


<p>Term 6 Exploring London</p>	<p>We're about to embark on an exciting journey back in time to the year 1666! This term, we'll delve into the fascinating story of the Great Fire of London. Can you imagine what it was like to live in London before and after such a significant event? Together, we will ask and answer questions about daily life in this bustling city, exploring the sights, sounds, and stories of the time. In History, we will travel back in time to discover the story of the Great Fire of London and find out how a small fire became one of the most famous events in British history. We will become history detectives, investigating how and why the fire started, how it spread so quickly, and what happened to the people who lived in London at the time. We will also learn about Samuel Pepys and explore his diary to uncover clues about what he saw during the fire. In DT, we will become bakers as we design and make our own delicious bread. We will explore ingredients, learn how bread is made, and use our creativity to design products before tasting and evaluating our finished creations. Our geography learning will take us on a journey around the United Kingdom. We will discover the four countries that make up the UK—England, Scotland, Wales and Northern Ireland—and learn about their capital cities with specific focus on London. Along the way, we will explore famous landmarks, uncover interesting facts, and develop our map skills as we investigate what makes each place special.</p>	
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PE DAY:	TUESDAY & FRIDAY
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LIBRARY & READING BOOK CHANGE:	MONDAY
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Key dates for the term can be found on the weekly newsletter. This will include the dates of sports afternoon, sharing assembly, topic workshops etc.

FREQUENTLY ASKED QUESTIONS		
<p><u>What should my child wear on PE Days?</u></p> <p>As Tuesday and Friday are our PE day, your child should be wearing:</p> <ul style="list-style-type: none"> • a white t-shirt • black joggers or leggings • trainers • Any earrings taken out or covered 	<p><u>What does my child need to bring into school every day?</u></p> <p>Your child needs:</p> <ul style="list-style-type: none"> • a bookbag containing their yellow reading record and reading book • water bottle <p>On Monday, they will also need their library book.</p>	<p><u>When should I read with my child?</u></p> <p>Reading at home can have a huge impact on children's progress, as well as encouraging them to read for pleasure. Children should read to you as many times as possible.</p> <p>When your child reads to you, don't forget to sign in your child's reading record.</p> <p>Enjoying library books or a book from home together is a great way to discuss new vocabulary and develop a pleasure for reading. This could be your child reading to you or you reading to them.</p> <p>For book suggestions, you can always ask your child's teachers or have a look for new titles here: Everybody Read Category: Key Stage 1 Letters and Sounds</p> <p>We thank you for your support.</p>
<p><u>Homework</u></p> <p>Although we don't provide compulsory 'homework'. At the bottom of this document there are plenty of suggestions for how you can support your child at home.</p> <p>This term we are sending home 'Times tables rockstars' logins to support multiplication and division fluency so look out for these in yellow reading records.</p> <p>We will also be sending out an update of your child's progress in spelling and reading common exception words / 'tricky' words as these provide a strong foundation for fluent reading / writing. Keep an eye out for these and any support you can provide at home will be sure to make a positive impact 😊</p>		

Learn Together

In Learn Together, we will be exploring the following:

Growing and changing:

- Identify how much they have grown since birth.
- Discuss how their likes/dislikes have changed over the years.
- Discuss how their family circumstances have changed e.g. new siblings, new home, new pet.
- Identify any changes that have occurred within the school community.
- Discuss how change can affect feelings e.g. excitement, insecurity, apprehension, anticipation, happiness.
- Identify any changes within the local community over the past number of years e.g. new supermarket, road etc.
- Opportunities to discuss and debate whether change is always positive.
- Identify any changes that occur within the practice of one belief system e.g. receiving communion, wearing a headscarf, fasting for Ramadan etc.

RSHE:

- how to help keep themselves safe at home in relation to electrical appliances, fire safety - links to Great Fire of London
- about change as people grow up, including new opportunities and responsibilities
- preparing to move to a new class and setting goals for next year

The **rights** that we will focus on this term include:



ARTICLE 12: You have the right to give your opinions freely on issues that affect you. Adults should listen and take you seriously.

ARTICLE 13: You have the right to share freely with others about how you feel, what you have learnt and think through discussion, drawing, writing or in any other way unless it harms other people.

ARTICLE 14: You have the right to choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

ARTICLE 24: You have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in.

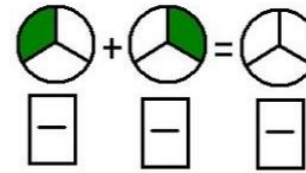
ARTICLE 29: Your education should help you to fully develop your personalities, talents and abilities. It should teach you to understand your rights, and to respect other people's rights, cultures and differences. It should help you to live peacefully and protect the environment.

Mathematics

Below is an outline of the intended progression of learning in mathematics this term. It may be altered where necessary.

Fractions:

We will begin the term by concluding our fractions unit. Children should be able to recognise and find halves, thirds, quarters and wholes. As well as being able to add fractions to make a whole (shape / number).



Statistics:

Within this block, children are introduced to statistics and different representations of data for the first time. They will be taught how to interpret and make their own:

- Tally charts
- Tables
- Block diagrams
- Pictograms

Key ⚽ = 1 goal

Player	Goals scored
Ann	⚽⚽
Jo	⚽
Mo	⚽⚽⚽⚽
Ron	⚽⚽⚽⚽⚽⚽
Dan	

Time:

Within this unit we will be learning how to tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times. We will also explore how many minutes are in an hour and how many hours are in a day.



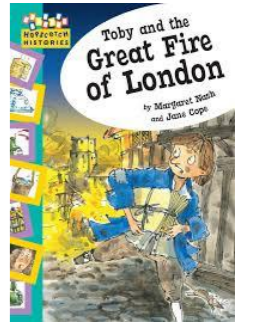
Number Sense

In our daily Number Sense sessions, we will be focussing on mental calculation strategies. We are particularly focusing on building number bonds within 10 and 20 as this builds a strong foundation for future mathematical calculations.

English



This term, we will be developing our descriptive language to write setting descriptions about London. We will use two key texts to support our writing and help bring our ideas to life. To inspire our descriptions of London during the Great Fire, we will be reading *Toby and the Great Fire of London*. In contrast, we will also be reading *Katie in London* to explore the setting of London in more modern times.



Alongside this, we will be working on writing a recount about the Great Fire of London by drawing upon our key texts, our history learning and our exciting topic workshop. This will give us lots of opportunities to share our ideas, build confidence and use ambitious vocabulary. We will be encouraging everyone to take pride in their work, make thoughtful choices in their writing and keep trying their best as they develop as confident writers.

Our focuses in writing this term will be on:

cursive handwriting	use adjectives and expanded noun phrases	use commas in a list	writing in the past and present tense
5Ws: Who? What? Why? When? Where? to add detail and build interest.	power of three with three adjectives (e.g. it was huge, terrifying and hungry) or three simple noun phrases (e.g. It had shiny scales, sharp teeth and a pointy tail.)	review and edit writing	check for spellings

Alongside these, we will be working on paragraphing and ensuring that we remember to consistently use **capital letters**, **finger spaces** and **full stops**. We continue to support children in applying common exception words and spelling rules to our writing.

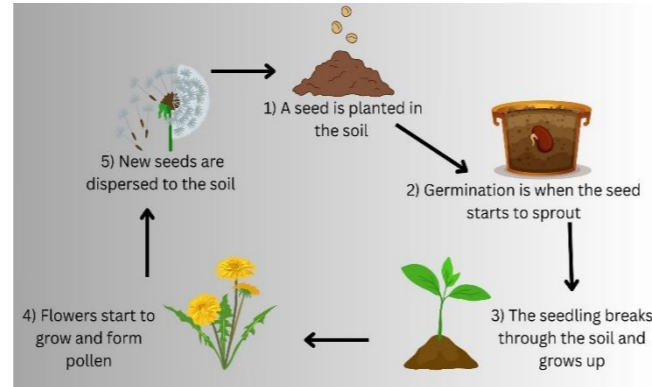


Explicit 'VIPERS' reading sessions and independent comprehension practice provide regular opportunities to develop as readers and writers.

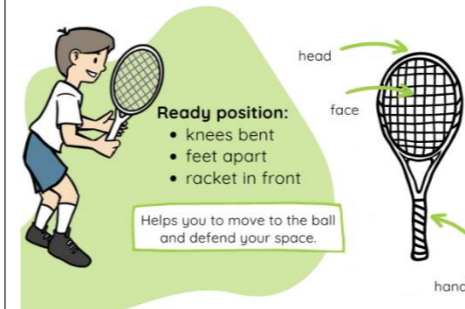
Science - Plants

This term, we will be building upon the knowledge of plants that was developed in Year One. This sequence of lessons will focus upon learning how to:

- know the difference between seeds and bulbs.
- design an experiment to find out what plants need to grow.
- describe what plants need to grow and stay healthy.
- describe the plant life cycle.
- observe and record the growth of plants over time.
- understand that plants adapt to suit the environment.



PE - Net and wall games / Athletics



For the first half of the term, we will be focusing on net and wall game. These are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash.

For the remainder of the term, we will move onto practising our athletics skills which will tie in with our upcoming sports afternoon.

Running:	Jumping:	Throwing:
Running on the balls of your feet, taking big steps and having elbows bent will help you to run faster.	Swinging your arms forwards will help you to jump further.	Throw in a straight line by pointing your throwing hand at your target as you let go of the object.

Follow the link for ideas and games to keep active at home - [Get Set 4 PE - Resource Bank](#)

Geography - The United Kingdom

In Geography, we will be deepening our knowledge of the UK and the 4 counties within.

<p>England</p> <p>The capital city of England is London. There are 9 regions in England.</p> <p>London, Cornwall, The Lake District</p>	<p>Wales</p> <p>Wales is to the west of England. The capital city is Cardiff.</p> <p>Wales is well-known for its beautiful beaches.</p> <p>Tenby Beach, Cardiff</p>
<p>Scotland</p> <p>Scotland is to the north of England. The capital city is Edinburgh.</p> <p>Edinburgh, Ben Nevis</p> <p>Scotland has over 790 islands!</p>	<p>Northern Ireland</p> <p>Northern Ireland is separated from the rest of the UK by the Irish Sea.</p> <p>Belfast is the capital city of Northern Ireland.</p> <p>The Giant's Causeway, Lough Neagh</p> <p>The Atlantic Ocean is to the west of Northern Ireland.</p>

The UK is made up of 4 countries.

History - The Great Fire of London

In History, we are travelling all the way back to 1666 and finding out what happened during the Great Fire of London.

- How did the Great Fire of London start?
- What happened during the Great Fire and how do we know?
- Why did the Great Fire burn down so many houses?
- What could have been done to slow the spread of the fire?
- How did people survive the Great Fire? How should London be rebuilt after the Great Fire.



Computing - Programming animations



You can explore the app at home using the link: [ScratchJr - Home](#)

This unit initially begins by revisiting learning from the Year 1 ScratchJr Programming animations. Children will begin to understand that sequences of commands have an outcome and make predictions based on their learning. We will be practising sequencing and editing blocks of code to create a desired outcome before moving onto designing and creating their own algorithms.

Design and Technology - making bread

In Design Technology, this term, we will be designing and making bread, just like the bakers in Pudding Lane. We will be tasting different types of bread, learning about the ingredients used to make them, and discussing how bread is made. We will then design and make our own bread.

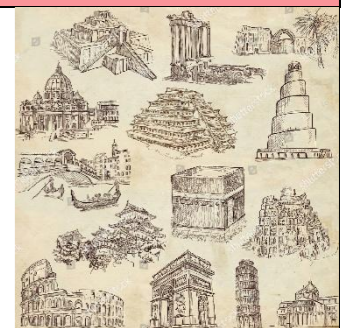


Art - Be an architect

This pathway aims to introduce children to the idea that architects design and make buildings, and to give pupils the opportunity to explore architecture around them, and to create their own architectural models.









Within this unit, the children will have the chance to explore the work of some architects. They will understand that architects design buildings, and that "architecture" can be large, incredible buildings, or smaller places near where I live.

There will be plenty of opportunities to share how we feel about different architectural designs, lots of careful looking and observational drawing before the opportunity to mock up our own architectural models to 'rebuild' London after the Great Fire.



Supporting your child at home

Below you will find some optional ways to support your child at home:

Mathematics	Reading and Spelling					
<p>In mathematics, key skills continue to underpin all learning. You can support your child's fundamental maths skills at home by:</p> <ul style="list-style-type: none"> • Recalling addition and subtraction number bonds to 20 • Recognising numbers to 100 • Recognising number names to 100 e.g. 25 is twenty-five • Counting forwards and backwards in multiples of 1, 2, 5 and 10. • Recognising and adding the value of coins - helping with shopping • Measuring mass while cooking and following recipes. <p>If you would like any ideas / resources to support your child at home then please speak to your child's class teacher.</p> <p>Times tables rockstars:</p> <p>Look out for your child's login in their yellow reading diary.</p> <div style="text-align: center;">  </div> <p>Online resources:</p> <p>The Canine Crew: Measuring Mass - KS1 Maths game - BBC Bitesize</p> <p>Fun maths games and activities - Oxford Owl for Home</p> <p>Place Value Basketball - Dienes Game for 5 to 8 Year Olds</p> <p>Hickory Dickory Clock: A tell the time game</p> <p>Archery Doubles - mobile friendly</p>	<div style="text-align: center;">  </div> <p>In Year 2, we follow the Little Wandle phonics programme. Little Wandle have a tailor made section of their website to provide support and information to parents.</p> <p>You can use the link or can the QR code below to find a wide range of information and videos to support your child with their reading and/or Phase 2, 3 and 5 sounds. For parents Letters and Sounds (littlewandlelettersandsounds.org.uk)</p> <p>Your child should read their Little Wandle book to you at least 3 times a week. The more your child reads the more fluent they will become. Please remember to record this in their yellow reading record.</p> <p style="text-align: center;">Y2 spelling focus this term</p> <ul style="list-style-type: none"> • Apopostrophe 's: boy's bike, Jane's pencil etc • Add 'er' and '-est': dry, drier, dries; noisy, noisier, noisiest. • Add 'ed': copy- copied, try - tried • Recap of spelling rules taught in Y2 					
	<div style="text-align: center;"> <h3>Handwriting</h3> </div> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <h1 style="font-family: cursive;">Letter-join </h1> <p>This term, we will be focusing on developing our cursive handwriting. This is where we begin to join our letters.</p> <p>In Year 2, we continue to follow the Letter Join scheme and resources can be found on their website. If you require the school login details for Letter Join then please contact your child's teacher.</p> </div> <div style="flex: 1; text-align: right;"> <p><small>Cursive lowercase letters</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">a b c d e</td></tr> <tr><td style="text-align: center;">f g h i j k</td></tr> <tr><td style="text-align: center;">l m n o p</td></tr> <tr><td style="text-align: center;">q r s t u</td></tr> <tr><td style="text-align: center;">v w x y z</td></tr> </table> <p style="text-align: right; font-size: small;">Letter-join </p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid green; padding: 5px; text-align: center;">  <p style="font-size: x-small;">Horizontal joins</p> </div> <div style="border: 1px solid green; padding: 5px; text-align: center;">  <p style="font-size: x-small;">Double letters</p> </div> <div style="border: 1px solid green; padding: 5px; text-align: center;">  <p style="font-size: x-small;">Diagonal joins</p> </div> <div style="border: 1px solid green; padding: 5px; text-align: center;">  <p style="font-size: x-small;">Tricky letters</p> </div> </div>	a b c d e	f g h i j k	l m n o p	q r s t u	v w x y z
a b c d e						
f g h i j k						
l m n o p						
q r s t u						
v w x y z						

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	