



Spring Term Class 2

Enquiry Question: Where in the world do you want to live?

Adaption

Key concepts

Protection

Consequence

Curriculum – Explore
Welcome to a splendid Spring Term at Summercourt Academy packed full of inspiring learning opportunities, a new project enquiry question and incredible stories that will broaden children’s understanding of the world around them! Read on for more information!

Literacy
Reading: Phonics and decoding. Children will learn different spellings (graphemes) of the same sound (phoneme) (e.g. the /or/ sound can be spelt oor, au, aw, or ore). Children will also learn to read multi-syllable words.
Comprehension: Children will continue to retrieve information, recall and order events from a text. They will also learn to infer the meaning of words in contexts and to suggest how characters might feel or think based on what is being said and done.
Writing: Y1 – Compose, rehearse and write in full sentences with capital letters, full stops and finger spaces used correctly. They will use “and”, “but”, “so” to join sentences.
Y2 – To write both fiction and non-fiction texts using several sentences punctuated correctly. Begin to use adjectives, adverbs, conjunctions.
Class Books: *The Snail and the Whale*, *Oi! Get off our train*, *The Tiger who came to tea*, *The Owl who was afraid of the dark*, *The Hodgeheg*.

Maths
Count in 2s, 5s, 10s (Y1); Recall 2x, 5x, 10x and 3x times tables (Y2)
Make equal groups and show multiplication as repeated addition and show division as grouping or sharing. Read scales with divisions of 1, 2, 5, and 10.
Use an array to represent and work out multiplication and division.
Find halves and quarters of shapes and quantities. Knowing 2 quarters is the same as 1 half.
Solve fraction, multiplication and division problems involving money and measurements.

Launch Day
Animal themed party with dressing up, games and movie.



- Describe and compare the structure of a variety of animals including fish, birds amphibians, reptiles, and mammals.
- Identify and name a variety of animals in their habitats, inc. microhabitats.
- Identify those that are carnivores, herbivores and omnivores. Describe how animals obtain their food - a simple food chain, and identify and name different sources of food.
- Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Find out about and describe the basic needs of animals, including humans, for survival.
- Identify that most living things live in habitats to which they are suited; describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Carry out observations on animals. Identify and classify animals.

Other curriculum areas

Geography: Name and locate the world's seven continents and five oceans. Locate hot and cold areas of the world in relation to the Equator and North and South Poles.

Compare human and physical geography of Cornwall with Artic, Antarctic and Amazon Rainforest using key vocabulary. Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple compass directions (North, South, East, and West) and locational and directional language to describe a location. Observe and identify seasonal and daily weather patterns. describe weather associated with the seasons and how day length varies.

Computing: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Explain that an algorithm is a way of solving a problem. Give examples of algorithms in everyday life, beyond school. Create and debug simple programs.

RE: Who is Muslim and how do they live? (part 2) and Why does Easter matter to Christians?

Art/DT: Mix hot and cold colours. Create light and dark colour. Work with a variety of brushes. Explore line and mark making in different ways, including shading. Use a range of tools (sponges, fabric) to begin to experiment with texture. Explore pattern through printing and stamping. Evaluate your work and the work of other artists.

PSHE - JIGSAW: DREAMS AND GOALS. Includes goal setting, aspirations for yourself and the world and working together.

Intended Outcome

A resounding understanding that wherever we live, we need to *adapt* to the environment to be able to survive and we also need to take positive actions to *protect* our living environment otherwise the *consequences* would be devastating.

Important Diary Dates

- **4/1/2022:** INSET day
- **5/1/2022:** First day of Spring term
- **7/1/2022:** Animal party (dressing up in animals).
- **WC 21/2/2022:** HALF TERM BREAK



This overview shows the intended learning, which may change due to pupil interests.