsletter



Autumn Term 2020

Welcome back! We hope you've had a wonderful summer holiday and a well-deserved rest. Hopefully, you are raring to go as we certainly have a fun filled term ahead of us!

English: Autumn 1 - The Snail and the Whale & The Great Fire of London

| <u>The Snail and the Whale</u> | |
|---------------------------------|---|
| Week 1 | This week we will be reading the story of the Snail and the Whale by Julia Donaldson. We will be thinking about the characters and settings in the story, focusing on description. |
| Week 2 | This week we will be writing about the main events of the story, writing from the character's point of view. |
| Week 3 | We will be writing a follow up version of the Snail and whale, focusing on the adventures of the snail family and where they visit next. |
| <u>The Great Fire of London</u> | |
| Week 4 | We will begin by learning about what London was like and what life was like for Londoners in the 17 th Century, collecting facts and presenting this in information texts. |
| Week 5 | This week we will begin to learn about some of the significant people at the time of the Great Fire of London, writing a simple biography for Samuel Pepys. |
| Week 6 | We will be learning how, why and when the Great Fire of London began, writing in character as one of the people who were there at the beginning of the Great Fire. |
| Week 7 | This week we will discuss why the Great Fire burnt down so many houses using different sources of evidence to explain the key reasons for the spread of the fire. |

English: Autumn 2 - The Great Fire of London & How Rabbit Stole the Fire

| Week 1 | We will learn about the events that led to the fire eventually being extinguished and create our own museum information display, showing some of the equipment used and explaining how the fire was put out. |
|----------------------------------|--|
| Week 2 | This week we will learn about what happened in London after the Great Fire, writing letters and reports sharing what we find out. |
| Week 3 | We will plan and create a newspaper report for the day after the Great Fire, including times, dates, facts and quotes from significant individuals at the time. |
| <u>How Rabbit Stole the Fire</u> | |
| Week 4 | This week we will be reading the traditional tale How Rabbit stole the fire. We will be writing a character description about the Rabbit and reflecting on what happens in the story. |
| Week 5 | This week we will be thinking about the main events of the story, describing the setting, creating a story map of the main events and re-telling the story of How Rabbit stole the Fire. |
| Week 6 | This week we will be inventing our own folk tale, thinking about what our characters will do, where the story will be set and thinking about the main events of our own story. |

Maths: Autumn 1

| | |
|---------------------------------------|---|
| Week 1 Number and Place Value | This week we will be reading and writing two-digit numbers up to 100 in digits and words and thinking about the different ways we can represent these numbers using dienes, place value counting and part-whole diagrams. |
| Week 2 Number and Place Value | We will continue to think about two-digit numbers up to 100 this week, partitioning them in different ways and comparing numbers using the greater than, less than and equals symbols. We will also investigate the patterns created when counting in 2s, 5s and 10s. |
| Week 3 Addition & Subtraction | We will be solving addition and subtraction problems and puzzles this week, including using our number bonds to 20 and comparing calculations using the greater than, less than and equals symbols. |
| Week 4 Addition & Subtraction | We will continue our work on addition and subtraction this week solving problems and puzzles in different ways, including solving missing number problems. |
| Week 5 Money | This week we will be using money to make different amounts and finding different combinations of coins that make the same amounts of money. |
| Week 6 2d and 3d shapes | We will be naming 2d and 3d shapes and describing their properties using the correct mathematical vocabulary - edges, vertices and faces. We will also begin to think about symmetry of shapes and use all of our knowledge to sort 2d and 3d shapes. |
| Week 7 Position and Direction | We will be ordering and arranging shapes and objects in patterns and sequences and using the correct mathematical vocabulary to describe position, direction and movement. |
| Week 8 Measures and reading scales | This week we will be measuring length, capacity, mass and temperature using the correct equipment and comparing and ordering the measurements we take using the greater than, less than and equals symbols. |

Maths: Autumn 2

| | |
|-------------------------------------|---|
| Week 1 Number and Place Value | This week we will be solving problems involving counting in 2s, 3s, 5s and 10s forwards and backwards from different starting numbers and solving problems about numbers, explaining our reasoning for the solutions we find. |
| Week 2 Multiplication & division | We will be learning about solving one and two step problems involving multiplication and division and developing our understanding of the link between multiplication and addition and division and subtraction. |
| Week 3 Multiplication & division | We will be using our multiplication knowledge of the 2, 5 and 10 times tables to help us to solve multiplication puzzles and problems. |
| Week 4 Time | We will be learning about reading time on a clock to the nearest fifteen minutes (quarter past and quarter to) and solving problems involving the passing of time. |
| Week 5 Fractions | We will begin our fractions learning developing our understanding of what fractions are, finding and writing the fractions including halves, thirds, one quarter and three quarters of shapes and amounts. |
| Week 6 Fractions | We will continue our fraction learning to include developing an understanding of the equivalence of two quarters and one half, showing this in different ways. |
| Week 7 Statistics | We will be learning about the different ways we can present information using tables, tally charts, pictograms and block diagrams. We will be asking and answering questions about the information presented in these different ways. |

Science Vocabulary

| | | |
|-------------|------------|-------------|
| wood | metal | plastic |
| glass | brick | rock |
| paper | cardboard | rubber |
| squash/ing | bend/ing | twist/ing |
| stretch/ing | push/ing | pull/ing |
| translucent | reflective | flexible |
| rigid | opaque | transparent |
| solid | rough | smooth |

Science: Materials - including changing materials

We will be identifying and comparing the suitability of everyday materials based on their particular uses and finding out how the shapes of solid objects made from certain materials can be changed.

Think like a scientist

We will carry out investigations using the materials we have learned about to answer different questions, recording our findings in different ways to suggest answers to questions.

Theme: All about London

History: The Great Fire of London

Understanding of significant events in the past, thinking about the reasons why things happened and how people were affected. Use timelines to develop our chronological understanding.

Geography: London and its landmarks

Map skills: using compass directions and locational language to describe the location of features and routes on a map. Devising simple maps, using photographs to recognise landmarks and other physical and human features, including a simple key.

Computing: Presenting Information - opening, editing, and saving digital documents.

Music: Play tuned instruments (recorders), singing, Listening to a range of high-quality live and recorded music (Manuel De Falla - Fire Dance).

P.E: Team games - develop agility, balance and co-ordination through Touch Rugby.

Dance/gym - developing sequences of balances and movements in response to different stimuli.

Life Skills: Being my Best! The children will learn about how they can help themselves to be the best learners they can and will learn how they can look after themselves in the best way possible.

R.E: What might God be like? Why is harvest a worldwide celebration?

Art: Artist Study - William Turner. The children will look at examples of Turner's paintings and will develop their understanding of colour, tone and shade.

DT: Making structures Strong and Stable - we will learn about the stability of different shapes and how we can make structures stronger, creating our own house.

RE: What might God be like? Why is Harvest a Worldwide Celebration? What does the Christmas story tell Christians about Jesus?

Theme Vocabulary

| | | |
|-----------------|-----------------|----------------|
| burning | escaping | River Thames |
| Tower of London | fire | leather bucket |
| smoke | fireman | Samuel Peypys |
| bakers | King Charles II | Pudding Lane |
| The Monument | map | directions |
| locations | compass | landmarks |

Homework Autumn 1:

Can you find out about one of the following scientists who have developed useful new materials and present the information in a way of your choosing (e.g. poster, booklet, using the computer)? John Dunlop, Charles Macintosh or John McAdam. **Hand in on: Monday 19th October**

Homework Autumn 2:

Research and create a piece of artwork for a London landmark of your choice. You could include some facts or information about your landmark. **Hand in on: Monday 7th December**

