



THEMATIC OVERVIEW

Year Group(s): 1/2

Term and Duration: Spring 1 - 2024-2025 (6 weeks)

Topic: Exciting explorers!
(Neil Armstrong and Felicity Aston)
Hook In: Debris found in field
Celebration: Children making individual rockets

Key Questions:

- Where did the debris come from/ what is it?
- Do aliens exist?
- What are the seasons?
- Can you live on another planet?
- Why does the world get dark?
- What are stars and planets?
- Who was Neil Armstrong?
- Who is Felicity Aston?

English Objectives

Non-fiction:

Information texts & fact files
Sentence structures for non-fiction

Books to be used:

- Meet the planets
- Neil Armstrong - Little people, big dreams books.
- Field Trip to the Moon

Writing - composition

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- 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
- 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)

For spelling objectives for Yr2, please see spelling books for the weekly rules.

Mathematics Objectives	Year 1	Year 2
<p><u>Shape</u></p> <ul style="list-style-type: none"> □ recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> □ 2-D shapes [for example, rectangles (including squares), circles and triangles] □ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <p><u>Number: Addition</u></p> <ul style="list-style-type: none"> □ read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs □ represent and use number bonds and related subtraction facts within 20 □ add and subtract one-digit and two-digit numbers to 20, including zero □ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 	<p><u>Number: Multiplication and division</u></p> <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 □ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs □ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot □ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	
<p>Science Objectives</p>		
<p><u>Seasonal Change - Winter</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with seasons and how day length varies • Explore the world around them and raise and answer questions • Observe closely using simple equipment with help, observe changes over time • Use their observations and ideas to suggest answers to questions • Talk about what they have found and how they found it out. 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>Computer Science:</p> <ul style="list-style-type: none"> • Uses of technology in the world • Unplugged coding -LEGO maze directions and dance coding <p>Year 1</p> <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) • Recognise that a range of devices can be considered computers. • Can identify the basic parts of a computer (keyboard, mouse, monitor). • Understands that computers cannot work without human programming input. <p>Year 2</p> <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. • Can detect simple errors in algorithms (debug) • Understands that a computer is something with an input and output device • Understands that software on digital devices has been programmed. 	<p><u>What can we learn from sacred books?</u></p> <ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave." 	<p><u>Study of Neil Armstrong's life and achievements</u></p> <p><u>First moon landing</u></p> <p><u>Felicity Aston - polar expedition</u></p> <ul style="list-style-type: none"> • I know some of the ways that we can find about the recent past and also about explorers from long ago • I can say what the explorers studied are known for • I can make some simple comparisons between explorations in the recent and more distant past • I can explain why at least one of the explorers studied is significant

Geography Objectives	Art Objectives	DT Objectives
<p><u>Map work - World</u></p> <p>I know the names of the 7 continents and can locate them.</p> <p>I can name the world's oceans and can locate them on a world map.</p>	<p>Not this half term</p> <p>See art planning</p>	<p><u>Mechanism and Structures</u></p> <p>- <u>Moving Books</u></p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria, explaining what they could make. • Research similar existing products. • Develop, model and communicate their ideas through talking, possible mock-ups and drawings. • describe some different characteristics of materials • use joining, rolling or folding to make it stronger <p>SPRING B</p>
<p>PE Objectives</p>	<p><u>Music Objectives</u></p>	<p>French Objectives (Yr2 only)</p>
<p><u>Gym</u> (Unit 1)</p> <p>Perform with some control and consistency, basic actions at different speeds and on different levels</p> <p>Explain what you are looking for when judging</p> <p>Create and perform a simple sequence</p> <p>Perform using recognised start and finish shapes</p> <p>Explore and practice transitions between elements</p> <p>Demonstrate flexibility in movements</p> <p>Perform a sequence using some apparatus</p> <p>Reflect on their own performance and use a scoring system to judge performance</p> <p>Work well with others to help improve each others' sequences/movements</p> <p><u>Dance</u> (Unit 2)</p> <p>Volunteer and show leadership in group dances</p> <p>Volunteer ideas as part of a group</p> <p>Remember and repeat dance steps</p> <p>Perform to the count of 8</p> <p>Perform with expression</p> <p>Show some sense of dynamic, expressive and rhythmic qualities in their dance</p> <p>Use different parts of the body in isolation and combination</p> <p>Show engagement in tasks and perform with freedom, e.g. freestyling</p>	<p><u>Inventing a musical story</u></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. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. <p>SPRING B</p> <p>Charanga - exploring feelings through music</p>	<p>Colours</p>

<p>Able to comment on ideas and emotions and how these can be portrayed through dance</p>		
<p>PSHCE Objectives - JIGSAW</p>	<p>Enrichment Activities</p>	
<p><u>Dreams and Goals</u></p> <p><u>Year 1</u></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><u>Year 2</u></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. 	<p>Hook In: Debris found in field</p> <p>Celebration: Children making individual rockets Space Day!</p>	