



THEMATIC OVERVIEW

Year Group(s): 1 and 2 KS1

Term and Duration: Spring B (5 weeks) 2024

Topic: **Island Adventures**

Key Questions:

- What is an island?
- Where is Scotland?
- How can you travel from one place to another?
- What is the weather like on different islands?
- What islands do you know about in the world?

English Objectives

Non-chronological report (based on the stories of Katie Morag)

Instructions (Kite making)

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 50</u> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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 <u>Measurement: Length and height</u> <u>Measurement: Mass and Volume</u> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume Measure and begin to record the above. 		<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 <u>Mass, capacity and temperature (Measurement)</u> <ul style="list-style-type: none"> 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 $=$
Science Objectives		
<u>Working scientifically</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
<u>Algorithms - Barefoot Zoo/Sorting it out</u> <u>Code Studio</u> <u>Year 1</u> <ul style="list-style-type: none"> Know that an algorithm is a set of instructions Write basic algorithms in words and symbols Know computers need precise instructions Understand that the order of instructions is important Can detect simple errors in algorithms with support (debug) <u>Year 2</u> <ul style="list-style-type: none"> Write simple algorithms with a range of instructions (directions, angles, turns) using block coding independently. Can use loops in an algorithm. Can use 'if' statements in algorithms. Logically predicts outcomes of algorithms. 	<u>What does it mean to belong to a faith community?</u> <ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them. Show an awareness that some people belong to different religions. Key questions: <ul style="list-style-type: none"> Where do we belong? What does it mean to belong to a faith community? What does it mean to be a Christian in Britain today? What does it mean to be a Muslim in Britain today? What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? 	Not this half term
Geography Objectives	DT Objectives	Art Objectives
<u>Map reading using 2 fig grid references and basic Directions</u> <ul style="list-style-type: none"> I know that an atlas is a book about countries and continents I can use N, S, E and W using a compass. I can hand draw a simple map and use some OS symbols. I can recognise simple features. Eg building, road, field I can find information on an aerial map <u>Physical/human features of island location</u> <ul style="list-style-type: none"> I know about some of the features of an island. I can compare and contrast living on an island and the mainland and give reasons for my preferences. I know how jobs may be different in other locations. (In relation to jobs on island) I know about some of the facilities that a village, town and city may need 	<u>Structures (Kites)</u> Design <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 Make and evaluate <ul style="list-style-type: none"> join materials in different ways suggest ways to make a material or product stronger <u>Cooking and Nutrition</u> <ul style="list-style-type: none"> Cooking and nutrition Cut, peel and grate safely, with support Wash hands & clean surfaces Think of interesting ways to decorate food Describe textures of food Say where some foods come from, (i.e. plant or animal) Begin to understand that eating well, and the need for variety in food, contributes to good health 	Not this half term

PE Objectives	Music Objectives	Enrichment
<u>Gym: Apparatus</u> <ul style="list-style-type: none"> • Work safely on own and with others • Refine and develop a routine to improve their performance • Attempt to use rhythm whilst performing a sequence • Use core strength to link gymnastic elements, e.g. back support and a half twist • Remember and repeat sequences • Show increasing control over apparatus during sequences • Show smooth transitions • Develop character and show maturity to work near others • Work with a partner to copy, create and join sequences <u>Invasion games</u> <u>(Unit 2)</u> <ul style="list-style-type: none"> • Making decisions to send balls to a player in space • Select the most appropriate skill to move forwards to shoot • Choose when to attempt to intercept the ball • Can send a variety of different size and shaped balls using hands • Can catch a variety of different sizes and shaped balls using hands • Perform the role of goalkeeper using basic stopping skills • Explore the concept of intercepting • Can play in a variety of positions in both defence and attack • Show awareness of teammates and opponents in games • Work with a partner and in small groups to develop skills 	<u>Learning to listen</u> <p>Appraising music:</p> <ul style="list-style-type: none"> • 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. 	TBC
French Objectives	PSHCE Objectives - JIGSAW	
Year 2 only Days of the week	<u>Healthy Me</u> <p>Year 1</p> <ul style="list-style-type: none"> • I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. • I can give examples of when being healthy can help me feel happy. <p>Year 2</p> <ul style="list-style-type: none"> • I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. • I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. 	