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|  | **THEMATIC OVERVIEW** |
| **Year Group**(s): KS1 |
| **Term and Duration**: Spring 2 (6 weeks) |
| **Theme**: Island Adventures |
| **Hook In**: Finding a message on a balloon from Katie Morag in the Western Isles. |
| **Celebration**: Pizza Making |
| **Key Questions:**  ***How are islands made? Are islands bits of broken off countries?***  ***Are all islands the same?***  ***What grows on islands? Why do islands have coconuts?***  ***What are the people on islands like?***  ***What kinds of animals live on islands?***  ***Where is the best place to live; river, mountain, by the water, etc?***  ***How can you design and make your own island?***  ***What is an algorithm and how can you use them in your angry bird island game?***  ***Which tools in an art package can you used to create an illustration for you island adventure story?***  ***What is the difference between human and physical geography? Which features can we recognise and describe?***  ***Which map symbols do we know?***  ***Can you design your own island and label the features using map symbols and a key?***  ***How does the island of Coll compare to the Gili Islands?***  ***What kind of dance movements and steps are used in Scottish dancing?***  ***Which yoga positions do you know?***  ***How can you use a range of different materials to create a 3D version of your island?***  ***Which faith stories are important to us? Which ones might be important to the people of the Gili Islands?*** | |
| **English Objectives (to be covered in a range of fiction & non-fiction genres linked to the theme where appropriate)** | |
| * All age-related handwriting objectives are overarching throughout literacy as well as in discrete handwriting sessions.   **Spelling**   * The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck * Division of words into syllables * New consonant spellings ph and wh * New vowel digraphs and trigraphs as listed in English Appendix 1 of the National Curriculum * Alternative digraphs and trigraphs to represent sounds already learnt * Compound words * Common exception words as listed in English Appendix 1 of the National Curriculum   **Reading – Word Reading**   * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading.   **Reading- Comprehension**  Develop pleasure in reading, motivation to read, vocabulary and understanding by:   * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear read to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by: * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them.   **Writing- Composition**  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.   **Writing – Vocab, grammar and punctuation**  **:**  Develop their understanding of the concepts set out in English appendix 2 of the National Curriculum 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 * using the grammatical terminology in English Appendix 2 in discussing their writing. | |
| Mathematics Objectives | |
| **Number & Place Value**  **Year 1 objectives:**  \*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  **Number: Multiplication**  \*solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.  **Number: Addition & Subtraction**  \*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 = – 9.  **Measure: Time**  \*Compare, describe and solve practical problems for:  • time [for example, quicker, slower, earlier, later]  \*Measure and begin to record the following:  • 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. | |
| 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.***  **Plants**   * identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.   **Animals including humans**   * 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 * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)   **Living things and their habitats**   * identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other * identify and name a variety of plants and animals in their habitats, including micro-habitats | |

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| Computing Objectives | RE Objectives | History Objectives |
| ***What is an algorithm and how can you use them in your angry bird island game?***  \*Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  \*Use logical reasoning to predict the behaviour of simple programs  ***Which tools in an art package can you used to create an illustration for you island adventure story?***  \*Use technology purposefully to create, organise, store, manipulate and retrieve digital content  ***How do we stay safe on the computer and tablet?***  \*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.  \*Recognise common uses of information technology beyond school. | ***What are celebrations and why do we have them***  \*To experience a wide range of celebrations from across the world  \*Looking at how religious celebrations are celebrated.  \*To listen to and reflect upon religious celebrations from across the World. | N/A Theme is a geography theme this half term. |
| Geography Objectives | Art Objectives | DT Objectives |
| ***What is the difference between human and physical geography? Which features can we recognise and describe?***  ***Which map symbols do we know?***  ***Can you design your own island and label the features using map symbols and a key?***  ***How does the island of Coll compare to the Gili Islands?***  **Place knowledge**  \*Understand geographical similarities and differences through studying the human and  physical geography of a small area of the United Kingdom, and of a small area in a  contrasting non-European country  **Human and physical geography**  \*Identify the location of  hot and cold areas of the world in relation to the Equator and the North and South  Poles  \*Use basic geographical vocabulary to refer to:  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,  ocean, river, soil, valley, vegetation, season and weather  -key human features, including: city, town, village, factory, farm, house, office, port,  harbour and shop  **Geographical skills and fieldwork**  \*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 [for example, near and far; left and right], to describe the location of features and routes on a map  \*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | ***Can you design your own island and label the features using map symbols and a key?***  ***How can you use a range of different materials to create a 3D version of your island?***  \*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. | ***How can you use a range of different materials to create a Katie Morag Puppet?***  \*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 |
| PE Objectives | Music Objectives |  |
| \*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  \*Perform gym routines using simple movement patterns | \*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. |  |
| PSHCE Objectives | Global Dimensions | Enrichment Activities |
| \*Begin to show some understanding of simple citizenship concepts for example, right and wrong, fairness and rules  \*Begin to show understanding of values, for example, honesty, tolerance, respect and concern for others; Talk about and consider topical issues including moral and social dilemmas with others.  \*Developing good relationships and respecting the differences between people  \*Identify and respect the differences and similarities between people | \*Diversity | \*Indian Music workshop (tbc)  \*End of theme celebration  Pizza making day March 29th |