

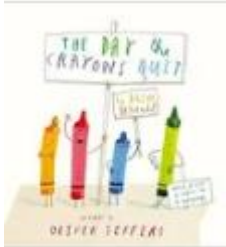
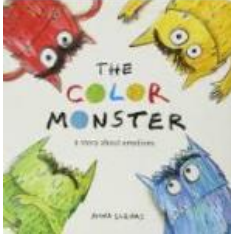
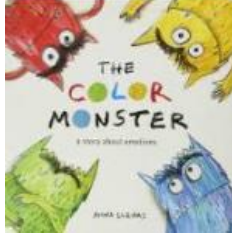
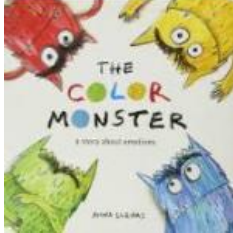
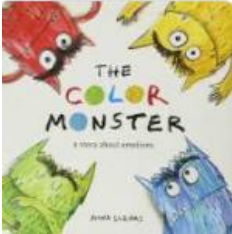
Thematic Blocked Curriculum Half-termly Overview

Year group : 1

Half term/year: Autumn 1

Theme: 1,2 3 My emotions and me!



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SUBJECT BLOCK	1,2 3 My emotions and me	1,2 3 My emotions and me	1,2 3 My emotions and me	1,2 3 My emotions and me	1,2 3 My emotions and me	1,2 3 My emotions and me	1,2 3 My emotions and me
						ASSESSMENT WEEK	
Text / Class Novel	<u>Fantastic Mr Fox</u>				<u>The Twits</u>		
Phonics / Spelling from phase phonic From new scheme? Or replaced to phases							
Reading	I can blend sounds in unfamiliar words	I can make predictions I can blend sounds in unfamiliar words	I can make predictions I can say what I like and don't like about a text I can match all 40 + graphemes	I can make predictions I can blend sounds in unfamiliar words I can match all 40 + graphemes	I can blend sounds in unfamiliar words I can match all 40 + graphemes	ASSESSMENT WEEK	I can blend sounds in unfamiliar words I can match all 40 + graphemes
Grammar	I can separate words using finger spaces` I can use a capital letter to start a sentence	I can separate words using finger spaces` I can use a capital letter to start a sentence	I can separate words using finger spaces` I can use a capital letter to start a sentence	I can separate words using finger spaces` I can use a capital letter to start a sentence I can use a full stop to end a sentence	I can separate words using finger spaces` I can use a capital letter to start a sentence and a full stop to end	ASSESSMENT WEEK	I can separate words using finger spaces` I can write a simple and complex sentence using the correct punctuation

Writing	<p>Cold task</p> <p>Children to write own simple sentences about themselves.</p>	<p>Prediction – using pictures and images</p> <p>Predictions using the blurb or a wordall</p> <p>I can think of a sentence orally before writing</p> <p>I can combine words to make a sentence</p>	<p>Comprehension – Retrieval- role on the wall- Inference- character description</p> <p>I can write simple sentences and extended sentences to describe a character</p>	<p>Comprehension – inference- tell me grid</p> <p>I can write simple sentences and extended sentences to describe a character</p>	<p>Comprehension Story map</p>	<p>ASSESSMENT WEEK</p>	<p>Application HOT TASK</p> <p>To write a short story of the colour monster</p>
Writing outcome	<p>Writing own independent sentences</p>	<p>Orally say, write a simple prediction</p>	<p>Think of words which describe the characters appearance and feelings. Write a simple/ complex character description</p>	<p>Write simple and complex sentences to describe a character</p>	<p>Draw own story map with labels</p>		<p>Write own colour monster story using taught grammar.</p>
Maths		<p><u>Place Value</u></p> <p>COLD TASK</p> <p><u>I can count to and across to 20, 50 and 100</u></p> <p>Identify and represent numbers using objects and pictorial representations 10, 20 and above</p>	<p><u>Place Value</u></p> <p><u>I can count to and across to 20, 50 and 100</u></p> <p>I can identify and represent numbers using objects pictorial representations and numerals</p> <p>I can write numbers to 1-20 in numerals</p>	<p><u>Place Value</u></p> <p><u>I can count to and across to 20, 50 and 100</u></p> <p>I can identify numbers using the language of more than and less than using concrete resources. I can explain how I know</p>	<p><u>Place Value</u></p> <p><u>I can count to and across to 20, 50 and 100</u></p> <p>I can say a number 1 more or 1 less than up to a given number</p>	<p>ASSESSMENT WEEK</p>	<p>HOT TASK</p> <p><u>Place Value</u></p> <p><u>I can count to and across to 20, 50 and 100</u></p> <p>I can read, match and write numbers to 20 in numbers and words</p>
Science							
ICT Computing		<p><u>ICT</u></p> <p><u>E- SAFTEY- I PADS</u></p> <p>I can use technology safely</p>	<p><u>ICT</u></p> <p><u>E- SAFTEY- I PADS- GENERAL USE</u></p> <p>I can use technology safely</p>	<p><u>ICT</u></p> <p><u>E- SAFTEY- I PADS-</u></p> <p>Photographs of friends showing a range of emotions</p>	<p><u>ICT</u></p> <p><u>E- SAFTEY- I PADS- GENERAL USE</u></p> <p>Photographs of friends showing a range of emotions</p>	<p><u>ICT</u></p> <p><u>E- SAFTEY- I PADS- USE</u></p> <p><u>PHOTOS OF FRIENDS TAKEN IN</u></p>	<p><u>ICT</u></p> <p><u>E- SAFTEY- I PADS- USE PHOTOS OF FRIENDS TAKEN IN PREVIOUS WEEKS TO DESIGN</u></p>

				<u>I can use a camera</u>	<u>I can use a camera</u>	<u>PREVIOUS WEEKS TO DESIGN AND MAKE A PIC COLLAGE</u>	<u>AND MAKE A PIC COLLAGE</u> <u>I can use digital content</u>
PE	GYMNASTICS Finding a space. Movement Stopping / listening Balance and jumps <u>Safety</u>	GYMNASTICS Finding a space. Movement Stopping / listening Balance and jumps. Introduce bench and mats to transfer skills <u>Safety</u>	GYMNASTICS Different ways to travel around the hall. Use benches and mats to travel and balance and complete jump <u>Safety</u>	GYMNASTICS Different ways to travel around the hall. Introduce ways of travelling, teach rolling. Introduce the trestles as well as the bench to travel, move and balance <u>Safety</u>	GYMNASTICS Different ways to travel around the hall. Introduce ways of travelling, teach rolling. Introduce the trestles as well as the bench to travel, move and balance <u>Safety</u>	GYMNASTICS Introduce the children to the large apparatus, - how it can be used to travel and move. <u>Safety</u>	GYMNASTICS Introduce the children to the large apparatus, - how it can be used to travel and move. <u>Safety</u>
PHSCE Geography History Art & Design Design & Technology (incl. food tech) Music (incl. song links) RE MfL Outdoor Learning / LotC (incl. trips/visitors & outdoor lessons)	PHSCE <u>SCARF- Why we have classroom rules?</u>	PHSCE <u>SCARF- Thinking about feelings</u>	PHSCE <u>SCARF-Our Feelings</u>	PHSCE <u>SCARF – Good friends</u>	PHSCE <u>SCARF – Good friends</u>	PHSCE <u>SCARF-Our special people balloons</u>	PHSCE <u>SCARF-How are you listening</u>
	ART I can show how people feel in painting—self portrait	ART I can use pencils to create lines of different thickness in drawings	ART I can name the primary colours and use and identify in my art work	ART I can name and make secondary colours--- paint different coloured monsters	ART- I can create moods in art work-- yellow/ blue red to represent feelings.	ART- I can create moods in art work--- yellow/ blue red to represent feelings	ART I can use pencils to create lines of different thickness in drawings
Quality Outcome (writing / art / production / presentation / assembly etc...)	ART I can show how people feel in painting—self portrait	ART Pencil drawing of themselves	ENGLISH Write a character description of the colour monster	PHSCE Explain why their friends are important. (photograph)	ICT Photographs of friends showing a range of emotions	ICT To make a pic collage of themselves and their friends	ENGLISH A written story of the colour monster

						showing different emotions	
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