

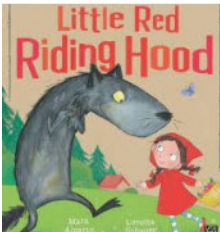
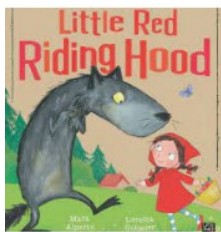



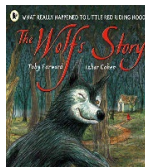







# Thematic Blocked Curriculum Half-Termly Overview

Year group : 1








Half term/year: SPRING 2







Theme: Once upon a time and long, long ago








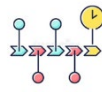
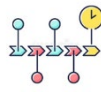






Learning Journey		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
	SUBJECT BLOCK	Traditional Tales <b>HISTORY</b> <b>RHYME TO LEARN</b> <b>LITTLE RED</b>	Traditional Tales <b>HISTORY</b> <b>RHYME TO LEARN</b> <b>LITTLE RED</b>	Traditional Tales <b>SCIENCE</b> <b>RHYME TO LEARN</b> <b>LITTLE RED</b>	Traditional Tales <b>RE</b> <b>THE WOLF’S STORY</b>	Traditional Tales <b>ICT</b> <b>THE WOLF’S STORY</b>	Traditional Tales <b>ART</b> <b>THE WOLF’S STORY</b>		
	Science DT ICT			 		ASSESSMENT WEEK ?			
	Text / class novel	James and the giant peach				Charlie and the chocolate factory			
	Phonics / Spelling from phase phonic From new scheme? Or replaced to phases								
									
	Reading	I can learn poems and rhymes by heart  I can retell stories orally using narrative language  I can read words which end in s, ing, ed est	I can learn poems and rhymes by heart  I can talk about the main characters in a book  I can divide words into more than 1 syllable	I can learn poems and rhymes by heart  I can take part in discussions about texts, like and dislikes  I can divide words into more than 1 syllable	I can learn poems and rhymes by heart  I can use what I already know to understand texts  I can read compound words	I can learn poems and rhymes by heart  I can check my reading makes sense and go back to correct when it doesn't  <b>PHONICS ASSESSMENT</b>	I can learn poems and rhymes by heart  I can check my reading makes sense and go back to correct when it doesn't  I can read compound words		

	<b>Grammar</b>	I can use capital letters for names.	I can use capital letters for names.	I can use capital letters and full stops to start and end sentences..... Traffic lights?	I can use an exclamation mark	I can join sentences using a range of conjunctions <b>ASSESSMENT WEEK--- PHONICS READING</b>	I can join sentences using a range of conjunctions	
		WALT: make predictions about the events in a text	<ul style="list-style-type: none"> <li>WALT: combine words to write extended sentences</li> <li>WALT: to use capital letters and full stops correctly within our writing</li> </ul>	<ul style="list-style-type: none"> <li>WALT: Identify and use traditional tale opening sentences and phrases</li> <li>WALT: draw inference from the text</li> </ul>	<ul style="list-style-type: none"> <li>WALT: use an exclamation mark correctly</li> <li>WALT: identify a selection of features within a text (full stops, capital letters, question marks, exclamation marks, conjunctions and adjectives)</li> </ul>	<b>ASSESSMENT WEEK</b>	WALT: write simple and extended sentences using a variety of conjunctions	
	<b>Writing- Prediction, Comprehension Retrieval Inference Grammar Writing / Application Composition</b>	<b>Cold task – Grammar</b>  <b>Prediction</b> Predictions- using the front cover eg the picture and the title with circles cut out allowing some illustrations and some text WALT: I can make predictions about the events in a text.	<b>Retrieval and Inference</b> <b>Comprehension –</b> inference zone of relevance - (chose a character and use adjectives) Use these to write a character description.  Choose a setting and use adjectives to describe the setting/location.  WALT: combine words to write a sentence  WALT: to use capital letters and full stops correctly within our writing	<b>Inference</b> WALT: Identify and use traditional tale opening sentences and phrases  WALT: draw inference from the text and illustrations  WALT: Use an exclamation mark taking on the role of a character, asking and answering questions, both orally and written	<b>Grammar</b> WALT: Use an exclamation mark taking on the role of a character, asking and answering questions, both orally and written  WALT: use capital letters , full stops question marks and exclamation marks to accurately demarcate sentences correctly.	<b>Writing</b> WALT: sequence sentences to form a story map  As one of the characters or to one of the characters (include an adjective, conjunction exclamation and question mark)  WALT: to reread to check my work makes sense WALT: edit and improve my work <b>WRITING ASSESSMENT ( PORTFOLIO)</b>	<b>Composition</b> WALT: use the suffix s, es, ed and ing within my writing  <u>APPLICATION HOT/ TASK</u>	

	<b>Writing outcome</b>	Children to be make a prediction by using the title, illustrations or blurb.	Children to write a character description of the wolf and their own character	Children to answer retrieval and inference questions	Children to be able to identify and use exclamation marks.		Children to write sentences in chronological order	
								
	<b>Maths</b>	<p><b><u>COLD TASK</u></b></p> <p><b><u>Fractions</u></b> WALT: recognise and find one half of an object, shape or quantity</p> <p><b><u>Fractions</u></b> WALT: recognise and find one half of an object, shape or quantity</p>	<p><b><u>Fractions</u></b> WALT: recognise and find one half of an object, shape or quantity</p> <p><b><u>Fractions</u></b> WALT: recognise and find one half of an object, shape or quantity</p>	<p><b><u>Fractions</u></b> WALT: recognise and find one quarter of an object, shape or quantity</p> <p><b><u>Fractions</u></b> WALT: recognise and find one quarter of an object, shape or quantity</p>	<p><b><u>Measurement</u></b> WALT: tell the time to the hour and half past. (making clock)</p> <p>WALT: tell the time to the hour and half past.</p> <p>WALT: describe position directions including half, and quarter ( links to ICT)</p>	<p><b>ASSESSMENT WEEK?</b></p>	<p><b><u>Measurement</u></b> _WALT: draw hands on the clock face to show the hour and half past</p> <p><b><u>HOT TASK</u></b></p>	
								

	<b>ICT</b> <b>Computing</b>					<b>ICT--</b> <b>E- SAFETY-</b> I can use technology safely <b>E-SAFTEY-</b> WALT: directional language to direct a friend around  WALT: create a series of instructions and follow them  WALT: Plan a journey for a programmable toy		
								
	<b>PE</b>	<b><u>INTERPRETIVE DANCE</u></b> <b>Ice Dancing</b> To develop balance and co-ordination. To perform dances using simple movement patterns by responding to a video stimulus. • To move in response to a video stimulus.	<b><u>INTERPRETIVE DANCE</u></b> <b>April Showers</b> To develop balance and co-ordination. To perform dances using simple movement patterns by improvising individually and with a partner. • To improvise and create	<b><u>INTERPRETIVE DANCE</u></b> <b>Beside the Seaside Part 1</b> To develop balance and co-ordination. To perform dances using simple movement patterns by showing awareness of others when working in a group. • To show awareness of	<b><u>INTERPRETIVE DANCE</u></b> <b>Beside the Seaside Part 2</b> To develop balance and co-ordination. To perform dances using simple movement patterns by mirroring the actions of a partner. • To understand mirroring and use	<b><u>INTERPRETIVE DANCE</u></b> <b>Hooray for Harvest!</b> To develop balance and co-ordination. To perform dances using simple movement patterns of a traditional style of dance. • To keep in time with a	<b><u>INTERPRETIVE DANCE</u></b> <b>Fields of Gold</b> To develop balance and co-ordination. To perform dances using simple movement patterns with changes of speed and shape to represent an object. • To vary the shape and speed	

			movements with a partner.	others when working in a group.	this with a partner.	steady beat to perform a traditional style of dance.	of my movements to represent an object	
								
	<b>PHSCE</b>	<b>PHSCE SCARF-</b> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order	<b>PHSCE SCARF-</b> Identify what they like about the school environment; Recognise who cares for and looks after the school environment.	<b>PHSCE SCARF-</b> Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others.		<b>PHSCE SCARF-</b> Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money;  Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it)	<b>PHSCE- SCARF.</b> How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries	
								
	<b>Geography, Science</b>  <b>History</b>  <b>Art &amp; Design</b>	<b>HISTORY</b> WALT: use words such as old, new and long ago WALT: recognise that some things belonged in the past	<b>HISTORY</b> WALT: spot old and new things in a picture Venn diagram – guessing what they were used for	<b>SCIENCE</b> WALT: name parts of the human body that I can see (round robin of different experiments eg taste	<b>RE</b> What is special to faith communities? How do what believers do	<b>ICT</b> PLEASE SEE COLUMN FOR ICT OBJECTIVES ABOVE	<b>ART</b> WALT: show how different people feeling paintings and drawings	

	<p><b>Design &amp; Technology (incl. food tech)</b></p> <p><b>Music (incl. song links)</b></p> <p><b>RE</b></p> <p><b>MfL</b></p> <p><b>Outdoor Learning / LotC</b> (incl. trips /visitors &amp; outdoor lessons)</p>	<p><b>(visit to Cliffe Castle museum to look at old artefacts)</b></p> <p>WALT: explain what they have seen. the historical buildings/ artefacts explain what they were used for</p>	<p>WALT: explain what an object from the past was used for</p> <p>What am I? Using adjectives, conjunctions to describe the item</p>	<p>tests, listening outside the classroom)</p> <p>WALT: name parts of the human body that I can see</p> <p>Explain the different senses and what they are used for.</p>	<p>show what they believe?</p> <p>WALT: recount some religious stories and recognise some religious objects</p> <p>WALT: talk or write about special places. days or objects</p> <p>WALT: show understanding of the meaning of stories and symbols relating to the topic</p>		<p>WALT: create moods in my art work using different colours and textures</p> <p>WALT: describe what I can see in a piece of art</p> <p>WALT: give an opinion about the work of an artist saying what I like or dislike about a piece of art</p>	
	<p><b>Quality Outcome</b> (writing / art / production / presentation / assembly etc...)</p>	<p><b><u>HISTORY</u></b></p> <p>To recognise and identify objects from the past. To use the vocabulary “old, new, a long time ago when describing orally and in the written form.</p>	<p><b><u>HISTORY</u></b></p> <p>To create a “what am I poster about new and old objects</p>	<p><b><u>SCIENCE</u></b></p> <p>To create a sense poster which describes why each sense is important to our body</p>	<p><b><u>RE</u></b></p> <p>To compare 2 different religions.... double page spread? Looking at the different places of worship, special places, books etc</p>	<p><b><u>ICT</u></b></p> <p>To create digital content of one of a chosen traditional tales.</p>	<p><b><u>ART</u></b></p> <p>To create a piece of art work using different colours which show how the characters feel</p>	