



## St Stephens Community Academy

“Embracing Learning; Inspiring Ambition; Celebrating Individuality.”

### Learning overview Themes: 'What is the geography of where I live like?' 'How do our toys and games compare with those of children in the 1960's?' Year 1 & 2 AUTUMN TERM 2024

<p><b>Our learning themes are:</b> 'What is the geography of where I live like?' and 'How do our toys and games compare with those of children in the 1960's?'</p> <p><b><u>Reflectiveness, Resourcefulness, Resilience, Reciprocity</u></b> We will be further developing their understanding of these learning skills in order to become more efficient, independent and proactive learners. A particular focus will be on developing active and appropriate listening and talking skills through a range of games and activities and being able to articulate what we have learnt not what activity we have taken part in.</p>	
<b>PSED</b>	<p>We will be focusing on discussing and creating our class charter, developing confidence in expressing our opinions in front of our peers, discussing and understanding the importance of being safe, expressing our feelings in relation to 'the learning pit' and working together as part of a team. We will also be exploring and discussing different emotions and recognising when we are not happy and why, and what we can do to make ourselves and others feel better.</p> <p>We will also be using Picture News to discuss current events as well as what is happening in the news locally, nationally and internationally.</p>
<b>How to help</b>	<ul style="list-style-type: none"> <li>• Talk about different feelings and emotions.</li> <li>• Discuss the importance of sharing any worries or concerns with an adult you feel safe to talk to.</li> </ul>
<b>English</b>	<p><b><u>Reading</u></b> Reading will take place in all areas of the curriculum, as well as during discrete reading lessons.</p> <p><b>Y2</b> - The focus for this term will be to read accurately most words of two or more syllables, to check what has been read makes sense, as well as to correct any inaccurate reading. We will also be concentrating on answering questions and making inferences about what has been read, as well as explaining what has happened so far in a piece of text.</p> <p><b>Y1</b> – We will be continuing to develop our knowledge of the Set 2 and Set 3 sounds; segmenting and blending longer unfamiliar words and re-reading texts to develop fluency.</p> <p><b><u>Writing</u></b> Just like reading, writing will take place in all areas of the curriculum, as well as during discrete English lessons.</p> <p><b>Y2</b> - We will be focusing on demarcating sentences with capital letters and full stops, as well as question marks when required. We will also concentrate on using conjunctions such as or/and/but/when/if/that/because. In handwriting we will be focusing on the formation of capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p><b>Y1</b> - Initially we will be focussing on using our phonics; hearing the sounds in a word, and letter formation. We will move on to looking at sentence structure; capital letters, finger spaces, full stops and checking for sense later in the term. With both reading and writing we will be developing our knowledge of phonics and those tricky common exception words!</p>
<b>How to help</b>	<ul style="list-style-type: none"> <li>• Reading with your child daily.</li> <li>• Practising the common exception words.</li> <li>• Practising letter formation.</li> </ul>
<b>Maths</b>	<p><b>Y2</b> – We will be learning how to read and write numbers to at least 100 in numerals and words along with recognising the place value of a digit within a two digit number (tens and ones). We will be able to identify, represent and estimate numbers using</p>



	<p>different representations including the number line and compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs. We will develop how to use place value and number facts to solve problems, as well as to count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards.</p> <p><b>Y1</b> - Our initial focus will be developing our understanding of numbers within 10: counting forwards and backwards from any number, counting, reading and writing numbers to 10, identifying 1 more and 1 less, understanding more than, less than, and equal to, exploring number sentences involving + or - and = and adding and subtracting singles digits within 10.</p>
<b>How to help</b>	<p><b>Y2</b></p> <ul style="list-style-type: none"> <li>• Practise counting forwards and backwards cross 100.</li> <li>• Practise multiplication facts for 2, 5 and 10.</li> <li>• Choose three two-digit numbers and order them from smallest to greatest.</li> </ul> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• number formation.</li> <li>• Practise ordering numbers within 10.</li> <li>• Explore counting forwards and backwards within 10 from any number.</li> </ul>
<b>Science</b>	<p>In Science we are going to be learning about the uses of everyday materials. We will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses and find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. We will also be really thinking about Working Scientifically. by asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment and performing simple tests.</p>
<b>How to help</b>	<ul style="list-style-type: none"> <li>• Discuss the materials that different objects are made from and why this material is suitable for that objects.</li> <li>• Talk about the different types of weather and impact that this has on our lives.</li> </ul>
<b>Physical Development</b>	<p>We will be working with Arena this term where we will be learning about fundamental skills, which will include locomotor skills such as running, skipping, jumping and hopping and manipulative skills such as catching, kicking and throwing.</p> <p>We will also be completing a unit based on Games skills,</p>
<b>How to help</b>	<ul style="list-style-type: none"> <li>• Play in park, practising fundamental movements such as balancing and climbing.</li> <li>• Talk about what we need to keep our bodies healthy, such as eating healthy food. Discuss the importance of keeping active and healthy.</li> </ul>
<b>Creative Arts/DT</b>	<p><b>Y2</b> - In Art we will be using drawing to develop and share our ideas, experiences and imagination. We will be developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. We will also be learning about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to our own work.</p> <p><b>Y1</b> - We will begin drawing and developing our observational drawing skills. We will evaluate and analyse our learning. Alongside developing our drawing skills, we will be exploring the use of colour and texture.</p>
<b>How to help</b>	<ul style="list-style-type: none"> <li>• Discuss and explore drawing what you can see – you could use a mirror to focus on different facial features.</li> <li>• Talk about what your child is proud of and wants to improve next time.</li> <li>• Have another go!</li> </ul>



<b>Humanities</b>	<p>In Geography our theme is called 'What is the geography of where I live like?' Firstly, we will distinguish between geographical features that are essentially 'human' in origin and those physical features that are natural or at least semi-natural. We will use GIS (Geographical Information System) data on Google Earth and Digi-Map together with our own local fieldwork recording and interpretation to consolidate the understanding of key concepts such as location, distribution and change. We will also gain an awareness of what geographers do, i.e. study the interactions or connections of people with environments and begin the process of becoming 'good geographers' as well as being 'good at geography'.</p> <p>In History our theme is 'How do our toys and games compare with those of children in the 1960's?' We will identify and describe some of the ways in which historians divide up time and suggest reasons why dividing up time into periods helps in the study of History. We will also construct and describe a simple timeline of significant events in British history and describe some of the important events which occurred during the decade of the 1960s. We will identify, observe and describe the most popular games and toys of the 1960s and compare and contrast these toys and games with popular toys and games of today.</p>
<b>How to help</b>	<ul style="list-style-type: none"> <li>• Talk about the area around Launceston, or places that you visit, referring to key geographical vocabulary (as above).</li> <li>• Look at maps of different areas, discussing some of these features.</li> </ul>

<p><b>Notes for Parents:</b>          Key vocabulary mats and knowledge organisers sent home, 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. Home learning can be completed in the home learning book and is to be handed in by Wednesday, I will then feedback and return this on Friday. PE and wild tribe – please can children have their P.E kits and wild tribe kits in school every day.          Children will select a library book on a Friday to share with you over the weekend.</p>	
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