

Topic Snapshot—YEAR TWO

Term 3—Brunel's Bristol

Our key texts reflect this topic and the information below shows how the topic links to the National Curriculum (blue text). The key skills which link to effective learning and development (black text) are also listed. We have also put ideas for home learning (red text). As we move through the term the planning will be influenced by the children's learning, interests and responses.

LITERACY:

Phonics: We have daily Phonics lessons, using Read, Write Inc. for children who are using this as their main strategy for reading. Children will be grouped with other children from across the school to ensure they get the correct support and challenge. Children will move on to Guided Reading lessons where there is a focus on reading with fluency and expression. Children will reread an extract from a text over a week and answer comprehension questions linked to the text. **Children will apply phonics knowledge as the route to decode words. Please practice reading their phonics book with your child everyday.**

Writing: This term in literacy the children will be focussing on non-fiction writing about the Victorians. We will be writing comparison texts about how life is different now to the Victorian times as well as a biography about Brunel. We will also be writing a first person narrative about being on the SS Great Britain linked to the text; *Emily's Surprising Voyage* by Sue Purkiss.

Spellings will continue to go home each week with Spelling Tests on the following Monday. The children are also working hard to improve their handwriting; many children are now joining their letters accurately and neatly. We will also be doing some comprehension activities each week in class. **Letters being the correct size in relation to one another and beginning to join some letters. Practise handwriting at home, using a pencil and forming letters neatly.**

Reading: Children will reread phonically decodable books and then a wider range of texts. They will re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading through one to one reading with their Class Teacher every week. Your child can choose a book to take home. **Please encourage your child to read it at least 3 times to develop fluency and sign the Reading Log. If your child is reading a longer, chapter book then read a little every day.**



4 equal groups of 10



6 equal amounts of 5 pence

MATHEMATICS

This term we be learning to use money and then moving on to multiplication and division. Recognise and use symbols for pounds (£) and pence (p); Find different combinations of coins that equal a total. Solve simple problems with money of including giving change. • Recall and use facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. • Solve problems involving multiplication and division

At home you can practice the 2, 5 and 10 times tables and get them to help you with shopping tasks, adding up items.

Computing

The children begin each term with e-safety lessons, and then move onto coding activities. Create and debug programs to move Beebots to different places, and use logical reasoning to make predictions .

At home, remember to use the Chromebooks and access Google Classroom as well as Learning with parents. If you are unsure on how to access any of these, please speak to your class teacher.

PSHE (Jigsaw):

This term's theme is 'Dreams and Goals.' Children will have opportunities to think about their dreams for the future and how they can work towards an individual and group goal.



History and Geography :

Through the topic the children will be learning about the how Bristol has changed. We will be comparing historical and modern photographs of different places as well as maps to see how our local area has changed. We will learn about Victorian life in Bristol and St George. We will be finding out what school was like for children in Victorian times. We will learn about Brunel and how important he has been in shaping Bristol, we will look at the *SS Great Britain*, the GWR route from London to Bristol and the Clifton Suspension Bridge and discuss the consequences on both Bristol and the world. We will also be visited by someone from the George Muller museum to talk about the important roll he played in Bristol.

We have 2 trips planned, a local area visit on Thursday 16th January in the afternoon and a trip to the SS Great Britain on Tuesday 21st January. If you have a current DBS and are able to help please let your class teacher or the office know.

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

How old are the places around where you live? Can you compare some of the more modern buildings to those that were built some time ago, how are they similar or different?



RE: How do we know some people have a special connection to God?

Children will be exploring how we know that some people are believed to have a special connection to God through looking for clues in religious stories.

- Recognise parts of Jesus' birth story that tell us some people believe Jesus is special.
- Understand that religious stories can help us learn about religious beliefs.
- Identify some parts of the story that tell some people that Guru Nanak was special as a baby.
- Identify miracles in the stories that tell some people that some children are special.
- Make comparisons to other stories.
- Describe why Krishna might be seen as special by some people.
- Identify parts of the story that tell us that Muhammad is special to some people.
- Identify a miracle believed to have been performed by Jesus as an adult and the significance in religious stories.

PE

Coaches who will be teaching PE day on a Friday with a focus on Agility, Balance, and Coordination (ABCs) and Participation. We will also be continuing with brain breaks in the class using BBC Supermovers.



Art & Design Technology Structures: Clifton Suspension Bridge

In this unit children will learn how to make items strong and stable by experimenting with different materials.

- Identify man-made and natural structures.
- Identify stable and unstable structural shapes.
- Contribute to discussions.
- Identify features that make a chair stable.
- Work independently to make a stable structure, following a demonstration.
- Explain how their ideas would be suitable for Baby Bear.
- Produce a model that supports a teddy, using the appropriate materials and construction techniques.
- Explain how they made their model strong, stiff and stable.



A Few Reminders

We would really appreciate any support with Reading in school, craft activities or occasional help with class trips. If you are able to help then please go to the Office and ask for a DBS pack.

Could we please ask that all children's belongings, particularly clothing are clearly named and that your child brings their Book Bag and Reading Log to school every day.

Please send your child in with their PE kit on for their lessons on Fridays.

If your child is being picked up by someone other than yourself please ensure the Teacher/Office is aware of the arrangement. The Teacher/Office must be informed of any changes to these arrangements by the end of the day concerned.

If you have moved house, changed telephone numbers or any other contact details please tell the Office.