



**The London
Acorn School**

Curriculum Plan
Willow– Spring 2

Programmes of Study



Class/ Year

Class 1 (year 2)

Term Spring Second half term

Unit title : Amazing Animals Exploring nature, animals classification, using animal fables to learn about emotions and relationships

Literacy Genres

Reading Enhancements Where the Wild Things Are Maurice Sendak , Adventures of Tip Toes Lightly, Beatrix Potter Collection Stories

<p>Literacy</p>	<p>Grammar To add question marks to questions.</p> <p>Writing purpose Writing to entertain: Stories (Including re-telling & traditional tales) Descriptions Poetry In character role</p> <p>Writing to inform: Labels, Captions, Lists Recount – First-hand experience Instructions – First-hand experience NCR – Information Leaflet</p>	<p>Maths</p>	<p>Fractions-</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape, <i>length</i> or quantity e.g. <i>Find half of a length of string, by folding;</i>. <p>Multiplication <i>Double and halve numbers to 20 e.g. double 6 is 12, half of 10 is 5</i></p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent, <i>me=morise</i> and use number bonds and related subtraction facts <i>within 10, in several forms e.g. 3 + 4 = 7; 4 = 7 - 3;</i> Add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 - 9), including zero
<p>Art</p>	<p>PRINTING -BLOCK</p> <ul style="list-style-type: none"> Know what block printing is and how it can be used 	<p>Humanities</p>	<p>Geography Explore where different animals are found and their favourite environments</p>

- Explore and create animal print designs on paper
 - Cut paper to match a printing block (polystyrene tile)
 - Use a fine object to etch a design onto a printing block
 - Use 1 printing colour and a brayer to transfer block patterns onto paper (could be coloured paper)
- *use block printing inks
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Create potato stamp animal pattern or pawprint artwork to display

Identify and place animals in their correct biomes and suitable environments

Relationships and Health

Losing and finding
Emotional Health – self esteem
 Children will learn:

- about what happens when things get lost or change Children should:
- be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends)

Traditional animal fable stories to explore

- Animal behaviours and characteristics
- Animals of the UK, Europe and the World
- Identify our animals we ‘feel like’ and can relate to
- Reflect on relationships and dynamics through story and poem

Forest School

Barkie and Leafa show their patch of land. ID broadleaf plantain, its structure & healing properties. What is mud? What does it do? Compare 2 habitats – riverbed and leaf litter. ID water shrimps & woodlice. Imbolc weaving with natural materials. Whittling, sawing. Basic fire skills.

Design and technology / Woodwork

Make a walking stick / staff using natural materials.

Science

BIOLOGY - ANIMALS INCLUDING HUMANS

- Pupils should be taught to: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- identify and name a variety of common animals that are carnivores, herbivores and omnivores

			<ul style="list-style-type: none"> - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p><i>Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells</i></p>
Religious Studies	<p>ISLAM -LEADERS AND TEACHERS</p> <ul style="list-style-type: none"> • Know that Islam began with The Prophet a long time ago. • Be aware of some stories from the life of The Prophet and understand their meaning • Know that for Muslims Allah (The Islamic name for the One True God who has no partner), is the Creator, and provides all good things • Know the belief that each person has two angels to watch over them <p>Ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p>Explore the tradition of Ramadan as an Islamic Festival practise</p>	PE	<p>ATHLETICS</p> <p>Can apply variety of speeds for different running lengths. Can perform jumps with standing and running take off. Can send different objects to gain distance, accuracy and improve performance.</p> <p>SPORTSMANSHIP & INVASION</p> <p>Send a ball for a team member to receive and travel into another space to make forward progress. Participate and co-operate in small, sided games against an opponent with rule understanding. Receive a ball and incorporate sending to a team member or shoot at a target. Practice attacking and defending principles. Work in a small team to apply FSS's and SSS's in game play.</p>
French	<p>Farm Animals in French</p> <p>French colours introduction</p> <p>Singing French Songs and rhymes</p> <p>To re-cap what has been learned</p>	Music	<p>Follow changing pitch movements with their hands, with some accuracy.</p> <ul style="list-style-type: none"> -Use high, low and middle voices with some awareness of how each part of the voice 'feels' different -Begin to recognise and name different sound sources and describe them using appropriate vocabulary e.g. wobbly, squeaky, rough etc. -Begin to identify how a sound has been produced e.g. by blowing, plucking, tapping, shaking etc. -Use percussion instruments and voices in different ways with growing awareness of the effect created.

Trips and or events

Visit the Zoo
