

Our topic this half term is “**What is Morecambe like (past and present)?**” with Geography, History and Art being the lead subjects.

Our main texts for reading and writing this half term will be *The Story Machine* by Tom McLaughlin and *The Dragon Machine* by Helen Ward.



As **writers**, we will be creating a range of outcomes based on the *Dragon Machine* and the *Story Machine*. We will be ensuring that we can independently use the key stage one writing skills such as including capital letters, full stops, a range of coordinating and subordinating conjunctions and question marks. We will be writing a set of instructions on how to use our own machine like the one seen in the *Story Machine*. We will then be writing a recount, description piece and non-chronological report based on the imaginative story of the *Dragon Machine*.
Key Vocabulary: whirring, overlooked, amongst, perched, troublesome, clunked, rattled



As **readers**, we will continue to work on comprehension questions using *Rocket Retriever* and *Summarise and Sequence Shadow*. We use *Crimson Clue Hunter* to progress our inferencing skills and use this to inform our writing. Reading fluency will focus on children reading accurately and at the correct speed. We will also be exploring how we can change the tone of our voice and pause at different punctuation.



As **mathematicians**, we will learn how to understand and use the greater than, less than and equal to symbols to compare two or more two-digit numbers. We will use bar models to help us solve missing number problems. We will also read different scales to measure and record volumes. We will also extend our knowledge of fractions by finding one third of shapes and objects and understanding how to count in quarters.

As **geographers**, we will be using atlases, maps and field work to understand and answer the question: what is Morecambe like? We will be going on a trip to Morecambe to observe the different human and physical features in our area. We will be using this to inform our map making skills – creating basic maps of Morecambe and using a simple key to show the features that we saw on our route.

Key vocabulary: key, pier, Morecambe, jetty, promenade, park, play area, map



As **sports people**, we will be focussing on improving our accuracy when throwing and catching whilst learning how to play a piggy in the middle style game. We will also be working on our teamwork skills by learning how to play collaboratively together, deciding on appropriate tactics for the best outcome. We will also learn how to play a simple striking and fielding game, using skills such as throwing a ball to hit a target, catching a long-distance throw and striking a ball with a bat.





As artists, we will be inspired by Morecambe to investigate the element of art: texture. We will use our previously developed understanding and skills in line and tone, to explore the different ways that we can create textures in our artwork. We will use images and real objects that are inspired by Morecambe such as water, seashells and sand. We will refine our ideas to create a clay tile representing the textures found in Morecambe's natural landscape.

Key vocabulary: Texture, line, tone, ripples, grain, fine, clay, scoring

As historians, we will be answering the question, what was Morecambe like in the past? We will use historic maps and photographs to understand what Morecambe was like, including what the location of our school was like before it was built. We will use historic sources to explore how Morecambe has changed in the past and what it would have been like to live in Morecambe in the past. We will investigate the pier fire, research Eric Morecambe and look at how tourism has brought lots of people to Morecambe in the past.

Key vocabulary: Eric Morecambe, pier, destroyed, tourism, sources, historian



As **educated citizens**, we will be learning about our Mossgate value of **responsibility** which links to our values of honesty and respect. As you would expect, children are encouraged to be responsible when changing books, going to the toilets and on the playground.

As **computer users**, we will be continue to code with Mr Smith on a Tuesday afternoon. Using Espresso Coding, we will be creating buttons to control our objects. We will continue to use logical reasoning to predict outputs and to detect and correct errors in our programs (debugging).



Home Reading: Please remember to read daily with your child for at least twenty minutes. Home reading is monitored every Friday when books are changed.

Thank you for your continued support.

The Year 2 Willow team