

Winterbourne Nursery and Infant School
*Inspire – Learn –
Be Proud*

Welcome parents and carers

Year 2

Topics and coverage during
the Spring 1 half term.



Year 2 Topics

This is where we are right now.



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
Muck, Mess and Mixtures	Hardworking Humans	Fire! Fire!	Street Detectives	Sand, Sea and Sun	Joyful Journeys

Our current topic

Fire! Fire!

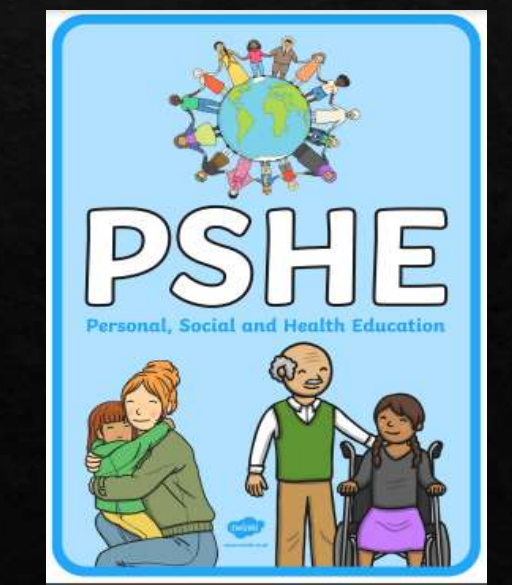
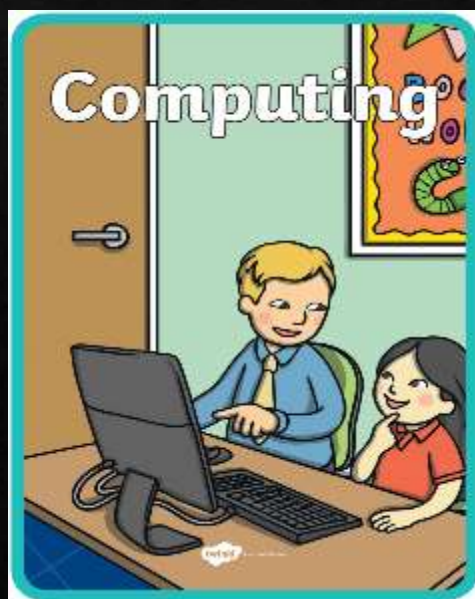
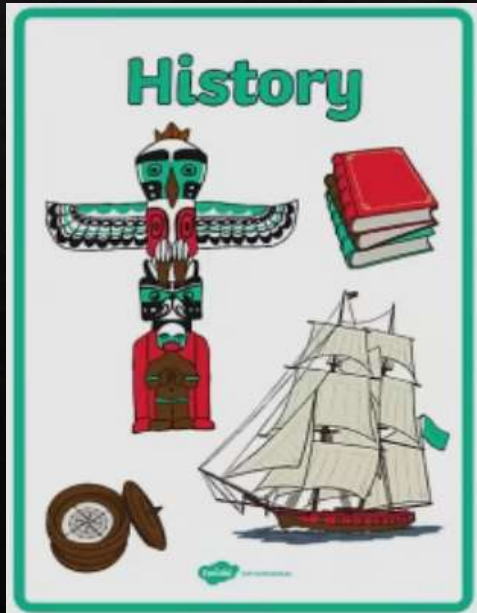
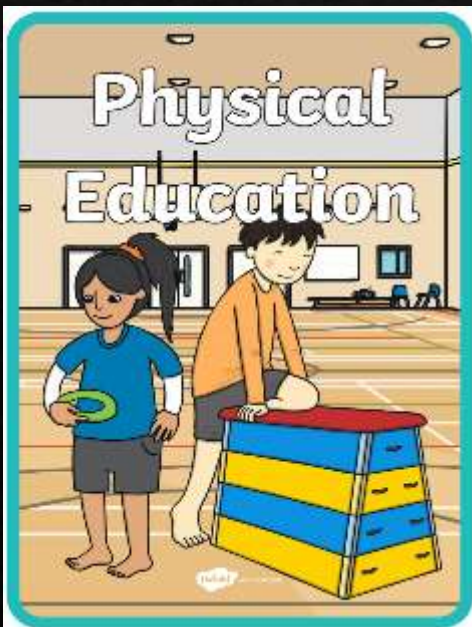
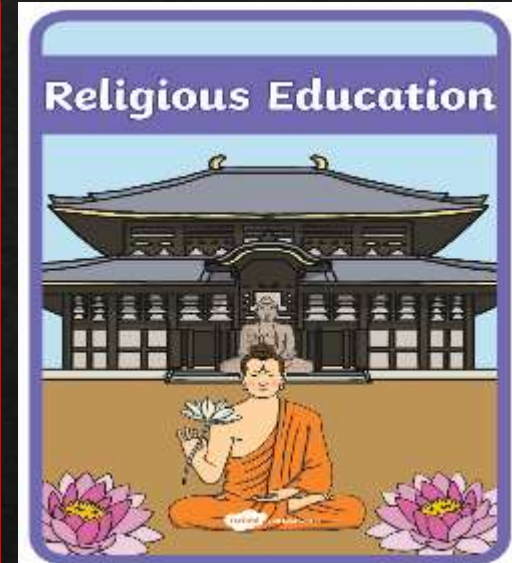
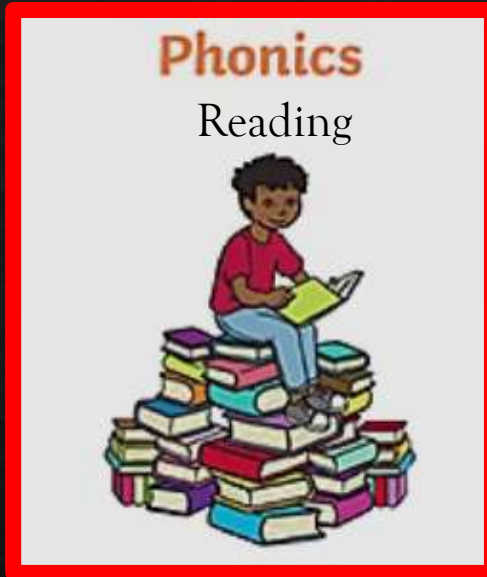
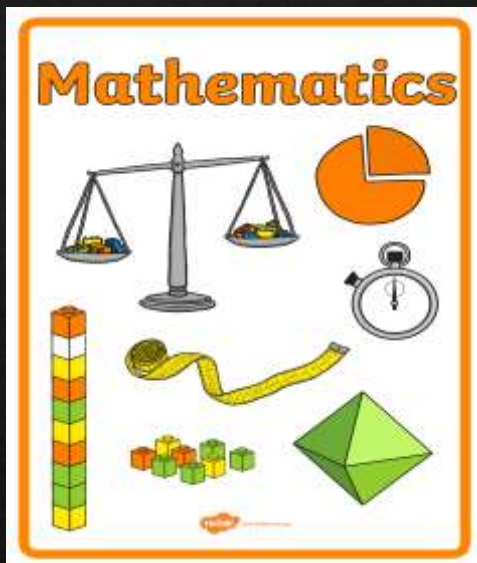
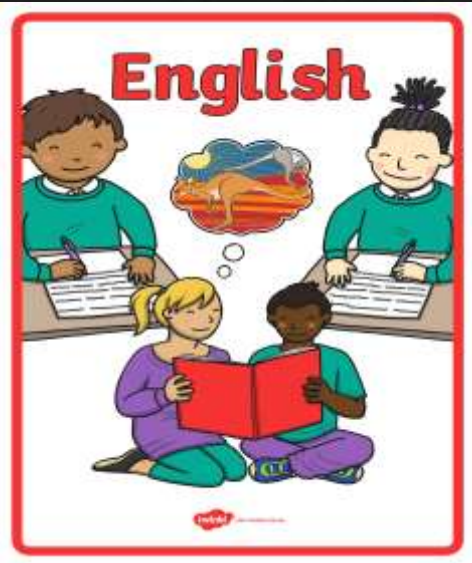


We use this topic to support teaching in all areas of the curriculum.

In this topic the children will be exploring:

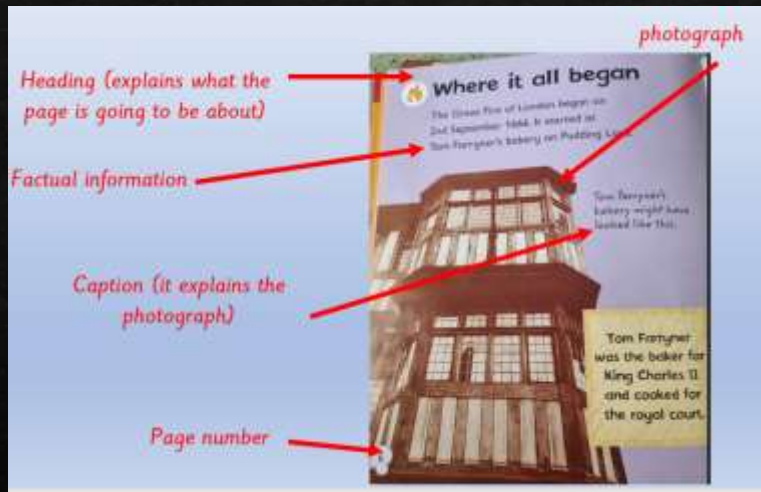
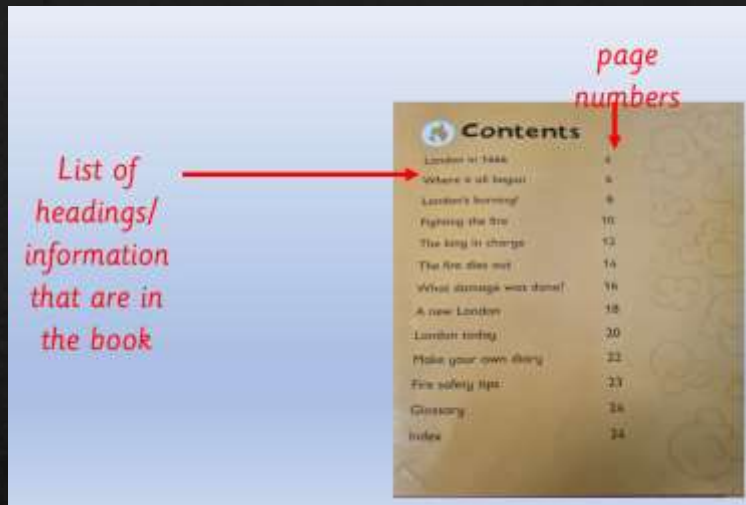
- The timeline of the Great Fire of London and how our city was rebuilt (History).
- Exploring and investigating materials used to make a bakery (Science).
- Creating a home for a fire victim (DT).

This term these are the subjects that are taught within the school day



English

We will be writing our own non-fiction book about The Great Fire of London.



The children will be learning the features of a non-fiction book such as headings, sub-headings, title, caption, contents page, index and glossary. They will then publish their work from their teacher's feedback and self-editing to produce final book.

This term we will be following 'No nonsense spelling' and learning new strategies to spell more High frequency and Common exception words.

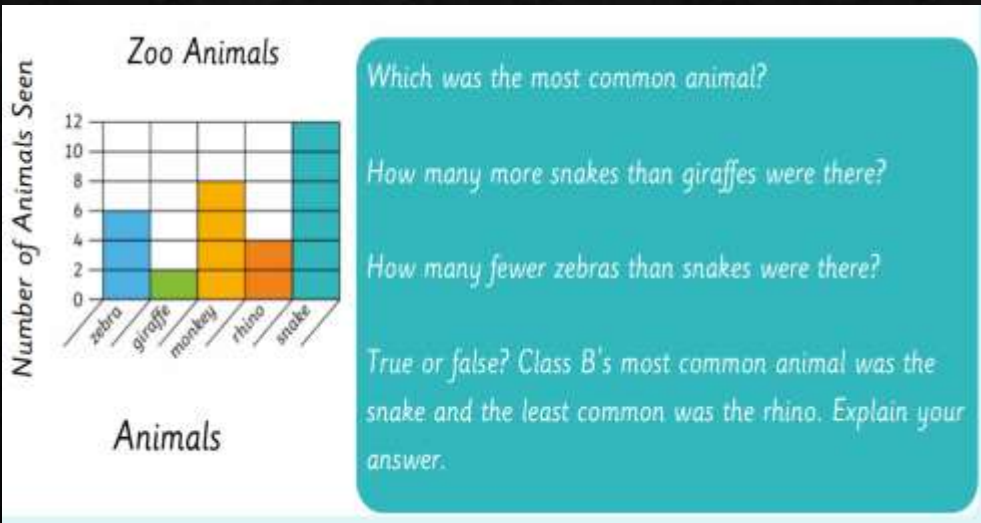


Maths

Statistics, The four operations and money

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams, Venn 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,



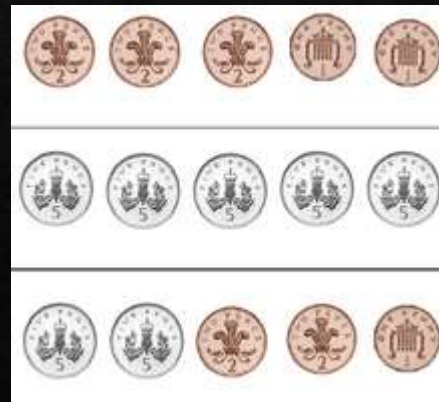
The four operations

- Word problems
- Do they need to add, subtract, multiply or divide? How do they know?

A netball team has 10 players. There are 3 teams at the netball courts. How many netball players are at the courts?



Money



- recognise and use symbols for pounds (£) and pence (p);
- combine amounts to make a particular value,
- find different combinations of coins that equal the same amounts of money,
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change, context.









Science

Materials: Uses of everyday materials.

We will be investigating the properties of materials.

The children will be carrying out experiments; testing the suitability of materials. They will use their prior knowledge on materials and link it to the suitability of a property for a bakery.

Uses of Everyday Materials

metal		plastic	
wood		paper	
rock		glass	
fabric		clay	

Year 2—Spring 1

Key Vocabulary:

Experiment, predict, squash, squeeze, flexible, absorbent, waterproof, transparent, opaque, crumble, bend, stretch, twist, shiny, dull, rough, smooth

History

The Great Fire of London



Year 2—Spring 1

Key Vocabulary: The River Thames, burning, escaping, Tower of London, fire, leather bucket, a fireman Samuel Pepys, King Charles II, the Monument, smoke, baker, Pudding Lane, cart, London

History

The Great Fire of London

We will be exploring and discussing an event beyond living memory- The Great fire of London.

During this topic the children will show an awareness of the past, using common words and phrases relating to the passing of time.

The children will also look at how our city (London) was rebuilt after this tragedy and compare this to the Grenfell fire (2017) , an event within living memory .

History

Trip - Tour of Great Fire of London Walk

Trip dates: -

Tuesday 23rd January - Andersen Class

Friday 26th January - Lewis Class

Monday 29th January - Carroll Class

Friday 2nd February - Dahl Class

Letters have been sent home.



DT



DT

Designing and making

This term the children will be designing a home for a fire victim linked to our GFOL and the more recent Grenfell tragedy.

Children will be working in groups to design a purposeful, functional, appealing home for themselves and other users based on design criteria.

Year 2—Spring 1

Key Vocabulary: structure, building, design, home, features, Tudor house, design, victim, group work

RE

Prayer

In R.E the children will discuss the importance of prayer across the different religions.

They will:

Know the value in communicating needs.

Understand that for religious people praying is talking to God about their needs.

Understand there are many different forms of prayer.

Understand there are many different ways to pray.

Religious Education

Prayer



Year 2—Spring 1

Key Vocabulary:

Prayer	God	Denomination	Communal	Adan	
Salah	Puja	Deity	Shrine	Siddur	Inspire

Physical Education (PE)

Children will continue to take part in a weekly PE session.



Dance

To learn and perform dance skills

To observe each other's dances and describe what they can see

To perform simple rhythmic patterns

To communicate moods and feelings through dance

Children need to come to school on the day they have P.E.

You will find your child's P.E days on the Year 2 newsletter.

Children will continue to take part in the 'Daily Mile'. This supports stamina and general exercise.





Music



Children have a specialist teacher who will teach the child how music and movement relates to our to our topic 'Great Fire of London'.

They will listen to a range to music that relates to the topic such as 'London's burning' and 'London Bridge is falling down'.



Computing

What is a computer?



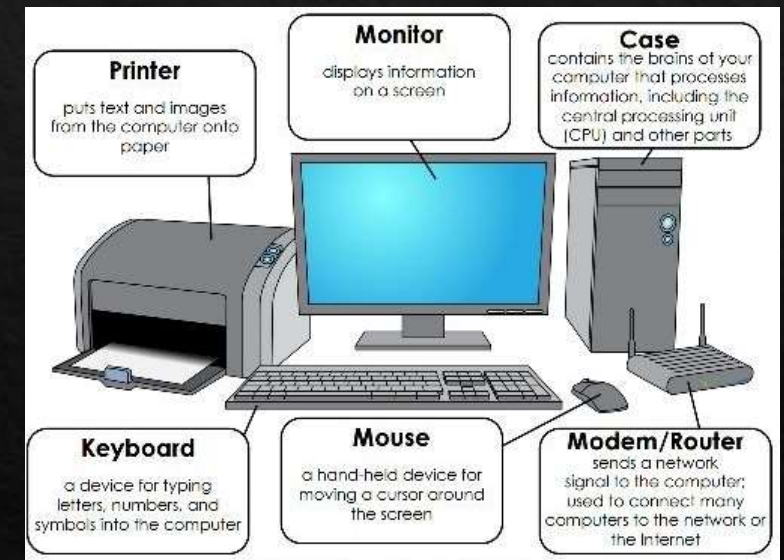
Name the different parts of a computer and their function.

Recognise that buttons cause effects.

Explain that technology follows instructions.

Recognise different forms of technology.

Explain the role of computers in the world around them.





Personal, Social, Health Education (PSHE)

Dreams and Goals



This terms PSHE topic is all about aspirations, how to achieve goals and understanding the emotions that go with this.

The children will learn about how to stay motivated when doing something challenging.

The children will discuss ways on how to have a positive attitude, help others to achieve their goals and work together to achieve things.



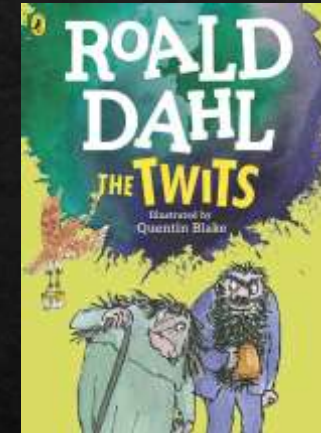
Reading

The children reads with and adult x3 a week in a small group. In the groups they are taught to:

- Identify diagraphs/trigraphs within words.
- Read fluently.
- The meaning of new unfamiliar words.
- Answer questions using the text to help them.
- Explain their answers.
- Opportunities to review books
- Read with expression taking into account of the punctuation.

Daily story time at the end of the day

Weekly reading assembly



Friday morning reading with parents

Reading

- Children will change their books every week. We collect books on a Tuesday and send home books on a Thursday.
- Read with them daily.
- Ask them questions about the story e.g. What has happened? How does the character feel? How would you feel? What would you do?
- Encourage them to find the answer to the question in the text.

Year 2 – Free Readers

Free readers = children who have learnt all the alternative phonemes and can read fluently (60-70 words per minute).

Becoming a ‘free reader’ is where they enter the stage of reading independently for pleasure and continue to develop their reading comprehension by becoming engrossed in a text.

Free readers reading level are assessed every half term and they come home with a book in line with their reading age. The book levels and reading ages for free readers are:

Purple – Reading age 7.5 years– 8 years

Gold – Reading age 8 years – 8.5 years

White or Grey – Reading age 8.5 years – 9 years

Lime or thick chapter books – Reading age 9+ years



Year 2 – Free Readers

A Dangerous City

In 1666 London was a lively town. Its narrow streets were filled with thousands of people. Wooden-framed buildings were built high and leaned towards each other over the roads. Houses were sometimes built so close together that it was possible to reach out of a window and shake hands with the person in the house opposite. London was becoming overcrowded yet nobody thought about the risk of fire.

Crowded housing meant that fire was not the only danger that Londoners faced. In 1665 the plague had spread quickly and killed many people.



Free readers read with their class teacher in a 1:1 setting on a Tuesday. On Wednesdays and Thursdays, they work with their class teacher and peers (who are also free readers) reading and discussing a language rich text.

Year 2 – Free Readers

Use the separate reading booklet to help you find the answer to these questions.

1. Why could people reach out of their windows and shake hands with their neighbours? (page 4)
-
-

2. What was meant by the term 'greedy fire'? (page 7)
-

3. Tick if the statements are true or false: (pages 4-8)

	True	False
Samuel Pepys wrote the events of the fire in his diary.		
The fire was small.		
London was becoming overcrowded.		
The fire started in Pudding Lane.		

Once they finish reading the text they sit a reading comprehension paper which their class teacher marks and stores as evidence towards their end of Key Stage One results.

Other Information

Spellings

- A list of common exception words are on the weekly newsletter.
- They must learn how to spell these words correctly by the end of Year 2!
- Practise, practise, practise!

Maths

- On a Monday children will practicing methods solve arithmetic paper as a class.
- They will discuss which methods they find easiest and how they found their answers.
- The children will then sit the same arithmetic paper on a Friday independently.
- This paper will be sent home on a Friday and their teacher will record their score.
- Helps their mental maths.



Homework

- Children will receive CGP books.
- The pages they must complete will be highlighted on the newsletter.
- Their homework will relate to what they have been learning in class that week.
- Make it an enjoyable experience.
- The answers are in the middle or back of the books. Please mark them with your child.



Questions or queries?

You are still able to email your child's class teacher directly.

Lewis class: lewisclass@winterbourne-inf.croydon.sch.uk

Carroll class: carrollclass@winterbourne-inf.croydon.sch.uk

Andersen class: andersenclass@winterbourne-inf.croydon.sch.uk

Dahl class: dahlclass@winterbourne-inf.croydon.sch.uk