

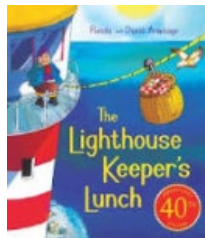
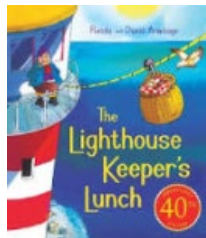
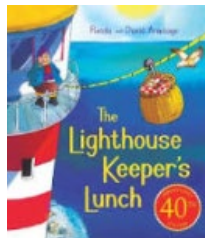
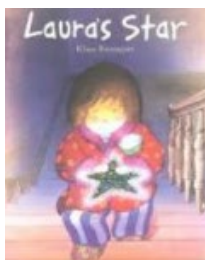
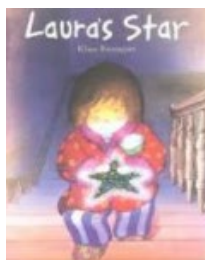
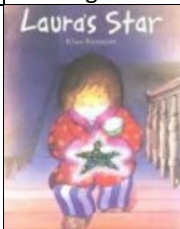
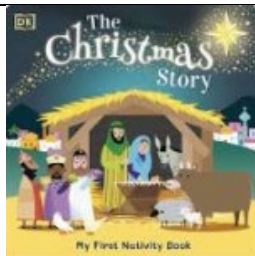
Thematic Blocked Curriculum Half-termly Overview

Year group : 1

Half term/year: Autumn 2

Theme: Bright lights and starry nights




		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	SUBJECT BLOCK	Bright lights and starry nights	Bright lights and starry nights	Bright lights and starry nights	Bright lights and starry nights	Bright lights and starry nights	Bright lights and starry nights	Bright lights and starry nights
	DT						 ASSESSMENT WEEK ?	
	Text / Class Novel							
	Phonics / Spelling from phase phonic From new scheme? Or replaced to phases							
Learning Journey	Reading	I can make predictions about the events in a text using the illustrations, blurb or a word all explaining what I think a text is about Match all 40 graphemes Blend sounds in unfamiliar words including compound words	I can make predictions about the events in a text using the illustrations, blurb or a word all explaining what I think a text is about Match all 40 graphemes Blend sounds in unfamiliar words including compound words	Retell stories using story language Read words which are phonetically decodable of more than 1 syllable	Explain what I think a text is about Discuss the significance of the title book and main characters Listen to a range of different texts.	Say what I like and don't like about a text giving reasons. Link what I have read to my own experience	PHONICS ASSESSMENT	Explain what I think a text is about Discuss the significance of the title book and main characters

	Grammar	<p>I can separate words using finger spaces` I can use a capital letter to start a sentence and a full stop to end</p>	<p>I can separate words using finger spaces` I can use a capital letter to start a sentence and a full stop to end</p>	<p>I can separate words using finger spaces` I can use a capital letter to start a sentence and a full stop to end</p>	<p>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 use a question mark</p>	<p>I can separate words using finger spaces` I can use a capital letter to start a sentence and a full stop to end</p>	ASSESSMENT WEEK	<p>I can separate words using finger spaces` I can write a simple and complex sentence using the correct punctuation</p>
	Writing- Prediction, Comprehension Retrieval Inference Grammar Writing application	<p>Cold task – Grammar</p> <p>Prediction – using pictures and images Combine words to make a sentence Join two sentences using and</p>	<p>Predictions- using the blurb or a wordall. I can compose a sentence orally before writing I can discuss what I have written with others</p> <p>Comprehension – Retrieval- role on the wall- Use adjectives to describe a character from the story Combine words to write a character description.</p>	<p>Comprehension – Retrieval- sequence sentences in chronological order</p> <p>Comprehension- Write a postcard from Mr. Grinnling to Mrs. Grinnling about the seagulls</p>	<p>Prediction-</p> <p>Hot seating- taking on the role of a character, asking and answering questions, both orally and written</p>	<p>Comprehension Retrieval and inference- Answer questions about the story in simple and extended sentences using the text/ illustrations</p> <p>Grammar- Extended sentence writing, finger spaces, full stops capital letters conjunction and adjectives.</p>	<p>ASSESSMENT WEEK ??</p> <p>Write sentences in the role of one of the characters from the story. Letter to Laura or the star WRITING PORTFOLIO</p>	<p>Application HOT TASK</p> <p>Christmas story</p>

	Writing outcome	Write a prediction based on the books	Write a character description using simple, complex sentences which	Write sentences simple and complex sentences in chronological order.	Write questions using a range of question words and	Answer comprehension questions about the text (basic and	Writing a letter from Laura to the star which	Write the Christmas Story in chronological order

		illustrations, title, blurb or a word all	include a range of adjectives and conjunctions		using the correct punctuation r	inferential) explaining how you know.	includes correct punctuation simple and extended sentences	
	Maths	<p>Calculations – addition and subtraction</p> <p>Number bonds to 10/20</p> <p>Read ,write and interpret mathematical statements</p> <p>Add 1 and 2 digit numbers to 20</p>	<p>Calculations – addition and subtraction</p> <p>Number bonds to 10/20</p> <p>Read ,write and interpret mathematical statements</p> <p>Add 1 and 2 digit numbers to 20</p> <p>Solve one step problems that involve objects and pictorial representation</p>	<p>Calculations – addition and subtraction</p> <p>Number bonds to 10/20</p> <p>Solve one step problems that involve objects and pictorial representation</p>	<p>Calculations – addition and subtraction</p> <p>Number bonds to 10/20</p> <p>Read ,write and interpret mathematical statements</p> <p>Subtract 1 and 2 digit numbers from 20</p> <p>Solve one step problems that involve objects and pictorial representation</p>	<p>Calculations – addition and subtraction</p> <p>Number bonds to 10/20</p> <p>Missing numbers</p> <p>Subtract 1 and 2 digit numbers from 20</p> <p>Solve one step problems that involve objects and pictorial representation</p>	ASSESSMENT WEEK	<p>Calculations –addition and subtraction</p> <p>Number bonds to 10/20</p> <p>Missing numbers addition and subtraction</p>

	Science	<p>I can name the seasons= Recognise and identify seasonal change</p> <p>Walk to Cliffe Castle. Children to look at the nature around. What do they notice as they look around?</p>	<p>•I can observe and comment on changes in the seasons.</p>	<p>I can explain how the weather changes throughout the year and name the seasons.</p>	<p>I can explain how the weather changes throughout the year and name the seasons.</p>	<p><u>SEE GEOGRAPHY WHICH LINKS AND BUILDS ON THE SCIENCE</u></p> 		

	ICT Computing	<u>ICT</u> <u>E-SAFTEY</u> Become familiar with the keys on a keyboard	<u>ICT</u> <u>E- SAFTEY-</u> Become familiar with the keys on a keyboard	<u>ICT</u> <u>E- SAFTEY-</u> Become familiar with the keys on a keyboard	<u>ICT</u> <u>E- SAFTEY-</u> Become familiar with the keys on a keyboard	<u>ICT</u> <u>E- SAFTEY-</u> Create and save a word document	<u>ICT</u> <u>E- SAFTEY-</u> Create and save a word document	<u>ICT</u> <u>E- SAFTEY-</u> Create and save a word document
	PE	KICKBALL	KICKBALL	KICKBALL	KICKBALL	KICKBALL	KICKBALL	KICKBALL
	<p><u>PHSCE</u> Geography History <u>Art & Design</u> Design & Technology (incl. food tech) Music (incl. song links) <u>RE</u> MfL</p> <p>Outdoor Learning / LotC (incl. trips /visitors & outdoor lessons)</p>	<p><u>PHSCE</u> <u>SCARF-</u> Are we the same or are we different?</p> <p><u>DT-</u> I can make a simple plan <u>can</u> <u>DT-</u> I can cut food safely.</p>	<p><u>PHSCE</u> <u>SCARF-</u> being unkind teasing and bullying</p> <p><u>DT-</u> I can make a simple plan <u>DT</u> I can use my own ideas to make something</p>	<p><u>PHSCE</u> <u>SCARF-</u> being unkind teasing and bullying x 2</p> <p><u>DT</u> – I can use my own ideas to make something <u>DT/ART</u> I can chose appropriate resources and tools</p> <p>I can cut roll and coil materials</p> <p>I can make my model stonger</p>	<p><u>PHSCE</u> <u>SCARF-</u> Who are our special people? X2</p> <p><u>DT</u> I can make a simple plan before I make something</p> <p><u>Geeography</u> I can keep a weather chart and</p>	<p><u>PHSCE</u> <u>SCARF-</u> Who are our special people? X2</p> <p><u>Geeography</u> I can explain the different findings</p>	<p><u>PHSCE-SCARF-</u> It's not fair</p> <p><u>Geeography</u> I can explain the different</p>	<p><u>DT-</u> I can cut food safely.</p> <p>DT I can make a product which moves</p>

[illegible]

	presentation / assembly etc...)	to prepare and cut food safely	design and make a lighthouse	happened to them in the story	types of weather in the different seasons	people in their lives and why.	from the star to Laura	
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