

Home Learning:

Homework will be sent home every Thursday and a picture should be uploaded to your child's portfolio by the following Thursday.

Spellings will be uploaded to spelling shed every Monday to practice every night. Spelling test will be on Friday.

Daily: Reading, Spelling Shed, Times Table Rock Stars

By the end of Year 2: Children should know by heart their 2, 5 and 10 times tables.

PE:

PE will be on Tuesdays and Thursdays. It is very important that pupils remember their kit- a white polo shirt and black or navy shorts. Long hair must be tied back and earrings removed or covered.

LAYCOCK PRIMARY SCHOOL

Years 1 and 2

Spring 1

A copy of this curriculum leaflet can be found on the school website.

www.laycockprimary.co.uk



The Great Fire of London

Mathematics

- Shape
- Place Value (within 20) (Y1)
- Money (Y2)
- Addition and Subtraction (within 20) (Y1)
- Multiplication and Division (Y2)
- Place Value (within 50) (Y1)
- Length and height
- Mass, volume, capacity, temperature

RE - How and why do people pray?

- Find out how Christians and Muslims pray.
- Recognise similarities and differences between how Christians and Muslims pray
- Ask questions and respond to questions about prayer

English

- 'Vlad and the Great Fire of London' by Kate Cunningham is our class text
- Recount - diary entry
- Explanation
- Capital letters, full stops and finger spaces
- Writing in paragraphs

History - Great Fire of London

- Explain how and why London was different in the 17th century.
- Explain and order the key events of the Great Fire of London.
- Explain how and why the fire spread and finally stopped and what changed afterwards.
- Explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others.

Spring 1



Science - Living things and their habitats

- Explore and compare the differences between things that are living, dead and things that have never been alive
- Identify that most living things live in habitats
- Identify and name a variety of plants and animals in their habitats, including micro-habitats.
- Describe how animals obtain their food from plants and other animals.

Personal, Social and Emotional Health

Living in the wider world - Aiming high

- Discuss their star qualities
- Talk about jobs they can do when they grow up
- Discuss what skills and interests are needed for different jobs
- Talk about hopes they have for the future
- Discuss what they are looking forward to about next year

Creative Curriculum

- Design and make a musical instrument
- Join materials in different ways
- Evaluate a design
- Programming including Scratch Jr

Physical Development

- Activities developing basic skills for games- simple attacking, defending and spatial awareness.
- Dance
- Introduction to OAA
- Agility, balance and coordination