



THEMATIC OVERVIEW

Year Group(s): 1/2

Term and Duration: Spring A (6 weeks) 2025

Topic: Julia Donaldson

Key Questions:

- Who is Julia Donaldson?
- What is an author?
- What is an illustrator?
- What books has Julia Donaldson written?
- What are similar and different between her stories?

English Objectives

Non-fiction: Biography writing -Author Study

Fiction: Setting description and a simple story

Room on the Broom

Non-fiction: Instructions

How to brew a Potion!

Zog's flying lessons!

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 and Yr1, please see the top row of the homework sheet.

Mathematics Objectives	Year 1	Year 2
<p>Number: Place value (within 20) Number: Addition and subtraction (within 20) Number: Place value (within 50) Measurement: Length and height Measurement: Mass and volume</p> <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 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract 1-digit and 2-digit numbers to 20, including zero Compare, describe, measure and begin to record and solve practical problems for: lengths and height; mass/weight; capacity and volume; time 		<p>Shape: discuss and compare 2D and 3D shapes</p> <ul style="list-style-type: none"> Describe the properties of 2D shapes, which includes identifying the number of sides and line symmetry in a vertical line. Describe the properties of 3D shapes, which includes identifying the number of vertices, edges and faces. Identify 2D shapes on the surface of common 3D shapes. Compare and sort 2D and 3D shapes. <p>Addition and subtraction of two 2-digit numbers</p> <ul style="list-style-type: none"> Apply the increasing knowledge of mental and written methods to solve addition and subtraction problems by using concrete objects and pictorial representations. Use fluently addition and subtraction facts to 20, while using related facts up to 100. Recognise that the addition of two numbers can be done in any order, while subtraction of one number from another cannot. Know the inverse relationship between addition and subtraction. Use it to check calculations and solve problems with a missing number.

Science Objectives

Investigation Unit: Scientific Enquiry

Pupils will:

- Begin to recognise different ways in which they might answer scientific questions
- Carry out simple tests
- 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>Digital Literacy: Importance of a password</p> <p>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.</p> <p>Information Technology: Microsoft Word – book review of a Julia Donaldson book</p> <p>Increased speed and confidence when using the keyboard. Can save work independently (using suitable naming) Can utilise copy and paste functions to edit documents</p>	<p>Why does Easter matter to Christians?</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p>Not this half term</p>
Geography Objectives	Art Objectives	DT Objectives
<p><u>Mapping Skills</u> I can use an atlas.</p> <p>I can use N, S, E and W using a compass. I know N is on an OS map.</p> <p>I can use some agreed and some OS symbols on a map and begin to realise why they need a key.</p> <p><u>Geographical Skills and Fieldwork</u> I can use aerial and OS maps of Dunnington to see how it has changed over time</p> <p>I can spot human and physical geography features on a walk around Dunnington Village</p>	<p>Not this half term</p>	<p>Mechanism and Structures Julia Donaldson - Moving Books Pupils can:</p> <ul style="list-style-type: none"> • Describe some different characteristics of materials • Use joining, rolling or folding to make it stronger • Research similar existing products • Plan by suggesting what to do next • Select and use tools, equipment and techniques to perform practical tasks, explaining their choices • Select components and materials to build and create their products

<p>PE Objectives</p> <p>Gym: Apparatus Perform with some control and consistency, basic actions at different speeds and on different levels Explain what you are looking for when judging Create and perform a simple sequence Perform using recognised start and finish shapes Explore and practice transitions between elements Demonstrate flexibility in movements Perform a sequence using some apparatus Reflect on their own performance and use a scoring system to judge performance Work well with others to help improve each other's' sequences/movements</p> <p>Invasion games Begin to look for space to pass into or run to receive Recognise you sometimes need to stay within a defined area Can send a ball using feet Can send a ball, varying distances using feet Can receive a ball using feet Link combinations of skills, e.g. dribbling and passing with hands in isolation and combination Can send a ball using hands Can receive a ball using hands Can play in a variety of positions in both defence and attack Show awareness of teammates and opponents in games</p>	<p>Music Objectives</p> <p>Inventing a musical story</p> <p>Composition: 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> <p>Performance: Pulse/Beat: Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Pitch: Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p>
<p>PSHCE Objectives - JIGSAW</p> <p>Healthy Me</p> <p>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.</p>	<p>Enrichment Activities</p> <p>Julia Donaldson day of stories! - World Book Day link</p>