



THEMATIC OVERVIEW

Year Group(s): Year 1/2

Term and Duration: Spring 1

Theme: Circus

Hook In: Circus day. Professional performance and workshops

Celebration: Finger puppet circus theatre show

Key Questions:

What is it like to learn a new skill?

How would you feel if you were walking on a tight rope?

What does Paddington get up to at the Circus?

Who is the great El Caminante and how does he feel?

English Objectives

Reading - Word Reading

Year1 objectives:

- 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 Yr2

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Spelling

Year1 objectives:

- Division of words into syllables
- New consonant spellings
- New vowel digraphs and trigraphs
- Alternative digraphs and trigraphs to represent sounds already learnt
- Compound words
- Common exception words as listed in English Appendix 1 of the National Curriculum

Year 2 - Spelling (see English Appendix 1)

Pupils should be taught to:

- spell by:
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

apply spelling rules and guidance, as listed in English Appendix 1

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

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 Writing - composition

Pupils should be taught to:

- 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 Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- 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 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

Year1 objectives:

- *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

Year 1 objectives:

- *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 $7 = - 9$.

Number and Addition & Subtraction Year 2

Pupils should be taught to:

- solve problems with addition and 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 and subtraction 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) and subtraction of one number from another cannot
 - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number - multiplication and division Year 2

- Pupils should be taught to:
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions

Pupils should be taught to:-

- Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- Write simple fractions eg, $\frac{1}{2}$ of 6 = 3 and recognise equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement Year 2

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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 $=$

- 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
- 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.

Geometry - properties of shape

Pupils should be taught to:-

- Identify and describe properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes, (eg circle on a cylinder)
- Compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry - position and direction

Pupils should be taught to:-

- 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).

Statistics Year 2

Pupils should be taught to:

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

Measure: Time

Year1 objectives:

*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.

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.

Y1/2 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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Computing Objectives	RE Objectives	History Objectives
<p>Understanding the world - Technology and digital media</p> <p>KS1</p> <p>To explore a variety of tools in a graphics package to communicate an idea.</p> <p>To understand different tools have different purposes in a multimedia package.</p> <p>To understand a digital camera can capture an image to store, share and retrieve.</p> <p>To understand the need to keep the camera still.</p> <p>To begin to understand that some packages will enable images to be animated.</p>	<p>KS1</p> <p><u>Sacred books</u></p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>☑ Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>☑ Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>☑ Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>KS1</p> <p>Study events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>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> <p>Not this half term*</p>
Geography Objectives	Art and Dt Objectives	
<p>KS1</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 [for example, near and far; left and right], to describe the location of features 	<p>KS1</p> <p>Puppet making</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>Know 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 their own work.</p>	

<p>and routes on a map</p>		
<p>PE Objectives</p>	<p>Music Objectives</p>	<p>PHSCE</p>
<p><u>KS1</u></p> <p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns</p>	<p><u>KS1</u></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 <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><u>KS1</u></p> <p><u>Celebrating Difference</u></p> <p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group</p>
<p>PSHCE Objectives</p>	<p>Global Dimensions</p>	<p>Enrichment Activities</p>
<p>Resources:</p>		