



THEMATIC OVERVIEW

Year Group(s): 1/2

Term and Duration: Autumn 1

Theme: Exciting Explorers: Christopher Columbus

Hook In: Treasure chest

Celebration: Explorers party

Key Questions:

What is an explorer?

Who was Christopher Columbus?

Where did he go?

What was his ship like?

What are ships made of?

What did he see?

Why is he important?

English Objectives

- All age-related spelling objectives are overarching throughout literacy as well as in discrete phonics sessions.
- All age-related handwriting objectives are overarching throughout literacy as well as in discrete handwriting sessions.

Composition

Year 1

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 2

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocab, grammar and punctuation

Year 1

Develop their understanding of the concepts set out in [English Appendix 2](#) by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2

Develop their understanding of the concepts set out in [English Appendix 2](#) by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form

- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Mathematics Objectives

***Number & Place Value**

Year 1

- *count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- *count, read and write numbers to 100 in numerals; *given a number, identify one more and one less
- *identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- *read and write numbers from 1 to 20 in numerals and words.
- *count in multiples of twos, fives and tens

Year 2

- *recognise the place value of each digit in a two-digit number (tens, ones)
- *identify, represent and estimate numbers using different representations, including the number line
- *compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- *read and write numbers to at least 100 in numerals and in words
- *use place value and number facts to solve problems.
- *count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

***Number: Addition & Subtraction**

Year 1

- *read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- *represent and use number bonds and related addition & subtraction facts within 20
- *add and subtract one-digit and two-digit numbers to 20, including zero
- *solve one-step problems that involve addition, subtraction using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Year 2

Solve problems with addition & subtraction:

- *using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- *applying their increasing knowledge of mental and written methods
- *recall and use addition facts to 20 fluently, and derive and use related facts up to 100

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- *a two-digit number and ones
- *a two-digit number and tens
- *two two-digit numbers
- *adding three one-digit numbers
- *show that addition of two numbers can be done in any order (commutative)
- *recognise and use the inverse relationship between addition and use this to check calculations and solve missing number problems.

***Measure: length/height**

Year 1

Compare, describe and solve practical problems for:

- *lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

Measure and begin to record the following:

- *lengths and heights

Year 2

- *choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- *compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

***Measure: Time**

Year 1

Compare, describe and solve practical problems for:

*time [for example, quicker, slower, earlier, later]

*time (hours, minutes, seconds)

*sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

*recognise and use language relating to dates, including days of the week, weeks, months and years

*tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Year 2

*compare and sequence intervals of time

tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

*know the number of minutes in an hour and the number of hours in a day.

***Money**

Year 1

Compare, describe and solve practical problems for:

*recognise and know the value of different denominations of coins and notes

Year 2

*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

***Geometry: Position, direction & movement**

Year 1

*describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Year 2

*order and arrange combinations of mathematical objects in patterns and sequences

*use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Science Objectives

Working Scientifically: Statutory requirements:

Asking simple questions and recognising that they can be answered in different ways.

Observing closely, using simple equipment

Performing simple tasks

Identifying and classifying

Using their observations and ideas to suggest answers to questions

Gathering and recording data to help in answering questions.

Y1 Everyday Materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
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Non Statutory

Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.

Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's

leopard?'

Y2 Everyday Materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

<p>Computing Objectives</p> <ul style="list-style-type: none"> *Use technology purposefully to create, organise, store, manipulate and retrieve digital content *Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	<p>RE Objectives</p>	<p>History Objectives</p> <ul style="list-style-type: none"> *Study events beyond living memory that are significant nationally or globally *Know about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods i.e. Christopher Columbus
<p>Geography Objectives</p> <ul style="list-style-type: none"> *Name and locate the world's seven continents and five oceans *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage *Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map 	<p>Art Objectives</p> <ul style="list-style-type: none"> *Use a range of materials creatively to design and make products *Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<p>DT Objectives</p> <ul style="list-style-type: none"> *Design purposeful, functional, appealing products for themselves and other users based on design criteria *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology *Select from and use a range of tools and equipment to perform practical tasks *Select from and use a wide range of materials and components, including construction, materials, textiles and ingredients, according to their characteristics *Evaluate their ideas and products against design criteria
<p>PE Objectives</p> <ul style="list-style-type: none"> *Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities *Participate in team games, developing simple tactics for attacking and defending *Perform dances using simple movement patterns 	<p>Music Objectives</p> <ul style="list-style-type: none"> *Use their voices expressively and creatively by singing songs and speaking chants and rhymes *Play tuned and untuned instruments musically *Listen with concentration and understanding to a range of high-quality live and recorded music *Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Spanish Objectives</p> <p>N/A</p>
<p>PSHCE Objectives</p>	<p>Global Dimensions</p>	<p>Enrichment Activities</p>
<p>Resources:</p>		

