



THEMATIC OVERVIEW

Year Group(s): 1 and 2 KS1

Term and Duration: Summer B (7 weeks) 2024

Topic: **Seaside**

Key Questions:

- What is a seaside?
- Where is our nearest seaside?
- What might you find there?
- How were they formed?
- Have you ever been to the seaside?

English Objectives

Letters - ways to improve environment

Writing and editing sentences - Compare and contrast past and present of the seaside

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>Place value within 100 (Number)</u></p> <ul style="list-style-type: none"> 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; count in multiples of twos, fives and tens given a number, identify one more and one less use the language of: equal to, more than, less than (fewer), most, least identify and represent numbers using objects and pictorial representations including the number line <p><u>Money (Measurement)</u></p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes <p><u>Time (Measurement)</u></p> <ul style="list-style-type: none"> sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday] measure and begin to record time (hours, minutes, seconds) tell the time to the hour and half past the hour and draw the hands on a clock face to show these times recognise and use language relating to dates, including days of the week, weeks, months and years 	<p><u>Statistics</u></p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables Using lists/tables/diagrams to sort objects 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 <p><u>Position and direction (Geometry)</u></p> <ul style="list-style-type: none"> use mathematical vocabulary to describe position, direction and movement including movement in a straight line and a turn/s understand turns in terms of right angles for quarter, half and three-quarter turns know clockwise and anti-clockwise positions 	
<p>Science Objectives</p>		
<p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> 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. <p>Key questions</p> <ul style="list-style-type: none"> How is this made? What materials can be recycled? Why do we need to recycle? What does it look like? What is it used to make? 		

<p>Computing Objectives</p> <p>Stop motion animation - seaside stacks & Online safety</p> <ul style="list-style-type: none"> • Can use software to create story animations/photo stories. • 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>History Objectives</p> <p>Not this half term</p>	<p>RE Objectives</p> <p>How should we care for others and the world and why does it matter?</p> <ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world. • Identify ways that some people make a response to God by caring for others and the world. • Talk about issues of good and bad, right and wrong arising from the stories • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more • Use creative ways to express their own ideas about the creation story and what it says about what God is like.
<p>Geography Objectives</p> <p>Coastal features Similarities/differences of two locations (stacks in playdoh - costal erosion)</p> <ul style="list-style-type: none"> • I can name some of the geographical features in photographs and on maps eg beach, forest, dessert, ocean, mountain • I know some of the physical features of hot and cold places and can pack a suitcase to suit the weather type. • I know the names of the 3 seas surrounding UK and can label them 	<p>DT Objectives</p> <p>Not this half term</p>	<p>Art Objectives</p> <p>Sculpture (thumb pots)</p> <ul style="list-style-type: none"> • Manipulate clay in a variety of ways e.g. rolling, kneading and shaping. • Explore sculpture with a range of mouldable media such a salt dough, plasticine and clay. • Explore shape and form. <p>Textiles (Weaving)</p> <ul style="list-style-type: none"> • Create images from imagination, experience or observation. • Use a wide variety of media to create collage inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper etc... • Explore weaving using both paper and fabric to create texture. <p>Andy Goldsworthy - British Artist Natural repeating patterns</p>

PE Objectives	Music Objectives	PSHCE Objectives - JIGSAW
<p>Run, jump & throw (Unit 2)</p> <ul style="list-style-type: none"> • Begin to make links between components of fitness, e.g. strength and outcome, i.e. length of throw • Attempt a new breathing technique during running • Can throw and handle a variety of objects, including quoits, beanbags, balls, hoops • Use agility in running games • Run for a sustained period • Throw demonstrating power • Practise to improve jumping skills <p>Hit, catch & run (Unit 2)</p> <ul style="list-style-type: none"> • Make choices about where to hit the ball • Judge and change pace in a variety of running activities • Run in a game to score points • Attempted to play the role of wicket-keeper or backstop • Position yourself well to stop balls • Use skills as a team to prevent runs • Use different techniques to send a ball into other areas of the field, e.g. kick, hit 	<p>Let's perform together!</p> <ul style="list-style-type: none"> • Let's find and keep a steady beat. Keep a steady beat when improvising. Listen carefully and copy back the actions. • Play or clap simple rhythmic patterns using long and short sounds. • Clap three-beat rhythms, creating 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>Year 2 Puzzle 6: Changing Me</p> <ul style="list-style-type: none"> • I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't • I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me. <p>Year 1 Puzzle 6: Changing Me</p> <ul style="list-style-type: none"> • I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. • I can explain why some changes I might experience might feel better than others.
<p>French Objectives</p>	<p>Enrichment</p>	
<p>Year 2 only</p> <p>Greetings</p>	<p>Seaside trip!</p>	