

Y2 Curriculum News – Autumn 2 2023

'Working together to achieve success'



This half term we are going to be asking the question: 'Why did the Great Fire of London spread so fast?' We will be historians finding out about life in London in the past and investigate the Great Fire of London. History, geography and music will be the lead subjects this half-term.

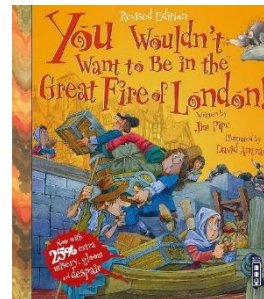


As **writers**, we will be focussing on using full stops and capital letters accurately. We will be using the co-ordinating conjunctions 'and' and 'so' as well as the subordinating conjunctions 'because' and 'when'. We will practise orally rehearsing sentences before we write and punctuating sentences correctly. We will learn how to spell past tense verbs ending in -ed and some irregular verbs. We will focus on creating cohesive pieces of writing. Our main text will be the *Elves and the Shoemaker*, where we will create innovations of the story to make it our own and practise writing cohesively in the past tense. We will then write a range of non-fiction texts based on the Great Fire of London, using a range of books and other sources to help us.

Key vocabulary: elegant, raggedy, elves, twirly, poor, grateful, scampered, clothes, past, because, so, rapid, spread, impact.



As **readers**, we will learn new vocabulary linked to both our topic and our class book, **The Elves and the Shoemaker**. In guided reading sessions, we will use a range of reading strategies to develop our reading fluency – focussing on phrasing and expression. We will also develop rocket retriever strategies to find information from the text.



As **mathematicians**, we will learn to tell the time to o'clock, quarter past, quarter to and half past. We will represent multiplication with repeated addition and equal groups, learning how to draw arrays. We will interpret bar charts, tables and pictograms to understand data and recognise that two halves make a quarter. We will practise measuring and recording capacity using millilitres and litres as units and understand the value of coins by adding two quantities of money together. **Key vocabulary:** o'clock, quarter past, quarter to, units, capacity, ml, l, repeated addition, array, equal groups, multiplication, bar chart, pictogram, table, data, interpret, half, quarter.



As **sportspeople**, we will be focusing on gymnastics and netball this half term. We will learn how to carry out pencil and forward rolls and practice our balancing skills by balancing on different parts of the body. In netball, we will learn how to throw and receive bounce passes and concentrate on working together in a team. **Key vocabulary:** roll, balance, bounce pass, team player, strategy, performance, sequence

As **geographers**, we will be learning about the locational geography of the United Kingdom. We will know the four countries of the UK and use directional language to explain where they are located, as well as the location of their capital cities. We will also name and locate the seas surrounding the UK. We will use atlases to locate Morecambe and Heysham on a map of the UK and identify some key landmarks through maps and other aerial images. **Key vocabulary:** north, south, east, west, England, Northern Ireland, Scotland, Wales, capital city, sea, Morecambe, Heysham, village, town.



As **historians**, we will be investigating the Great Fire of London. We will use a range of books and historical sources to find out about the past. We will learn about life in London in the 17th century and the cause of the fire. We will then look at the diary entries of Samuel Pepys to learn about why the fire spread so fast and what it was like to be there. We will then discuss the importance of the fire and how London changed after the event.



As musicians, we will learn how to create our own rhythms – both singing them and playing them on untuned percussion instruments. We will create call and response sequences inspired by the tune “London’s Burning”. We will learn how to play a pulse on a percussion instrument whilst singing a simple tune. **Key vocabulary:** pulse, rhythm, pitch, composer, conductor, untuned percussion.

Homework: In KS1, the children are expected to read daily with an adult and have at least four signatures in their reading record from an adult. We monitor this every Friday when we change home reading books.