



# St Stephens Community Academy

“Embracing Learning; Inspiring Ambition; Celebrating Individuality.”

Year 1 / 2 SPRING TERM 2025

<p><b>Community and Inheritance</b></p> <p>Our learning themes this term are 'Why does it matter where my food comes from?', 'Why do we know so much about where Sappho used to live?' and 'Growing Plants'.</p> <p><b>Reflectiveness, Resourcefulness, Resilience, Reciprocity</b></p> <p>We will be further developing our understanding of these learning skills in order to become more efficient, independent and proactive learners. A particular focus will be on our class capability that the children decided, as a class, was their weakest area, 'Relationships and Leadership'.</p>	
<b>PSED</b>	We will be using Picture News to discuss current events as well as what is happening in the news locally, globally and internationally.
<b>How to help</b>	Talk to your child about current events.
<b>English</b>	<p><b>Reading</b></p> <p><b>Y1</b> - Reading will take place in all areas of the curriculum, as well as during discrete reading lessons. The children will also have independent reading time throughout the week as well as shared reading time as a class to promote a love for reading. The focus for this term will be to continue to develop our phonics knowledge and fluency within our reading. We will also be comparing a range of texts by the same author.</p> <p><b>Y2</b> - Reading will take place in all areas of the curriculum, as well as during discrete reading lessons. The children will also have independent reading time throughout the week to read their Accelerated Reader or Read Write inc. books. The focus for reading this term will be answering questions and making inferences about what has been read, as well as explaining what has happened so far in a piece of text. We will continue to practice reading accurately most words of two or more syllables, to check what has been read makes sense, as well as to correct any inaccurate reading.</p> <p><b>Writing</b></p> <p><b>Y1</b> - As with reading, writing will take place in all areas of the curriculum, as well as during discrete English lessons. The focus for this term will be continuing to develop writing sentences from memory: rehearse, write, re-read, edit; checking for accurate use of capital letters and full stops. Alongside this, the children will be including adjectives, conjunctions and time adverbials within their writing. Writing will include; fiction, instructions, information fact files and non-chronological reports.</p> <p><b>Y2</b> - Just like reading, writing will take place in all areas of the curriculum, as well as during discrete English lessons. We will be focusing on using conjunctions such as or/and/but/when/if/that/because, as well as using the four sentence types in our writing – commands, statements, questions and exclamations. In spelling we will be using the spelling rules and patterns taught so far, to accurately spell many words correctly in our writing. In handwriting we will continue to focus on the formation of capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p>
<b>How to help</b>	<ul style="list-style-type: none"> <li>• Reading with your child daily.</li> <li>• Practising reading and writing the Year 1 / 2 common exception words.</li> <li>• Practising writing sentences from memory.</li> </ul>
<b>Maths</b>	<b>Y1</b> - Our initial focus will be exploring place value with numbers to 20, before moving on to addition and subtraction within 20. We will then be developing our



	<p>understanding of 2D and 3D shapes. The children will then be moving on to place value within 50, which will also include counting in multiples of 2's, 5's and 10's. Our final unit of the term will be measurement which will include weight and volume, length and height.</p> <p><b>Y2</b> – This term we will continue our learning about addition and subtraction. We will also be learning about money (including - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change), multiplication and division (including - recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts), as well as fractions (including - recognise, find, name and write fractions as well as fractions of a length, shape, set of objects or quantity. Write simple fractions and recognise the equivalence of some fractions.)</p>
<b>How to help</b>	<ul style="list-style-type: none"> <li>• Use the MyMaths website to support learning taking place in school.</li> <li>• Use the suggested activities on the home learning grid.</li> </ul>
<b>Science</b>	<p>We will be learning about plants, linked to our 'Why does it matter where my food comes from?' theme. In this unit the children will be taught to observe and describe how seeds and bulbs grow into mature plants and find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
<b>How to help</b>	<p>Discuss the types of foods that you are eating at home. Can the children talk about the food groups? Have a look at some of the food labels and talk about the ingredients for different foods, sugar content etc. When out and about, talk about the types of plants that you can see and the habitat in which they live.</p>
<b>Physical Development</b>	<p>In games sessions will be learning different fundamental skills that support game play. In the second half of the term we will be having our games lessons taught by Plymouth Argyle through the sport of tag rugby. In dance we will be learning how to talk about stimuli as the starting point for creating dance, explore ideas, moods and feelings by experimenting with actions, dynamics, directions, levels and a growing range of movements, compose and perform short dances that communicate and express moods and feelings, describe how their breathing rate, temperature and heart rate change when they are moving quickly and still and show an understanding of mood and describe how a dance makes them feel.</p>
<b>How to help</b>	<ul style="list-style-type: none"> <li>• Practise a variety of moving and balancing skills such as hopping, running, jumping, climbing.</li> <li>• Discuss the importance of keeping active and healthy.</li> </ul>
<b>Creative Arts/DT</b>	<p>In art we will be developing our painting skills. We will evaluate and analyse our learning. Alongside developing our painting skills, we will be exploring the use of colour and texture. We will also be exploring and analysing the work of a range of artists.</p>
<b>How to help</b>	<ul style="list-style-type: none"> <li>• Lots of observational painting of the things around them.</li> <li>• What can you see from your window?</li> <li>• How can you make the colours darker and lighter?</li> </ul>
<b>Humanities</b>	<p>In geography - What a farm is and what happens on a dairy farm How milk is used as a raw material of dairy products? How do weather conditions in Cornwall and Devon compare with those of the UK as a whole? What is trade and what does importing and exporting mean? What are the most popular fruits consumed in the UK and where in the world are they produced? What does 'free range' mean?</p> <p>Our history - The investigation enables pupils to explore a number of key historical</p>



	<p>concepts, particularly the nature of evidence and cause and effect. It also introduces the pupils to the central paradigm of history – studying the past to understand the present better and to inform the future in a more enlightened manner. Pupils are able to think about how historians and archaeologists go about obtaining the evidence they need to reconstruct and interpret the past and particularly the distinction between primary and secondary evidence. The destruction and reconstruction of the iconic city of Pompeii provides an ideal context for achieving this and this historical event is brought to life through the circumstances of one young person, to whom the pupils are able to relate easily. The enquiry also emphasises that the value of studying a specific event in history, such as the destruction of Pompeii, lies more in what the event tells us about the lives of ordinary people at the time rather than the specific and intricate details of the event itself. The investigation also demonstrates how other subject areas connect with History at different scales and can add value to the work that historians and archaeologists undertake. As is appropriate at this stage of learning, pupils are encouraged to relate their studies of Pompeii to their own personal histories and those of their families</p>
<p><b>How to help</b></p>	<p>Reading through the learning organisers that are sent home at the start of each theme.</p>
<p><b>Notes for Parents:</b>          Knowledge organisers and key vocabulary are emailed home, and can also be found on our class information page.          Home learning – a new home learning sheet will be sent out in line with each new learning theme, this can also be found on our class information page. Homework is to be handed in on a Wednesday and the books will be handed back out on the Friday.          PE and wild tribe – please can PE and wild tribe kits be in school every day. These will be sent home at half term, or before if the children get particularly mucky or wet!          Reading books – please ensure the children have their school reading books and reading records with them every day. These are checked daily and will be needed for when the children read in school.</p>	