



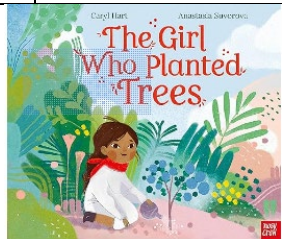

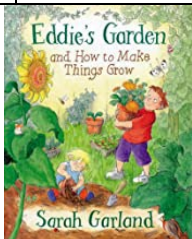

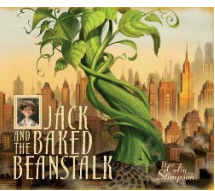
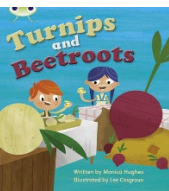
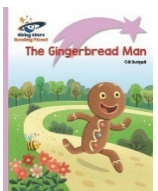


# Thematic Blocked Curriculum Half-termly Overview

Year group: 1    Half term: Spring 2    Theme: How does your garden grow?

SUBJECT BLOCK		Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
		Art 	Art 	Art 	ASSESSMENT week	Geography 
Literacy	Class Novel	  				
	Text	 <div>    </div> <p>Guided Reading:</p> <p>Blue and Green   Yellow   Orange and Red</p>				
	Phonics / Spelling	Rocket Phonics split across 4 groups within year 1.				
	Reading	Explain what I think a text is about. (Oracy focused: Comprehension style questions).	Discuss the significance of the title of a book and the main events. Learn some poems and rhymes by heart.  GR: Discuss the significance of the title of a book and the main event.	GR: Listen to a range of texts. Check that my reading makes sense and go back to correct when it doesn't Link what I have heard or read to my own experiences.	GR: Explain what I think a text is about. Retell key stories orally using narrative language. Check that my reading makes sense and go back to correct when it doesn't	GR: Say what I like and do not like about a text. Take part in discussions about texts (likes/dislikes, characters events.) taking turns and listening.

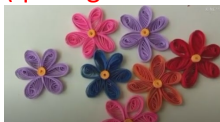
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		Begin to draw inferences from the text or illustrations.  GR: Make predictions about the events in the text.	Check that my reading makes sense and go back to correct when it doesn't			
	Grammar	Cold Task – SPAG		Use an exclamation mark. Use a question mark. Use capital letters for names	Combine words to make a sentence. Join two sentences using 'and'	
	Writing	Compose a sentence orally before writing it. Use a capital letter to start a sentence. Use a full stop at the end of a sentence.	Compose a sentence orally before writing it. Use a capital letter to start a sentence. Use a full stop at the end of a sentence.	Compose a sentence orally before writing it. Use a capital letter to start a sentence. Use an exclamation mark. Use a question mark. Use capital letters for names	Compose a sentence orally before writing it. Use a capital letter to start a sentence. Use a full stop at the end of a sentence.	Read my own writing aloud so it can be heard by others. Separate words using finger spaces. Combine words to make a sentence
	Writing Outcome	Write a prediction about what happens next in the story (after reading clearing the space.)	What I know, what I think – based on the cover and what we have read .	Captioning pictures from the text with exclamation sentences.  Hot seat Zoo	Role on the wall for Zoo.  Write extended sentences about her different feelings in the story.	Writing to entertain: Story innovation
Maths	<u>Vocabulary</u> recognise, find, name $\frac{1}{2}$ , $\frac{1}{4}$ object, shape and quantity					
	<b>Cold task</b>  Recognise a half of an object, shape.	Recognise and name a half of a quantity.	Recognise and name a quarter of an object, shape.  Find a quarter of an object, shape.	<b>Assessment Week</b>	<b>Hot task</b> Recognise and name a quarter of a quantity.  Find a quarter of a quantity.	

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	Find a half of an object.	Find a half of a quantity.			
Arithmetic Focus	Missing number statements addition $7 + \text{-----} = 10$	Missing number statements subtraction	Addition and subtraction of 1 to a number between 10 and 20 e.g. $17-1=$	Addition of 10 of a number between 11 and 19	Subtraction of 10 of a number between 11 and 19
<b>Theme</b> Geography History Art & Design Design Technology (incl. food tech) Music (incl. song links) RE MfL	Describe what I can see in a piece of artwork.  Give an opinion about the work of an artist, saying what I like or dislike about a piece of art.  Ask questions about a piece of art.	Use pencils to create lines of different thickness in my drawings. (plants still life sketch)  Name the primary and secondary colours.	Cut, roll and coil materials such as card, paper, felt and pipe cleaners. <b>(quilling of flowers, trees)</b>   Ask questions about a piece of art.	<b>Assessment Week</b>	Keep a weather chart and answer questions about the weather.  Explain how the weather changes throughout the year and name the seasons.
Science	<u>Plants</u>  Identify and describe the basic structure of a variety of common flowering plants, including trees.	<u>Plants</u>  Identify and describe the basic structure of a variety of common flowering plants, including trees.	<u>Plants</u>  Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.	<u>Seasonal change</u>  Observe and describe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies .	<u>Seasonal change</u>  Observe and describe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies .
PE	<b>Real PE</b> <b>Unit4: co-ordination and counter balance</b>				



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	Skill – Ball skills	Skill – Ball skills	Skill – Ball skills	Skill – balancing with a partner	Skill – balancing with a partner
	<b>Information technology</b>				
<b>ICT</b>	Become familiar with the keys on a keyboard. Create and save a new word document.	Type simple sentences in a word document.	Open a saved word document and edit.	Open a saved word document and edit.	Open a saved word document and edit.
<b>PHSCE</b>	<b>Rights and Respect</b>				
	Taking care of things	Taking care of myself	Taking care of money	Taking care of the environment	Taking care of the environment
<b>Quality Outcome</b> (Writing / art / production / presentation / assembly etc)	Keep a weather chart to observe changes.  Analysing artwork.	Creating sketches of plants-observational drawings.	Using quilling to create flowers or trees.	Create a poster describing ways you can take care of the environment (PSHCE)	Observing changes of Spring.  Analyse our weather chart and look at the diary entries that the children have written when taking the bear home.  Story innovation – Write own surprise garden story.
<b>Trips/Visitors</b>		Visit to Cliffe Castle botanical gardens (still life drawing).			

**TO DO:**

Add some more bits into quality outcome

Look at the learning journey for English and filling in the writing outcomes