



THEMATIC OVERVIEW

Year Group(s): 1 and 2 KS1

Term and Duration: Autumn 1 (8 weeks) 2023

Topic: Ourselves

Key Questions:

- What have you been up to over the holidays?
- Where in the world have you been?
- Where would you like to travel too? (Link to The Antlered ship book for English)
- What do you want to know about the world? (Link to The Antlered ship book for English)
- What is an explorer? (Link to The Antlered ship book for English)
- Where do we live in the world?

English Objectives

Sentence structure and grammar work based on the following Fan Brothers books - The Antlered Ship and The Barnabus project

Writing - composition

- writing narratives about personal experiences and those of others (real and fictional)
- 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 and adjectives
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly
- read aloud what they have written with appropriate intonation to make the meaning clear.

SPAG (Spelling, punctuation and grammar)

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and commas for lists.
- expanded noun phrases to describe and specify (for example, the blue butterfly)
- use the present and past tenses correctly
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- know the upper- and lower-case letters for all the alphabet

Mathematics Objectives

Year 1

Year 2

Number: Place Value (Within 10)

- Count and sort objects
- Recognise numbers as words
- Count on from any number
- 1 more/1 less
- Count backwards within 10
- Compare groups and numbers
- Fewer, more, same
- Less than, greater than, equal to
- Order objects and numbers
- The number line

Number: Place Value

- Count objects to 100 by making 10s
- Recognise 10s and ones
- Use a place value chart
- Partition and write numbers to 100
- 10s and 1s on a number line
- Estimate numbers on a number line
- Compare and order objects/numbers
- Count in 2s, 5s and 10s
- Count in 3s

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| <p><u>Addition and subtraction (within 10)</u></p> <ul style="list-style-type: none"> • Part-whole models • Write number sentences • Addition facts • Number bonds to 10 • Adding one more • Addition problems • Subtraction - find a part • Subtraction - take away/cross out • Subtraction on a number line | <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> • Addition and subtraction bonds to 20 and 100 • Add and subtract 1s • Add y making 10 • Add three 1-digit numbers • Add to the next 10 • Add and subtract across 10 • Subtract a 1-digit number from a 2-digit number • 10 more, 10 less • Add and subtract 10s • Add two 2-digit numbers • Subtract two 2-digit numbers • Mixed addition and subtraction • Missing umber problems |
| <p>Science Objectives</p> | |
| <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are bird, fish, amphibians, reptiles and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structures of a variety of common animals (bird, fish, amphibians, reptiles and mammals including pets • Identify name, draw and label the basic parts of the human body and say which part is associated with each sense. | |

| Computing Objectives | RE Objectives | History Objectives |
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| <ul style="list-style-type: none"> Increased speed and confidence when using the keyboard. Can save work independently (using suitable naming) Can use PaintSpa to create images | <p><u>What do Christians believe God is like?</u></p> <p>Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians and give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p> | <p><u>Changes within living memory - family research</u></p> <p>I know about and can name many of the changes that have happened since I was born. I know how to ask and answer questions about old and new objects I use phrases like: old, new and a long time ago I spot old and new things in a picture I use words and phrases like: before, after, past, present, then and now I give examples of things that were different when my grandparents were children</p> |
| Geography Objectives | Art Objectives | DT Objectives |
| <p><u>Where do I live?</u></p> <p>I know the names of the four countries in the UK and can locate them on a map with support I know the names of the 3 seas surrounding UK and can label them I can name the capital cities of the UK and can position them on a map</p> <p>I know that an atlas is a book about countries and continents. I can use N, S, E and W using a compass.</p> <p>I can draw around simple shapes and explain what they are on the map for example, houses. I can create a map of my journey to school.</p> | <p><u>Drawing</u></p> <p>Use a variety of tools to draw e.g. pencils, crayons, ballpoint...</p> <p>Begin to explore the use of line, shape and colour.</p> <p>Layer different media e.g. felt tips and pastels.</p> <p>Begin to draw for a sustained period of time.</p> <p>Draw single and also grouped objects.</p> <p>Experiment with line, shape, colour and pattern.</p> <p>Keith Haring - American Artist study</p> | <p>Not this half term</p> |

| PE Objectives | Music Objectives | PSHCE Objectives - JIGSAW |
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| <p><u>Hit, catch & run</u></p> <p>Able to identify when a point has been scored and keep count of the score Show an understanding of techniques to track and stop balls. What's practical and what's not. Catch a medium-sized ball thrown over a short distance Track balls and other equipment sent to them, moving in line with the ball to collect it Run between bases to score points Use a range of sending skills to put the ball into space Able to self-feed ball to hit off the hand and strike ball off a cone Work collaboratively to score runs showing encouragement and support Resilient in the face of new challenges shows the will to keep trying</p> <p><u>Attack, defend & shoot - Invasion games</u></p> <p>Recognise rules and apply them in competitive and cooperative games Make decisions about how to defend a target Aim at targets and shoot from varying distances, defended and unopposed Roll, slide or throw a beanbag or ball with accuracy Attempt to intercept and catch a thrown ball Use change of direction and speed in open play Come up with creative ways of manipulating different objects such as balls and beanbags Work in collaboration with others to attack and score points Show motivation to improve and attempt more difficult challenges</p> | <p><u>My musical heartbeat</u></p> <p>Sing simple songs, chants & rhymes from memory, singing collectively at the same pitch. Sing a wide range of call and response songs, controlling vocal pitch and matching the pitch they hear with accuracy.</p> <p>Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe the tempo as fast or slow. Describe the dynamics as loud and quiet.</p> <p>Pulse/Beat: Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> | <p><u>Being me in my world - piece 1</u></p> <p>Year 1</p> <p>I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.</p> <p>Year 2</p> <p>I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.</p> |
| French Objectives | Enrichment Activities | |
| <p>Year 2 only</p> <p>Introducing France</p> | TBC | |