



THEMATIC OVERVIEW

Year Group(s): 1 and 2 KS1

Term and Duration: Spring A (5 weeks) 2024

Topic: **Roll Up Roll Up (Circus)**

Key Questions:

- What is a circus?
- Where would you see a circus?
- Who is in a circus?
- What skills can you see being used in the circus?

English Objectives

Narrative - (You see a Circus & Jill and the Lion)

Recount - (Paddington at the circus)

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
<u>Number: Place value within 20</u> <u>Addition and subtraction within 20</u> <ul style="list-style-type: none"> • read and write numbers from 1 to 20 in numerals and words • represent and use number bonds and related subtraction facts within 20 • add and subtract one digit and two-digit numbers to 20, including zero • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods) • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation) • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ 		<u>Money</u> <ul style="list-style-type: none"> • 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 <u>Multiplication and division</u> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Science Objectives		
<u>Fairy tale investigations</u> <ul style="list-style-type: none"> • Explore the world around them and raise and answer questions • Carry out simple tests • Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying) • Ask people and use simple secondary sources to find answers • Observe closely using simple equipment with help, observe changes over time • With guidance, they should begin to notice patterns and relationships • Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data • Record simple data • Use their observations and ideas to suggest answers to questions • Talk about what they have found and how they found it out. • With help, record and communicate their findings in a range of ways and begin to use simple scientific language 		

Computing Objectives	RE Objectives	History Objectives
<p>Online Safety</p> <ul style="list-style-type: none"> Understands how to stay safe when talking to people online Understands what personal information is and how to keep it private. Is clear on what to do if they see or hear something that makes them uncomfortable Understands what when we share digital content online we may not be able to delete it. Is aware of online adverts and pop-ups and how to manage them. <p>Typing - (Dance Mat & Sentences)</p> <ul style="list-style-type: none"> Use a keyboard with increasing independence, using capital letters. Can use word processing tools to create content with support - Can edit font, colour and size in software 	<p><u>What can we learn from sacred books?</u></p> <ul style="list-style-type: none"> Retell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories Recognise that sacred texts contain stories which are special to many people and should be treated with respect Ask and suggest answers to questions arising from stories Jesus told Talk about issues of good and bad, right and wrong arising from the stories 	<p>Nurturing Nurses (Florence Nightingale & Mary Seacole)</p> <ul style="list-style-type: none"> I can recall some key facts about Florence Nightingale and Mary Seacole and can start to explain what makes a person significant in history I can identify similarities and differences in the lives of Florence Nightingale and Mary Seacole I know how Florence Nightingale and Mary Seacole have helped and influenced nursing and hospitals today
Geography Objectives	Art Objectives	DT Objectives
Not this half term	Not this half term	<p>Textiles (Finger puppets)</p> <ul style="list-style-type: none"> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through own experiences. Develop and communicate these ideas through talk and drawings <p>Technical knowledge - textiles</p> <ul style="list-style-type: none"> join materials in different ways choose suitable textiles and explain choices understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling

PE Objectives	Music Objectives	PSHCE Objectives - JIGSAW
<p>Gym (Unit 1)</p> <ul style="list-style-type: none"> • Use words such as rolling, travelling, balancing, climbing • Can identify risks of working on and around apparatus • Safely move and carry basic gym equipment such as mats and benches • Recognise 'like' actions and link them together • Perform simple gymnastic actions and shapes • Make their body tense, relaxed, stretched and curled • Create an active journey using different body parts • Value other's efforts when they perform; watch and listen <p>Dance (Unit 2)</p> <ul style="list-style-type: none"> • Recognise that dances can have themes and stories • Use different parts of the body, combine arm and leg actions • Perform with an awareness of body shape required • With help, compose a basic movement phrase • Follow written routes, remember and recall movement patterns • Build techniques from one lesson to another, showing increasing skill • Engage with the class to perform marching sequence and canon 	<p><u>Exploring sounds</u></p> <p>Once Upon A Tune - music is played by the Royal Scottish National Orchestra.</p> <p>Pupils will listen to the stories, and as the music plays, close their eyes and let their imagination run free!</p> <p>They will also -</p> <ul style="list-style-type: none"> • Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. • Talk about how music makes you feel. • Recognise some band and orchestral instruments. • Describe the tempo as fast or slow. • Describe the dynamics as loud and quiet. 	<p><u>Dreams and Goals</u></p> <p>Year 1</p> <ul style="list-style-type: none"> • I can explain how I feel when I am successful and how this can be celebrated positively. • I can say why my internal treasure chest is an important place to store positive feelings. <p>Year 2</p> <ul style="list-style-type: none"> • 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. • I can explain how it felt to be part of a group and can identify a range of feelings about group work.
French Objectives	Enrichment Activities	
<p>Year 2 only</p> <p>Colours in French</p>	<p>TBC - Circus day!</p>	