



THEMATIC OVERVIEW

Year Group(s): 1/2

Term and Duration: Summer A (5 weeks)

Topic: Trains, planes and automobiles

Key Questions:

- What are Trains, planes and automobiles?
- How have they changed over the past 100/150 years?
- How do they affect our planet?
- Can we travel in a 'green' way to help lower our environmental impact?
- What different ways have we used to travel in?
- What will the future of travel be like?

English Objectives

Poetry: Train poetry

Non-chronological reports: Trains, planes and automobiles

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: Multiplication and division Number: Fractions Geometry: Position and direction Number: Place value (within 100) Measurement: Money Measurement: Time</p> <ul style="list-style-type: none"> • Make connections between arrays, number patterns, and counting in 2s, 5s and 10s • Doubling numbers and objects • Recognise, find and name a half as 1 of 2 equal parts and a quarter as 1 of 4 equal parts of an object, shape or quantity • Describe position, direction and movement, including whole, half, quarter and three-quarter turns • Pupils use the language: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside • 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 • Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past • Recognise and know the value of different denominations of coins and notes 	<p>Money: recognise coins and use £ and p symbols. Pupils will revisit number facts and calculation strategies in the context of money. Pupils also build on earlier number and money work to make and convert quantities, give change and learn about pounds and pence notation.</p> <p>Fractions: identify equal parts and be familiar with halves, thirds and quarters. Pupils will develop their understanding of parts and wholes, describing equal parts as fractions of a whole. Pupils then apply this to finding half of a number, relating doubling and halving to fractions. <i>This unit prepares pupils with the language and representations for more detailed work on fractions later.</i></p> <p>Time: write and tell the time to five minutes. Pupils build on their previous time learning, sequencing and also incorporate recent work on fractions to tell the time including half past and quarter past and to the hour. This will be built on in the future to tell the time to 5 minutes and calculate with time.</p>	
Science Objectives		
<p><u>Unit: Plants</u> Pupils will:</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Describe how plants need water, light and a suitable temperature to grow and stay healthy 		

Computing Objectives	RE Objectives	History Objectives
<p>Information Technology: Using the internet to obtain info - Research skills</p> <ul style="list-style-type: none"> I can perform simple searches and navigate the WWW to obtain information (online for transport) <p>Digimaps: Using mapping software to locate rail/road routes</p>	<p>Understanding Christianity - What is the good news Jesus brings?</p> <p>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> <p>Know how Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>	<p>Trains, Planes and Automobiles - How they have changed and how they affect our planet?</p> <ul style="list-style-type: none"> I can demonstrate an understanding of the ways in which travel and transport has changed throughout history I can talk about what I know about the inventions of cars, trains and aeroplanes I know some of the significant people involved in the development of different types of transport I know why York was important in the history of the railway
Geography Objectives	Art Objectives	DT Objectives
<p>Not this half term</p>	<p>Not this half term</p>	<p>Mechanism and Structures - Design a vehicle (Axles and wheels)</p> <p>Design -</p> <ul style="list-style-type: none"> Generate ideas based on simple design criteria, explaining what they could make through talking and drawings. Research similar existing products. <p>Make -</p> <ul style="list-style-type: none"> Plan by suggesting what to do next. Select and use tools, equipment and techniques to perform practical tasks, explaining their choices. <p>Evaluate -</p> <ul style="list-style-type: none"> Discuss how well their model works in relation to the purpose, the user and whether it meets the original design criteria.

PE Objectives	Music Objectives
<p>Send & Return -</p> <ul style="list-style-type: none"> • With some accuracy and sensitivity, feed ball to a partner for them to hit at the correct pace • Track balls and other equipment sent to them, moving in line with the ball to collect or return • 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 <p>Run, jump & throw -</p> <ul style="list-style-type: none"> • 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 etc. • Handle and throw a variety of different objects and attempt to throw for distance • Developed agility and coordination skills • Participate as part of a team to compete in running relays - ways to increase effort and stay motivated when challenged 	<p>Music that makes you dance</p> <p>Listening and appraising: 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.</p> <p>Performance & Musicianship: Rhythm: Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p>

PSHCE Objectives - JIGSAW	Enrichment Activities
<p><u>Year 2</u> Puzzle 5: Relationships 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. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p><u>Year 1</u> Puzzle 5: Relationships 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>	<p>We will be planting out all the seeds that we were given from our trip to RHS Harlow Carr, including flowers that smell like chocolate, sunflowers and lots of vegetables to make a summer salad with!</p>