

**Becontree Primary School**  
**Year 1 Medium Term Overview of Learning (Spring B 2025)**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Language and Communication</b>	<p><b>Skill:</b> When in a group, attends to person speaking. E.g. Looks, listens and shows interest. (Listening to the teacher and attending to teacher)</p> <p><b>Vocab:</b> Careful, friendly, helpful</p>	<p><b>Skill:</b> When in a group, attends to person speaking. E.g. Looks, listens and shows interest.</p> <p><b>Vocab:</b> Shiny, smooth, soft</p>	<p><b>Skill:</b> When in a group, attends to person speaking. E.g. Looks, listens and shows interest.</p> <p><b>Vocab:</b> Clock, daytime, bedtime</p>	<p><b>Skill:</b> Replies to comments and questions. Continue a conversation by asking a question.</p> <p><b>Vocab:</b> Frightened, down, sad</p>	<p><b>Skill:</b> Replies to comments and questions. Continue a conversation by asking a question.</p> <p><b>Vocab:</b> Afraid, angry, cross</p>	<p><b>Skill:</b> Replies to comments and questions. Continue a conversation by asking a question.</p> <p><b>Vocab:</b> Happy, excited, cheerful</p>
<b>Spelling Spelling Shed Units</b>	Words where the digraph 'er' is stressed	Words where the digraph 'er' is unstressed	Words with the digraphs 'ir' and 'ur'	Words where the digraph 'oo' makes an /oo/ sound	Words where the digraph 'oo' makes an /u/ sound	Words where the digraphs 'oa' and 'oe' make an /oa/ sound Term 2B Spelling Challenge
<b>Phonics</b>	<p><b>My letters and Sounds Scheme – Schofield and Sims</b>            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.</p>					
<b>Grammar</b>	Unit 13 Adding the prefix un- to change the meaning of words.	Unit 19 To use exclamation marks to punctuate sentences.	Revise prefix un- to change the meaning of words	Unit 11 Adding suffixes -ed to verbs where no change is needed to root words.	Unit 11 Adding suffixes -ing to verbs where no change is needed to root words.	Unit 12 Adding suffixes -er to verbs where no change is needed to root words.
<b>Reading</b> Refer to the planning for learning overview for English for ongoing objectives.	10 mins x 5 read aloud 30 mins x5 phonics 30 mins x4 BERT	10 mins x 5 read aloud 30 mins x5 phonics 30 mins x4 BERT	10 mins x 5 read aloud 30 mins x5 phonics 30 mins x4 BERT	10 mins x 5 read aloud 30 mins x5 phonics 30 mins x4 BERT	10 mins x 5 read aloud 30 mins x5 phonics 30 mins x4 BERT	10 mins x 5 read aloud 30 mins x5 phonics 30 mins x4 BERT
<b>Writing</b>	Youtube- Friends, Friends 123 poem	Linked to favourite story chosen for world book day.	<b>The Bad-Tempered Ladybird by Patricia Cleveland-Peck</b>	<b>The Three Little Pigs</b>		
	To create a poem as a class.	To review a bedtime story.	To sequence and write a story.	To recount 'The Three Little pigs.'	To write questions for a character.	To write instructions to build/make a good house.
<b>Handwriting</b>	Focus: st Practising patters: lili lili Letter formation: st Word building: stop, stick, step, still, sting,	Focus: og Practising patters: ooo ooo Letter formation: og Word building: dog, log, fog, frog	Focus: oo Practising patters: roro roro Letter formation: oo Word building: soon, moon, room, broom,	Focus: of Practising patters: fff fff Letter formation: of Word building: of, off, soft, loft	Focus: y Practising patters: b g j p q x y z Letter formation: y Word building: bean, green, jump, queen	Handwriting book Lesson 1 – Lower case a-z Lesson 2 – Capital letters A-Z

	stall Focus: nk Practising patters: nlnl nlnl Letter formation: nk Word building: ink, thank, sunk, pink, link	Focus: re Practising patters: rere rere Letter formation: re Word building: there, are, care, save, have	spoon Focus: wl Practising patters: vvv vvv Letter formation: wl Word building: owl, howl, growl, bowl	Focus: fl Practising patters: lolo lolo Letter formation: fl Word building: flop, flow, flip, flap	Focus: A Practising patters: ABAB EMEM Letter formation: A Word building: Ben, Paris, Ali, India, London	
--	---	---	--	---	--	--

<b>Maths</b>	<b>Addition and subtraction within 20 (Unit 9)</b> <ul style="list-style-type: none"> <li>Illustrate, explain and link addition and subtraction with equations.</li> <li>Apply 'Make Ten' strategy</li> <li>Use language to quantify and compare difference</li> </ul>	<b>Fractions (Unit 10)</b> <ul style="list-style-type: none"> <li>Identify half of a shape or object</li> <li>Find half of a quantity</li> <li>Identify quarter of a shape or object</li> <li>Find quarter of a quantity</li> <li>Identify half, quarter and three-quarter turns</li> </ul>	<b>Measures: Length and mass (Unit 11)</b> <ul style="list-style-type: none"> <li>Compare and measure lengths and mass using cm and kg</li> <li>Doubling and halving.</li> </ul>	<b>Revision and Assessment Week</b>	<b>Measures: Length and mass (Unit 11)</b> <ul style="list-style-type: none"> <li>Compare and measure lengths and mass using cm and kg</li> </ul> Doubling and halving	<b>Numbers 50 -100 and beyond (Unit 12)</b> <ul style="list-style-type: none"> <li>Read, write, represent, compare and order numbers to 100.</li> <li>One more,/fewer, ten more/fewer</li> <li>Identify number patterns</li> </ul>
--------------	--	---	--	-------------------------------------	--	--

<b>Computing</b>	<b>Data</b> <ul style="list-style-type: none"> <li>I am willing to work with others.</li> <li>I can sort items into groups.</li> <li>I can make pictograms, and I know that computers help me to make pictograms more quickly.</li> <li>I can make changes to the information in my pictograms.</li> <li>I know that if I put the wrong numbers in my charts my</li> </ul>	<b>Data</b> <ul style="list-style-type: none"> <li>I can use my pictograms to help me answer questions.</li> </ul>	<b>Communication</b> <ul style="list-style-type: none"> <li>I can use letters, basic punctuation, space bar and enter key to type words and sentences quickly.</li> <li>I can use the backspace to make corrections.</li> <li>I can use shift key for punctuation.</li> <li>I am starting to use two hands when typing.</li> </ul>	<b>Multimedia</b> <ul style="list-style-type: none"> <li>I can record an audio recording.</li> <li>I can play back an audio recording.</li> </ul> (link to The Three Little Pigs)	<b>Multimedia</b> <ul style="list-style-type: none"> <li>I can come up with ideas and use these ideas to help myself.</li> <li>I can record and audio recording.</li> <li>I can play back an audio recording.</li> </ul>	<b>Multimedia</b> <ul style="list-style-type: none"> <li>I can come up with ideas and use these ideas to help myself</li> <li>I can paint with different colours using undo or eraser to correct mistakes</li> <li>I can use different tools such as brush, pen, line, shape and fill</li> </ul>
------------------	--	--	--	---	--	--

	<p>pictograms will also be wrong.</p> <ul style="list-style-type: none"> <li>I can use my pictograms to help me answer questions.</li> </ul>					
<p><b>Foundation Subjects</b> (Science, Geography, History, Art, DT)</p>	<p><b>Geography: Island maps</b></p> <p>L1: To identify an island and locate islands on a world map.</p> <p>L2: To revise human and physical features. To label the human and physical features on an island.</p> <p>L3: To identify the human and physical features on an island.</p>	<p><b>Geography: Island maps</b></p> <p>L4: To use North, East, South and West to describe where places are on a map</p> <p>L5: To find out what a key is and practise using one</p> <p>L6: To identify and draw human features on a map using a simple key</p>	<p><b>Art/DT: 3D Islands</b></p> <p>L1: To design a 3D map of an Island including a slider mechanism. To draw a simple map from a bird's eye view which includes mountains, roads, pier etc</p> <p>L2: To construct a 3D map of an Island including a slider mechanism based on own design. To attach a slider mechanism to the 3D island model. To create a 3D map of the island selecting recycled materials with thought, different materials considering shape, surface and texture.</p> <p>L3: Use paste and adhesives to select and place, cut and tear shapes onto the map to create different levels to represent a landscape. To paint a 3D model by selecting and using different thickness of brushes as appropriate to the size of area being painted.</p>	<p><b>Science: Identifying materials</b></p> <p>L1: To identify materials and distinguish between the objects and the material from which it is made.</p> <p>L2: To identify and name common types of materials. Label, collect, record objects made out of the same materials.</p> <p>L3: To test, describe, compare and identify different liquids.</p>	<p><b>Science: Identifying materials</b></p> <p>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.</p> <p>L5: To discover which materials are best to keep a hollow chocolate safe from breakage in the post.</p> <p>L6: To identify materials that commonly exist as powders including sand, flour, sugar, and talcum powder. To review the materials that they know and the objects that they are made out of.</p>	<p><b>Science: Plants</b></p> <p>L1: To draw an idea of a plant. To sort plants from other objects.</p> <ul style="list-style-type: none"> <li>L2: To identify parts of plants.</li> <li>L3: To learn that trees are plants. To name and compare two trees. To learn the meaning of deciduous and evergreen trees.</li> </ul>
<p><b>Music</b></p>	<p><b>Combining Pulse Rhythm and Pitch</b></p> <ul style="list-style-type: none"> <li>To identify and combine pulse, rhythm and pitch</li> <li>To compose a rhythmic pattern by using rests</li> <li>To recognise the importance of patterns and repetition in music</li> <li>To listen and respond to an orchestral piece of music</li> <li>To assess my learning using a quiz</li> </ul>					

<p><b>PSHE</b></p>	<p><b>Theme: Living in The Wider World- Money Matters</b></p> <p><b>Lesson 1- Money</b> I can explain where money comes from and why we need it.</p>	<p><b>Theme: Living in The Wider World- Money Matters</b></p> <p><b>Lesson 2- Keep It safe</b> I can explain how we can keep money safe and why this is important.</p>	<p><b>Theme: Living in The Wider World- Money Matters</b></p> <p><b>Lesson 3- Want or Need?</b> I can explain the difference between things we want and things we need.</p>	<p><b>Theme: Living in The Wider World- Harmful Substances</b></p> <p><b>Lesson 4- Staying Healthy</b> To identify how to stay healthy.</p>	<p><b>Theme: Living in The Wider World- Harmful Substances</b></p> <p><b>Lesson 5- Medicines</b> To explore when and how to take medicines safely.</p>	<p><b>Theme: Living in The Wider World- Harmful Substances</b></p> <p><b>Lesson 6 - Who Gives us Medicines</b> To identify who should be able to give us medicine.</p>
<p><b>RE</b></p>	<p><b>How do you belong to Sikhi?</b></p> <p>Lesson 1 How do religious people show they belong?</p>	<p><b>How do you belong to Sikhi?</b></p> <p>Lesson 2 What is Sikhism?</p>	<p><b>How do you belong to Sikhi?</b></p> <p>Lesson 3 How do children show they belong to Sikhism?</p>	<p><b>How do you belong to Sikhi?</b></p> <p>Lesson 4 Why do Sikhs tell the story of Guru Nanak bathing in the river?</p>	<p><b>How do you belong to Sikhi?</b></p> <p>Lesson 5 What did Guru Gobind Singh ask Sikhs to look like?</p>	<p><b>How do you belong to Sikhi?</b></p> <p>Lesson 6 What is the Amrit ceremony?</p>
<p><b>PE</b></p>	<p><b>Outdoor- Striking and Fielding</b></p> <p><b>Lesson 1</b> To develop underarm throwing and catching and apply these in small sided games</p> <p><b>Indoor – Fitness</b> Lesson 1: To develop knowledge of how exercise can make you feel.</p>	<p><b>Lesson 2</b> To develop overarm throwing.</p> <p><b>Lesson 2:</b> To develop knowledge about how exercise can make you strong and healthy,</p>	<p><b>Lesson 3</b> To develop striking a ball with my hand and equipment.</p> <p><b>Lesson 3:</b> To develop knowledge about how exercise relates to breathing.</p>	<p><b>Lesson 4</b> To collect a ball when fielding.</p> <p><b>Lesson 4:</b> To develop understanding of how exercise helps my brain.</p>	<p><b>Lesson 5</b> To understand how to get a batter out.</p> <p><b>Lesson 5:</b> To develop understanding of how exercise helps my muscles.</p>	<p><b>Lesson 6:</b> To play games and understand how to score points.</p> <p><b>Lesson 6:</b> To begin to understand the importance of daily exercise.</p>