



During this half term our enquiry is:

What would it be like to live in Australia?

This geographical enquiry focuses on developing children's locational and place knowledge, and their ability to compare and contrast a non-European location with the UK. It will start with an imaginary journey to Australia where they will set off one day and not land until the next. They will pick up clues as they go about which country they are visiting. This should provide opportunity for formative assessment and key questions to move the enquiry forward. They will find out about how Australia was discovered by Captain Cook, what it would have been like and who would have lived there when he first arrived. They might think about what life might have been like for the sailors and how Captain Cook is significant to our local area. Following on from this the children will need to find out what life is like in Australia starting with its capital city and then exploring any other significant physical and human landmarks of interest, e.g. Uluru, the Gold Coast, Great Barrier Reef, Sydney Opera House etc. using maps, photographs, videos and Google Earth. Children will be presented with photos, maps, plans and videos of London and other significant landmarks in the United Kingdom and ask geographical questions to compare the physical and human features of the UK with Australia, e.g. what is it like to live in this place? How different is this place to where I live? How is the weather different? How are the lifestyles different? Children can continue to construct meaning and apply their learning through art, DT and music linked to Australia before presenting their final outcome through pictures and writing.

| Subject | Activities / areas to be covered in school | Possible learning at home |
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| English | <p>Key Text- The Wolves in the Walls, Neil Gaiman. Texts used to support: The Wolves Story, Toby Forward, Beware of the Storybook Wolves, Lauren Child and The Slightly Annoying Elephant, David Walliams. Reding focus on inference and prediction skills. Skills focus- adjectives, conjunctions (and, but, or, because, when, if), different types of sentences- commands and questions, looking at verbs in different forms. Text Level- Writing a persuasive letter, diary entry, writing a house advert, writing their own narrative changing the wolves for elephants.</p> | <p>https://www.youtube.com/watch?v=JOR0cYEdI9U- verbs, adjective and nouns. https://www.youtube.com/watch?v=n_foMADqjSc statement, command, question, exclamation sentences.</p> <p>Read books at bedtime about wolves and elephants so they can understand the current text and help write their own narrative using elephants. This website offers a starting point https://www.natgeokids.com/uk/discover/animals/general-animals/elephant-facts/</p> |
| Maths | <p>Multiplication and Division – learning 2, 5 and 10 times tables. Statistics – interpreting data from graphs and charts Geometry – Naming and properties of 2D and 3D shapes Fractions – Finding quarters, halves and thirds of shapes, quantities and numbers</p> | <p>Practise quick recall of 2, 5 and 10 times tables. Percy Parker has some great songs on YouTube- https://www.youtube.com/watch?v=BMX8O0aGB0Q https://www.youtube.com/watch?v=A8cCyQTkRgI https://www.youtube.com/watch?v=srOmnSgJDU Go on a shape hunt around the house/outdoors Make a picture using 2D shapes or a model using 3D shapes.</p> |

Year 2

Spring 1 Overview



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| | | Find the fractions when helping serve meals or sharing. |
| Science | The children will be working scientifically this half term focusing on the following skills- using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering question and observing closely, they will use simple equipment when investigating. We will carry out an investigation linked to weather. We will continue to observe plants growing. | https://www.bbc.co.uk/bitesize/clips/z9g87ty weather Observe the weather. Is the weather the same every day? Does it change? Why is it so cold? What makes it snow? What happens to the roads when we get ice? Visit the library and loan books about the weather. |
| Computing | Using Skype- We will use skype to support our topic. The focus of the skype will be decided once we decide which way the child interests go. | Skype a friend or family member who is in a different country. Ask them what it is like there and find out the similarities and differences. You could video call on WhatsApp to show children how this can connect people quickly and easily. |
| Physical Education | Indoor: Gymnastics Outdoor: Mini Football. | Although it is not gymnastics, yoga helps with some of the skills. Cosmic Zen Den yoga for kids has many different ideas. You can search this on google. Practise dribbling a ball. |
| PSHCE | Feelings and emotions Learning to communicate my feelings in a helpful way and to recognise how others feel and respond appropriately. To learn to identify how people's behaviour affects how we feel and learn ways to deal with unkind behaviour from others. Healthy Relationships Learning to understand the difference between secrets and surprises, not keeping secrets that make you feel uncomfortable or anxious. Growing and Changing Learning to share and understand the views and opinions of others. | Encourage children to talk about their feelings at home. If they are struggling with feelings offer them a diary to write in. Talk openly about your feelings, it is ok to cry at a sad film! Encourage children to listen to others, sisters, family members opinions. Sit down as a family to make family decisions. |
| Geography | Understanding what an aerial view is and how they are used in mapping. To recognise and name physical and human features in our local area and then finding out more about those in Australia and the UK. | Go on a walk in your local area and list the physical and human features you can see. Keep a diary of the weather. |

Year 2

Spring 1 Overview



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| | Comparing human and physical features, climate/weather and what can be done in Sydney and London. | Look on a globe or map of the world and locate Australia and the UK. How far apart are they? |
| Art | Learning about Dreamtime stories and creating Aboriginal dot paintings of Australian landscapes using acrylic paint. | Research into the Dream time stories. Can you use painting to tell your own story? |
| Music | Stimulus: Saint-Saens Carnival of the Animals – The Aquarium Composing and performing music. | Listen to a variety of genres of music. Listen for the beat and rhythm. Think about what instruments you can hear. Using pots, pans, boxes, tubs and spoons create your own piece of music. |
| RE | What can we learn about sacred books? Comparing Christianity and Judaism | Do you have any special books at home? Perhaps a family story, something that has been passed down. Look at a bible and discuss. |