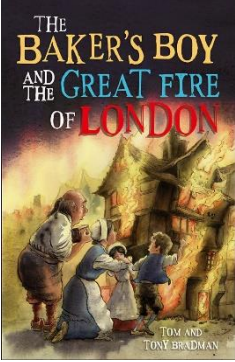


<p><u>Writing Outcomes</u> Use the text ‘Samuel Pepys’ Diary’ and The Bakers Boy and the Great Fire of London’ to write:</p> <ul style="list-style-type: none"> • A diary entry • Newspaper Article • Fire themed poetry 	<p><u>History</u> The Great Fire of London Use photographs and illustrations to compare and contrast 1666 London to modern day London. Know that first hand accounts can be used to find out about historical events. Describe the key events of the Great Fire of London. Place the Great Fire of London on a timeline.</p>	<p><u>Maths</u> Money Recognising and adding coins/notes. Making amounts and giving change. Multiplication and Division Making equal groups. 2, 5, 10 times table.</p>
<p><u>Phonics</u> Spelling rules: Drop e and add y, er, est. Double consonant adding ed, ing, y</p>	<p style="text-align: center;">Penguins Class Term 3 London’s Burning</p> 	<p><u>Science - Consolidation</u> Consolidation and investigation of everyday materials.</p>
<p><u>SMSC</u> <u>PSHE</u> Feelings of sadness and love – how to cope with our feelings. <u>RE</u> Judaism - Passover How important is it for Jewish people to do what God asks them to do?</p>		<p><u>Music</u> To explore sounds and organise musical ideas into a composition inspired by the events of the Great Fire of London. To create sounds to accompany Fire themed poetry To explore and respond to ‘Dance of the Firebird’ by Stravinsky</p>
<p><u>Art – Yayoi Kusama</u> Experiment with different materials for mark making and pattern making. Reflect on and discuss artists work. Remember and give some facts about Yayoi Kusama.</p>	<p><u>P.E.</u> Dance Copy, remember and repeat a sequence of actions. Use counts to stay in time with music. Mirror a partner when dancing.</p>	<p><u>Computing</u> Robot algorithms – Understand what an algorithm is and how it is implemented. Create and debug simple programmes.</p>

Penguins- Group 1

Class Spellings for Spring 1

Please find below your child's spellings for this term. Ensure that you help your child to practise them in preparation for a spelling test each **Friday**

A useful technique to use is:

Look carefully at the word

Cover the word, try to remember it

Write the word from memory

Check to see if you have spelt it correctly

Week 1 Drop the e and add y	Week 2 Drop the e and add er	Week 3 Drop the e and add est	Week 4 Double consonant adding ed	Week 5 Double consonant adding ing
Tested on 12.1.24	Tested on 19.1.24	Tested on 26.1.24	Tested on 2.2.24	Tested on 9.2.24
juicy bubbly greasy icy scaly slimy nosy shiny spicy noisy	cuter larger nicer later paler riper ruder wiser braver safer	cutest tamest rudest wisest closest safest bravest nicest ripest palest	patted hummed dropped hugged yapped jogged trimmed fitted dimmed spotted	putting humming dropping hugging yapping jogging trimming fitting dimming spotting

Penguins- Group 2

Class Spellings for Spring 1

Please find below your child's spellings for this term. Ensure that you help your child to practise them in preparation for a spelling test each **Friday**

A useful technique to use is:

Look carefully at the word

Cover the word, try to remember it

Write the word from memory


Check to see if you have spelt it correctly




Week 1 Are, kn, wr, ph	Week 2 Gn, ore, ey, y	Week 3 Ear, or, tch, dge	Week 4 au, ew, er, common exception words	Week 5 Common exception words
Tested on 12.1.24	Tested on 19.1.24	Tested on 26.1.24	Tested on 2.2.24	Tested on 9.2.24
Share Care Knife Knight Wrap Wrist Dolphin Phone	Gnarl Gnaw Score Explore Key Chimney Happy Cheeky	Torch Fork Itch Stretch fudge Dodge Bear Tear	Alert Server Flew Crew August Haunt Does goes	Could Should Would Called Want Only Half What

Year 2 Term 3 Homework Grid

<p><u>Reading:</u></p> <p>Read daily, recording in contact book.</p> <p>Discuss the following questions with your grown up:</p> <ul style="list-style-type: none"> • What do you think the book is about? <ul style="list-style-type: none"> • Who is the author? • Who is your favourite character? <ul style="list-style-type: none"> • What could happen next? • How were the characters feeling when Happened? How do you know? 	<p><u>Writing/Handwriting</u></p> <p>Practise writing the following words using cursive writing:</p> <p>Fire, London, city, town, modern, old, Samuel Pepys</p> <p>Use the following words in a sentence:</p> <p>Blazing, ferocious, raging, burning</p>	<p><u>Maths:</u></p> <p>Log in to Times Tables Rockstars and complete the set times tables.</p> <p>Log in to Numbots and practise addition and subtraction questions.</p> <p>Log into 1 minute maths using the code posted on dojo each week.</p>
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Optional activities

<p><u>Art:</u></p> <p>Create a fire themed picture using only the colours black, red, yellow and orange. You can use any resources.</p> 	<p><u>Music:</u></p> <p>Record yourself singing a song, either one you like or one you have made up.</p> 	<p><u>History:</u></p> <p>Create a factfile about the Great Fire of London. Include dates, important people and pictures.</p> 
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<p><u>PE</u></p> <p>This term we are learning about dance. Make up your own dance to your favourite song.</p> 	<p><u>Science:</u></p> <p>Make a bird feeder out of materials you can find in your home or around the garden. Take a photo or draw your design.</p> 	<p><u>Writing:</u></p> <p>Write a poem about food, you can be as creative as you like – it could be a repeating poem, a rhyming poem or even an acrostic poem.</p> 
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