



THEMATIC OVERVIEW

Year Group(s): 1 and 2 KS1

Term and Duration: Summer A (7 weeks) 2024

Topic: **Dinosaurs**

Key Questions:

- What is a dinosaur?
- Where in the world did they live and what did the world look like then?
- How did they hunt and what did they eat?
- How long ago were they around?
- What did they look like?
- Which was the biggest dinosaur to roam the planet?

English Objectives

Postcards and Diary entries

(Andy's dinosaur adventures & non-fiction books on dinosaurs)

The great fire of London

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
<p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p><u>Fractions</u></p> <ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <p><u>Geometry - position and direction</u></p> <ul style="list-style-type: none"> describe position, direction and movement, including half, quarter and three-quarter turns. 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ $\frac{1}{3}$ $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the simple equivalence <p><u>Time</u></p> <ul style="list-style-type: none"> 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. 	
<p>Science Objectives</p>		
<p><u>Plants</u></p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including blossom, branch, bud, bulb, deciduous, evergreen, flower, flowering and fruit. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and warmth to grow and stay healthy. <p>Key questions</p> <ul style="list-style-type: none"> How do plants grow? What do plants need to grow? Do all plants need water? Are all plants green? Why do seeds look different? Can plants grow as big in the shade? 		

Computing Objectives	RE Objectives	History Objectives
<p>Typing skill & PowerPoint - Dinosaurs</p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> • Can insert pictures into documents • Can independently log in and out of a computer • Use a keyboard with increasing independence, using capital letters. • Mouse control developing to drag, click and resize. • Know how to save and retrieve work with support. • Can edit font, colour and size in software • With support can obtain information from a website. <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Can edit font style in software • Increased speed and confidence when using the keyboard. • Can save work independently (using suitable naming) • Can resize and edit inserted images of shapes. • Can utilise copy and paste functions to edit documents/ • Can perform simple searches and navigate the WWW to obtain information 	<p>Who made the world?</p> <ul style="list-style-type: none"> • Retell the story of creation from <i>Genesis</i> 1:1-2.3 simply. • Recognise that 'Creation' is the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world. 	<p>Great Fire of London</p> <ul style="list-style-type: none"> • I can talk about some of the key events of the Great Fire of London. • I can say why the Great Fire of London spread and eventually stopped. • I can explain that we know about the Great Fire because of Samuel Pepys' diary. • Show awareness of how London has changed, including its buildings, people and transport.
<p>Geography Objectives</p>	<p>DT Objectives</p>	<p>Art Objectives</p>
<p>Landmarks Field work Locality detectives - digimap</p> <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 	<p>Not this half term</p>	<p>Painting (Colour mixing)</p> <ul style="list-style-type: none"> • Use a variety of tools to paint with including different sized brushes. • Paint on different scales. • Know which primary colours make secondary colours and begin to mix these. • Begin to use different types of paints. E.g. poster, water, powder. <p>Sir Frank Bowling Contemporary artist (Link to Great fire of London)</p>

PE Objectives	Music Objectives	PSHCE Objectives - JIGSAW
<p>Send & return (Unit 1)</p> <ul style="list-style-type: none"> • Confident to explore different actions such as hitting other types of targets • With some accuracy and sensitivity, feed ball to a partner for them to hit • Score points against opposition over a line/net • Chase, stop and control balls and other objects such as beanbags and hoops • Use coordination and agility to keep rallies going in pairs and small groups • Track balls and other equipment sent to them, moving in line with the ball to collect or return • Work with a partner to send and return an object and play in a simple rally • Recognise your actions impact others, e.g. feeding a ball accurately and at the correct pace <p>Run, jump & throw (Unit 1)</p> <ul style="list-style-type: none"> • Demonstrate awareness for the need to improve and attempt to improve • Recognise and implement concepts such as waiting your turn • Select correct skill for the situation • Can start and stop at speed, run in straight lines using a variety of speeds • Attempt various jumps taking off and landing on different foot combinations, e.g., 2 to 1, 1 to 2 • Handle and throw a variety of different objects and attempt to throw for distance • Move a variety of objects quickly, showing a range of techniques • Developed agility and coordination skills to competently take part in a range of activities 	<p>Having fun with improvisation</p> <ul style="list-style-type: none"> • Keep a steady beat when improvising. • Play or clap simple rhythmic patterns using long and short sounds. • Respond to the questions, thinking about the music. • Respond to different high and low pitches. • Improvise using one, two or three notes, using C, D and E 	<p>Relationships</p> <p>Year 1</p> <ul style="list-style-type: none"> • I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. • I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. <p>Year 2</p> <ul style="list-style-type: none"> • I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships</p>
French Objectives	Enrichment	
<p>Year 2 only</p> <p>Months of the year</p>	<p>Dinosaur hunt!</p> <p>Baking delicious treats</p>	