

**Becontree Primary School**  
**Year 1 Medium Term Overview of Learning (Autumn B)**

|                                   | Week 1                                                                                                  | Week 2                                                                                                                  | Week 3                                                                                                    | Week 4                                                                                                 | Week 5                                                                                                                 | Week 6                                                                                                                                      | Week 7                                                                                                                       |
|-----------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Language and Communication</b> | <b>Skill:</b> Can follow a sequence of simple instructions<br><br><b>Vocab:</b><br>Flat, line, straight | <b>Skill:</b> Respond to reasons and give simple reasons to why or why not<br><br><b>Vocab:</b><br>Many, as many, a lot | <b>Skill:</b> Respond to instructions appropriately<br><br><b>Vocab:</b><br>Backwards, near, next to      | <b>Skill:</b> Respond to questions starting where does...<br><br><b>Vocab:</b><br>Enough, plenty, much | <b>Skill:</b> Who can tell me. and what's next...?<br><br><b>Vocab:</b><br>Before, after, first                        | <b>Skill:</b> Can continue a conversation by commenting on what has been said<br><br><b>Vocab:</b><br>Different, same, pleased              | <b>Skill:</b> Can hold a conversation by taking turns<br><br><b>Vocab:</b><br>Share, eyes, look                              |
| <b>Phonics</b>                    | <b>My letters and Sounds Scheme:</b>                                                                    | <b>My letters and Sounds Scheme:</b>                                                                                    | <b>My letters and Sounds Scheme:</b>                                                                      | <b>My letters and Sounds Scheme:</b>                                                                   | <b>My letters and Sounds Scheme:</b>                                                                                   | <b>My letters and Sounds Scheme:</b>                                                                                                        | <b>My Letters &amp; Sounds Scheme:</b>                                                                                       |
| Phase 2                           | <b>Week 1 Phonemes:</b><br>s, a, t, p                                                                   | <b>Week 2 Phonemes:</b><br>i, n, m, d                                                                                   | <b>Week 3 Phonemes:</b><br>g, o, c, k,<br><br>blending and                                                | <b>Week 4 Phonemes:</b><br>ck, e, u, r<br><br><b>Tricky words:</b><br>to, the                          | <b>Week 5 Phonemes:</b><br>h, l, b, f, ff, ll<br><br><b>Tricky words:</b><br>no, go                                    | <b>Week 6 Phonemes:</b><br>ss, two syllable words, tricky words                                                                             | <b>Week 7 Phonemes:</b><br>Revising letters and blending<br><br><b>Tricky words:</b><br>into, put                            |
| Phase 3                           | <b>Week 2 Phonemes:</b><br>y, z, zz, q, qu<br><br><b>Tricky words:</b><br>he, she, the, to              | <b>Week 3 Phonemes:</b><br>sh, ch, th, ng<br><br><b>Tricky words:</b><br>we, me, be and high frequency words            | <b>Week 4 Phonemes:</b><br>ai, ee, igh, oa<br><br><b>Tricky words:</b><br>was, no, go                     | <b>Week 5 Phonemes:</b><br>oo (long), oo (short), ar, or<br><br><b>Tricky words:</b><br>my             | <b>Week 6 Phonemes:</b><br>Two syllable words, ur, ow, oi<br><br><b>Tricky words:</b><br>you and high frequency words  | <b>Week 7 Phonemes:</b><br>ear, air, er,<br><br><b>Tricky words:</b><br>they                                                                | <b>Week 8 Phonemes:</b><br>Recap oa, igh, two syllable words<br><br><b>Tricky words:</b><br>her and high frequency words     |
| Phase 5                           | <b>Week 7 Phonemes:</b><br>aw, ue, ew<br><br><b>Tricky words:</b><br>Mr, Mrs, said, so                  | <b>Week 8 Phonemes:</b><br>oe, au, i-e<br><br><b>Tricky words:</b><br>asked, have                                       | <b>Week 9 Phonemes:</b><br>a-e, o-e, u-e<br><br><b>Tricky words:</b><br>could, would, should, there, were | <b>Week 10 Phonemes:</b><br>e-e, wh, ph<br><br><b>Tricky words:</b><br>our, here, when                 | <b>Week 11 Phonic families for ai, ee, igh, or, ur</b><br><b>Tricky Words:</b><br>Review tricky words and 'ed endings. | <b>Week 12 Phonic families for oa, oo, yoo</b><br><b>Reviewing graphemes for ow, and oi.</b><br><b>Tricky words:</b><br>Read: house, mouse. | <b>Week 13</b><br>Revision of new phonemes taught and phoneme families.<br>Revision of all tricky reading and spelling words |

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| <b>Grammar</b>                                                                                    | Revision of sounds at the end of words – ff and ll<br>Skills Builder Unit 3                                                                                                                                                  | Revision of sounds at the end of words – ck and nk<br>Skills Builder Unit 4                                                                                                                                        | Revision of sounds at the end of words – ss and zz<br>Skills Builder Unit 6                                                                                                                            | To understand the difference between singular and plural. To learn the rules for adding -s and -es to nouns.<br>Skills Builder Unit 7                                                    | To identify nouns (naming words).<br>Skills Builder Unit 8                                                                                                                             | To use verbs (action words) to describe what a person or thing is doing or being.<br>Skills Builder Unit 9                                                                                                                              | Revision of unit and address any misconceptions                                                               |
| <b>Reading</b><br>Refer to the planning for learning overview for English for ongoing objectives. | 10 mins x 4 read aloud<br>30 mins BERT Reading x 4<br>30 mins x5 phonics                                                                                                                                                     | 10 mins x 4 read aloud<br>30 mins BERT Reading x4<br>30 mins x5 phonics                                                                                                                                            | 10 mins x 4 read aloud<br>30 mins BERT Reading x4<br>30 mins x5 phonics                                                                                                                                | 10 mins x 4 read aloud<br>30 mins BERT Reading x4<br>30 mins x5 phonics                                                                                                                  | 10 mins x 4 read aloud<br>30 mins BERT Reading x4<br>30 mins x5 phonics                                                                                                                | 10 mins x 4 read aloud<br>30 mins BERT Reading x4<br>30 mins x5 phonics                                                                                                                                                                 | 10 mins x 4 read aloud<br>30 mins BERT Reading x4<br>30 mins x5 phonics                                       |
| <b>Writing</b>                                                                                    | <b>Key text: On the Way Home- Jill Murphy</b> Sequence the story<br>Story map in relation to the context.<br><br><b>Hook/Context: physical and human features</b>                                                            | <b>Key text: On the Way Home- Jill Murphy</b><br>Children to create their own journey based on the text.<br><br><b>Hook/Context: The girl who makes up stories</b>                                                 | <b>Key text: On the Way Home- Jill Murphy</b><br>Story writing based on own journey to create a class book.                                                                                            | <b>Key text: Sam's Sandwich by David Pelham</b><br>A retell on the text.                                                                                                                 | <b>Key text: Sam's Sandwich by David Pelham</b><br>Children to write their own version of what foods and insects to put in the sandwich.                                               | <b>Key text: Sam's Sandwich by David Pelham</b><br>Writing a list of things they are going to need to make their sandwich.                                                                                                              | <b>Key text: Sam's Sandwich by David Pelham</b><br>Write a set of instructions about how to write a sandwich. |
| <b>Handwriting</b>                                                                                | Focus: l, t<br>Practising patterns: ilililil<br>Letter formation: l, t<br>Word building: lolly, lorry, ten, tent and that.<br><br>Focus: u, y<br>Practising patterns: uuuuuu<br>Letter formation: u, y<br>Word building: up, | Focus: j, k<br>Practising patterns: uuuuuu<br>Letter formation: j, k<br>Word building: jump, jam, king<br><br>Focus: r<br>Practising patterns: mmmmmm<br>Letter formation: r<br>Word building: red, rat, run, rain | Focus: n, m<br>Practising patterns: nnnnMMM<br>Letter formation: n, m<br>Word building: mop, man, mum, no<br><br>Focus: h<br>Practising patterns: hhhhhh<br>Letter formation: h<br>Word building: hat, | Focus: b, p<br>Practising patterns: nnnnn<br>Letter formation: b, p<br>Word building: ball, bus, be, pen, pan<br><br>Focus: v, w<br>Practising patterns: vvvvv<br>Letter formation: v, w | Focus: x, z<br>Practising patterns: wWw<br>Letter formation: x, z<br>Word building: z-ray zip, zig-zag, zoo<br><br>Focus: 0, 1, 2, 3, 4<br>Practising patterns: 3<br>Letter formation: | Focus: 5, 6, 7, 8, 9<br>Practising patterns: sssss<br>Letter formation: 5, 6, 7, 8, 9<br>Number building: 999, 555, 47, 88<br><br>Focus: C, A, D, G, Q, O, E, S<br>Practising patterns: cccccc<br>Letter formation: C, A, D, G, Q, O, E | Revision of unit and recap any letters/numbers that were difficult.                                           |





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