

# Year 1/2 Curriculum Spring Term 2 2025

Dear parents/carers,

Welcome back! We hope you had a lovely half term break and are ready to take on another fantastic half term at school!

The children have a wonderful looking half term ahead, including our school trip on Thursday 13<sup>th</sup> March to Tudor House! Please read to find out more information about what the children will be learning at school and how you can support them at home.

Kind regards,

The Year 1/2 team

## Key vocabulary for the upcoming theme:

**Art:** weave, loom, warp, weft, pattern, textiles, colour, position, horizontal, vertical, texture, thickness, tone, contrast, mood, primary, colour, secondary, colour, neighbouring, complimentary, lighter and darker.

**Computing:** algorithm, instruction, BeeBot, order, Sequence, test, debug, predict, design, create, programming, code, debugging, start, finish and decomposition.

**History:** Samuel Pepys, The Great Fire of London, Pudding Lane, sources, questions, spread, enquiry, reasons, explanation, consequences, changes, bakery, King Charles II, River Thames, diary and leather bucket.

**Music:** voice, expression, London's Burning, beat, rhythm, tone, volume, tempo, chants, rhymes, listen, tuned, instrument, untuned, instrument, sounds, composition and dimension.

## Theme

Our theme for this half term is **Fire Fire!** and it will focus on the following subjects within the children's theme and English lessons.

**English:** The children will be looking at the book, *Vlad and The Great Fire of London*, they will write a poem about the Great Fire of London, including conjunctions, repetition, alliteration, similes, onomatopoeia, and rhyme. The poem will reflect key events, using imagery and sound words to bring the fire to life, while linking ideas with conjunctions and creating a rhythmic flow with rhyme. They will also look at a range of non-fiction texts about The Great Fire of London in order to write a report about the Great Fire of London, incorporating pronouns, adjectives, question marks, exclamation marks, and apostrophes for possession (Y2). The report will include clear descriptions, questions for engagement, and possessive forms, helping children structure information while using punctuation to add detail and emphasis.

**Art:** In Art, the children will explore weaving techniques from around the world and the development of this technique into an art form. They will create individual woven pieces to make a collaborative display of art to represent the Great Fire of London.

**Computing:** In Computing, learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.

**History:** In History, the children will study the Great Fire of London and will enquire as to why the fire of London caused so much damage and what happened as a result.

**Music:** In Music, the children will explore singing 'London's Burning' and in a round as well as other songs, compose music using percussion instruments to represent the different stages of the fire.

## Key notices:

- Please ensure children bring their planner into school every day. These will be checked at least once a week by the class teacher.
- Library day is Wednesday for all Year 1 and 2 classes.
- PE days: Kingfishers Thursday and Friday, Butterflies and Robins Tuesday and Friday.
- Please make sure your child's PE kit is labelled and in school every day. If your child cannot undertake PE for any reason, they need to bring in a note explaining why.
- Until the weather warms up, please ensure children have named coats as well as long jogging bottoms/ leggings and layers for PE- thank you!

## Home learning reminder

The children should be heard reading at home every day. Please record this in their planner. Thank you!

In Year 2, we use Spelling Shed; your child's login is in the front page of their planner. We will set them a spelling rule each week and test them on the rule on Monday. Year 1 will continue with our Success for All phonics scheme. We will put the phonics sound the children have been learning on SeeSaw each week so you can practise this at home.

We will continue to use a mixture of SeeSaw and paper copies of homework. They will go out on a Friday and need to be returned for the following Wednesday.

Planners are checked by the child's class teacher once a week, please make sure the planner has a parent signature. Thank you!

# Year 1/2 Support at Home

Below are some ideas of what you can do with your child over the next half term to support the learning at school:

## **Practise:**

- Spelling checks will take place every Monday for Y2s. Please support your child by discussing the current week's phonics sound / spelling rules with them and the spellings they are learning.
- In Year 1, children should practise the sound they are working on that week; this can be found on SeeSaw.
- Y2s can practise their Spellings on Spelling Shed.
- Counting in 2s and 10s (Year 1), counting in 2s, 3s, 5s and 10s (Year 2). Can you find opportunities around the house to do this? Counting socks, coins of different values.

## **Play:**

- Exploring numbers up to 100.
- Firefighters! What would you do if you were there during The Great Fire of London?
- Composing your own music using instruments or everyday items, can you form your own family band?
- Have a go at some weaving of materials, explore the over and under pattern.
- Be bossy and give instructions (algorithms) to a human robot, e.g. go forward one, turn right, go forward one, stop.

## **Talk and explore:**

Here are some example ideas to generate discussion about what we will be doing at school.

- Can you find out about the Great Fire of London from the internet or the local library?
- Can you listen to your favourite songs and identify the beat? Talk about the pitch, tempo and volume of the instruments throughout the song, what mood does this portray?
- Have a go at weaving at home!

## **Read:**

- Please continue to read with your child at home and discuss the characters and the themes in their books. When reading, please make a note in their planners.
- Please read a range of fiction and non-fiction books.
- Over the half term, we will be looking at the following books: Vlad and The Great Fire of London by Kate Cunningham alongside lots of other non-fiction texts about The Great Fire of London. Y2s will also be looking at the books from The Hampshire Picture Book Awards.
- Please see book suggestions below for more books to explore.

# Year 1/2 Home Learning

## Spelling

For Year 1 the week's phonics sound, shared reader and phonics practise words will be sent out on SeeSaw each week. Please practise these at home. The children will be informally assessed on their spelling of the week's sound. In Year 2, spellings will be set on Spelling Shed each week and the children will be tested every **Monday** in their planner. There will be 5 words that follow the sound or rule we are learning in class and 1 red word (tricky word) or recap a rule or sound we have already looked at.

## Maths

Maths home learning will be set via Seesaw/ sent out via paper copy on alternate Fridays with the expectation that the task will be completed by the following Wednesday.

The tasks that are will be in line with what the children have been learning that week in Maths, or they may look ahead to what we will be doing the following week.

Here are some example questions and concepts to generate discussion about what we will be doing at school.

- **Practice Contextual Maths** - Count money, measure ingredients, or sort objects.
- **Play Maths Games** - Use board games or apps for fun maths practice.
- **Hands-On Activities** - Use Lego or counters for adding, subtracting, and pattern making.
- **Daily Practice** - Do quick counting or number challenges every day.
- **Read Maths Stories** - Find books with number problems or patterns.

## English

English home learning will be set via Seesaw/ paper copies on alternate Fridays with the expectation that the task will be completed by the following Wednesday.

The tasks that are set will either link to the children's learning at school or they may be a spelling, punctuation and grammar activity or a reading task.

Here are some example of activities you could do to engage your child with English skills at home...

- **Encourage Daily Writing** - Start with simple tasks like writing lists, drawing and labelling, or keeping a journal.
- **Make it Fun** - Use creative writing prompts or story dice to spark imagination.
- **Practice Letter Formation** - Use tracing, sandpaper letters, or playdough to form letters and words.
- **Read Together** - Read books aloud and talk about the structure of stories, emphasizing how writing works.
- **Writing with Art** - Have children draw pictures and then write a sentence or two to describe them.

## Reading

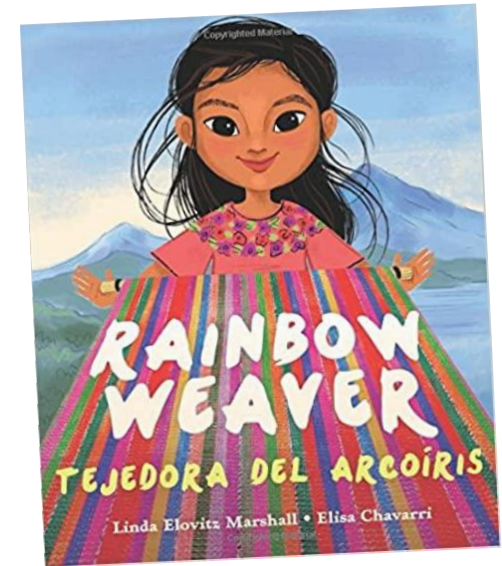
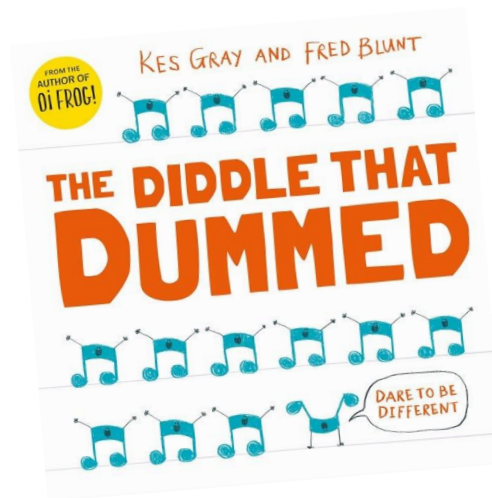
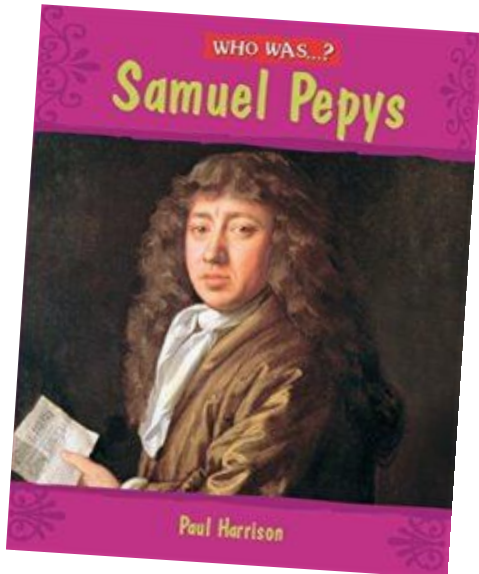
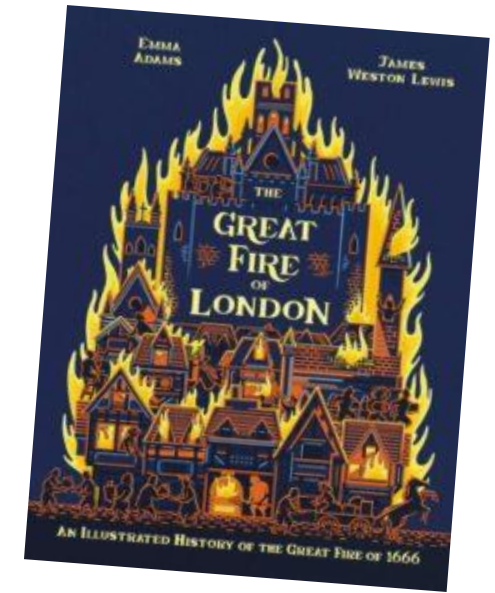
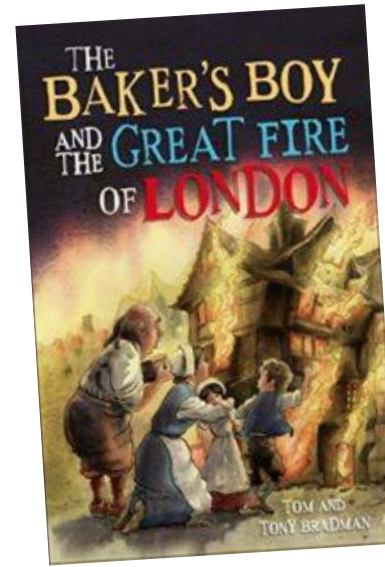
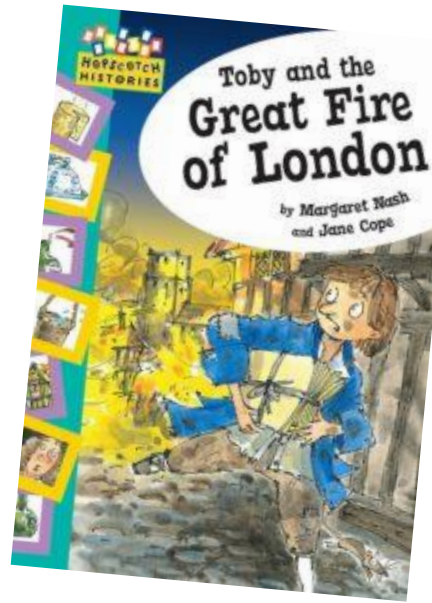
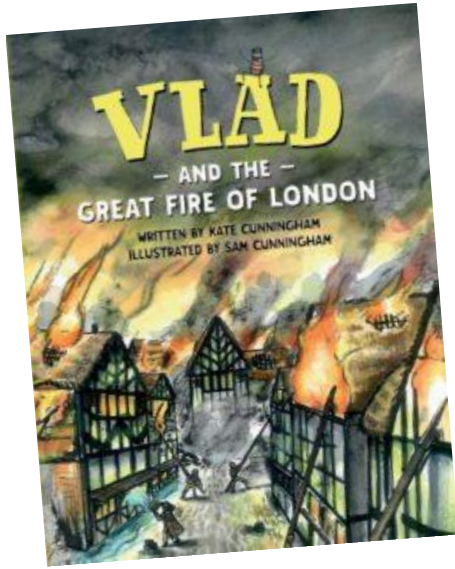
We always promote a love of reading, as it underpins all of the learning we do at school. Our curriculum includes exploration of a range of books, the children will have weekly trips to the library where they will be issued with a book of their choice and your child will continue to bring home a reading book, which is matched to their reading ability.

We expect the children to be reading five times a week at home with an adult. Please **record this in the planner every week**. We are happy for you to read to your child, share audio books, take turns in reading pages etc. but the most important thing is to talk about what has been read.

***Planners will be collected once a week, to look at the children's reading log, and returned the following day.***

In Year 1, children continue to follow the Success for All Phonics scheme. They will learn a sound a week and this sound will be sent home via SeeSaw so you can practise it at home. Your child will also have a book matched with the sound they are working on at school, make sure to listen to your child reading this at home.

Books to explore...



## English

**Writing Task:** Ask children to imagine they were there and write a short diary entry about the fire.



# Fire Fire!

## Home Enrichment Opportunities



## Music

**Song writing:** Create a simple song about the fire, using different pitches to represent different parts of the story.

**Body Percussion:** Instead of instruments, use **claps, stomps, and pats** to create the fire's journey.



## History

**Role Play:** Act out the story of the fire, with children pretending to be bakers, firefighters, or King Charles II.

**Art & Craft:** Create a "fire collage" using red, orange, and yellow tissue paper over a drawing of old London.



## Art

**Paper Weaving Basics:** Weave paper strips over and under slits to create a checkerboard pattern, reinforcing pattern recognition and fine motor skills.

**Outdoor Weaving:** Weave fabric strips through a fence or hoop, practicing up-and-down movements while reinforcing gross motor skills and pattern-making.



## Computing

**Code the Robot:** One person gives step-by-step commands while the "robot" follows them exactly, teaching sequencing, debugging, and logical thinking.

**Lego Coding:** Build structures by following color patterns or coded instructions, reinforcing algorithms, sequencing, and problem-solving.

