

Becontree Primary School
Year 1 Medium Term Overview of Learning (Summer 3B)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Language and Communication	Skill: does not talk when other are talking. Vocab: smooth, shape, beside	Skill: does not talk when other are talking. Vocab: loudly, quietly, silent	Skill: Give well-structured descriptions and explanations (linked to the leaflets) Comments on what other people have said. Vocab: through, another, as much	Skill: articulate and justify answers and opinions (linked to science investigation). Comments on what other people have said. Vocab: shiny, fast, slow	Skill: consider and evaluate different viewpoints considering and building on the contributions of others. Comments on what other people have said. Vocab: next, earlier, later	Skill: Ask relevant questions to extend their knowledge and understanding. (linked to transition to year 2) Comments on what other people have said. Vocab: biggest, smallest, uncomfortable.	Skill: Comments on what other people have said. Vocab: soon, lovely, most
Phonics	My letters and Sounds Scheme – Schofield and Sims Children will be working at different phases. Every week a new decodable reading book will be sent home as well as a coloured reading banded book and a library book. Please read and enjoy these books with your child. The Scofield and Sims book is the most important for your child to read at home.						
Grammar	Skills Builder unit 25 ou & ow (page 33)	Skills Builder unit 26 ee, ea, ie & i_e (page 34)	Skills Builder unit 27 oo, u_e, ue & ew (page 36)	Skills Builder unit 28 i_e, ie & igh (page 38)	Skills Builder unit 29 ir, ur & er (page 40)	Skills Builder unit 30 air, ear & are (page 42)	Skills Builder Unit 33 Compound words (page 47)
Reading Refer to the planning for learning overview for English for ongoing objectives.	10 mins x 5 read aloud 30 mins x5 phonics phase 5 30 mins x4 BERT	10 mins x 5 read aloud 30 mins x5 phonics phase 5 30 mins x4 BERT	10 mins x 5 read aloud 30 mins x5 phonics phase 5 30 mins x4 BERT	10 mins x 5 read aloud 30 mins x5 phonics phase 5 30 mins x4 BERT	10 mins x 5 read aloud 30 mins x5 phonics phase 5 30 mins x4 BERT	10 mins x 5 read aloud 30 mins x5 phonics phase 5 30 mins x4 BERT	10 mins x 5 read aloud 30 mins x5 phonics phase 5 30 mins x4 BERT
Writing	Key Text: Descriptive writing L1, 2 and 3: To describe your favourite animal from the Zoo trip.	Key text: Peace at Last by Jill Murphy L1: To read the text and sequence the order of sounds. - children to join in with the different noises of peace at last story. L2: To plan their story using their sounds.	Key text: Peace at Last by Jill Murphy L1, 2 and 3: To plan and then write a story on the noises that they heard on their listening walk. Hook/Context: Human body/ Senses- trying to	Key text: No key text – Sport’s Day L1: To brainstorm skills needed to play different sports L2: To write notes on Sports day. L3: To write a recount of sports day. Hook/Context: Sports day	Key text: Mr Gumpy’s Motor Car L1: To plan their own story based on their own animals and what happens to them. L2: To write their own animal story. Hook/Context: Transport -	Key text: You Can’t Take an Elephant on the Bus by Patricia Cleveland-Peck L1: To retell and recall animals and modes of transport from the story. L2: To plan story using own animals and modes of transport to create	Key text: No Key Text – Transition to Year 2 L1: To write questions to their new Year 2 teacher. L2: To write about what they have enjoyed about being in Year 1. Hook/Context:

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		L3: To begin writing a story about the noises that they heard on their listening walk. Hook/Context: Human body/ Senses- trying to go to sleep at school what noises can they hear.	go to sleep at school what noises can they hear.		Children make their own version of the story. Punctuation: exclamation mark	their own story. L3: To write own story using their own animals and modes of transport. Punctuation: exclamation mark Hook/Context: Transport	Transition to Year 2
Handwriting	Handwriting book Lesson 1 – words: horse, cart, bus, Dagenham, village, local Lesson 2 – sentence: Pilots fly aeroplanes. Sentence: The Wright brothers made a plane fly.	Handwriting book Lesson 1 – letters: k, m words: king, man Sentence: The king is a kind man. Lesson 2 – words: rail, train, steam, engine, gauge, locomotive.	Handwriting book Lesson 1 – Sentence: Steam trains use coal. Sentence: Trains now use diesel fuel. Sentence: Stephenson invented the gauge. Lesson 2 – words: saw, first, sure, author, boil, toe	Handwriting book Lesson 1 – Sentence: How are you? Sentence: That car is so fast! Sentence: Well done everyone! Lesson 2 – words: missing, found, hiding, scared, lonely, lost	Handwriting book Lesson 1 – Sentence: The chick is missing. Sentence: Where is he hiding? Sentence: The chick feels lonely. Lesson 2 – Sentence: We found the chick. Sentence: He is happy now. Sentence: The other chicks are chirping.	Handwriting book Lesson 1 – letters: n, r Words: nose, red Sentence: Percy has a red nose. Lesson 2 - Words: chicks, egg, hatch, warm, yellow, feathers	Handwriting book Lesson 1 – Words: webbed, fluffy, beak, round, small, chirp Lesson 2 – Sentence: The eggs are round. Sentence: The eggs hatched. Sentence: The chicks are yellow.
Maths	Money Name coins and notes and understand their value. Represent the same value using different coins. Find change	Multiplication and Division. • Explore arrays • Share equally into groups Doubling Link halving to fractions		Revision and Assessment	Multiplication and Division. • Explore arrays • Share equally into groups • Doubling • Link halving to fractions	Measures: Capacity and Volume. • Compare capacities, volumes and lengths • Explore litres • Apply understanding of fractions to capacity	

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Computing	Programming - Programming Animations - Comparing Tools	Programming Animations Joining Blocks	Programming Animations Make a change	Programming Animations Adding Sprites	Programming Animations Project Design	Programming Animations Following my Design (2 weeks)	
Foundation Subjects (Art, Science, History)	Art: Plants To teach basic sketching skills using a soft pencil focussing on shape, form, space and line when sketching trees in the park. To paint a tree selecting and using different thickness of brushes teaching children brush techniques. Through painting trees teach colour mixing to show light, shade and shadow. To experiment with printing tree branches using cardboard block and watered-down paint. To experiment with building up level of printing to represent different sizes/ thickness of branches. To make a tree collage focussing on colour, texture and form.		DT: Fruit kebabs L1: To understand the importance of food hygiene and safety when handling food. L2: To practise different skills (cutting, mashing, holding, peeling, grating). L3: To select and prepare fruit for a fruit kebab. To cut food safely using a knife	Science: Identifying materials L1: To identify materials and distinguish between the objects and the material from which it is made. L2: To identify and name common types of materials. Label, collect, record objects made out of the same materials. L3: To test, describe, compare and identify different liquids.	Science: Identifying materials L4: To use knowledge of everyday materials to recognise that different objects can be made from the same material. Children will have identified materials that would not be used to make certain objects and say why the material is unsuitable. L5: To discover which materials are best to keep a hollow chocolate safe from breakage in the post. L6: To identify materials that commonly exist as powders including sand, flour, sugar, and talcum powder. To review the	Science: Comparing materials - L1: To describe physical properties of some everyday materials and make some simple comparisons. - L2: To compare different materials used to make soft toys and identify the ones they think are most suitable. - L3: To classify materials and group them together by similar properties.	Science: Comparing materials - L1: To raise a question comparing the properties of different slimes and carry out a simple comparative test to answer it. - L2: To learn that some materials float and other sink in water. - L3: To sort fabrics into those that let light through and those that don't. To demonstrate an understanding of what different physical properties are and which materials have these.

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					materials that they know and the objects that they are made out of.		
Music	Explore Sound and Create a Story • To recognise that a song can tell a story through lyrics or in films • To compose a song using sounds of school • To practise an instrumental part for a performance • To listen and respond to a piece of music • To select a piece of music to perform • To assess my learning using a quiz						
PSHE	RHE Theme: It's My Body Lesson 1- Different Friends To understand that we are all different but can still be friends.	RHE Theme: It's My Body Lesson 2- Growing and Changing To discuss how children, grow and change.	RHE Theme: It's My Body Lesson 3- Families and Care To explore different types of families and who to ask for help. To identify who can help when families make us feel unhappy or unsafe.	PSHE Citizenship Aiming High – Jobs for All To identify and respect the similarities and differences between people. To share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class.	PSHE Citizenship Aiming High – Going for Goals I can talk about my goals for the future. I can explain why they are important to me. I can think about how I can achieve my goals. I can show respect to people who have different goals to me.	PSHE Citizenship Aiming High – Looking Forward To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends). To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. I can think about changes that might happen to me and consider how I feel about them.	RHE Theme: It's My Body Lesson 7- Revision of topics in this term's unit Aiming High
RE What does it mean to be a Muslim?	Lesson 1 What makes a community? To be able to recognise a community.	Lesson 2 Who was Muhammad? To be able to say who Muhammad was and why he is	Lesson 3 Which objects are special for Muslims? To be able to explain why some	Lesson 4 How do Muslims show they belong to Islam? To be able to list the ways in which a	Lesson 5 What celebrations do Muslims take part in? To be able to describe the festival	Lesson 6 What does it mean to be a Muslim? To be able to understand and explain what it	

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		special.	objects are special to Muslims.	Muslim demonstrates their faith.	of Eid.	means to be a Muslim.	
PE	Outdoor- Preparing and practising for Sports day Lesson 1 To promote active participation by all pupils in fun and healthy physical activities. Indoor- Team building Lesson 1 To co-operate and communicate with a partner to solve challenges.	Outdoor- Preparing and practising for Sports day Lesson 2 To play a range of physical activities to enhance mental and physical development. Indoor- Team building Lesson 2 To explore and develop teamwork skills.	Outdoor- Athletics Lesson 1 To move at different speeds over varying distances. Indoor- Team building Lesson 3 To develop communication skills.	Outdoor- Athletics Lesson 2 To develop balance. Indoor- Team building Lesson 4 To use communication skills to lead a partner.	Outdoor- Athletics Lesson 3 To develop agility and co-ordination. Indoor- Team building Lesson 5 To plan with a partner and small group to solve problems.	Outdoor- Athletics Lesson 4 To explore hopping, jumping and leaping for distance. Indoor- Team building Lesson 6 To use teamwork to solve challenges.	Outdoor- Athletics Lesson 5 To develop throwing for distance.