

Becontree Primary School

Year 1 Medium Term Overview of Learning (Spring 2A)

Although we aim to follow this overview, there may be times that changes are needed.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Language and Communication	<p>Skill: Can continue a conversation by asking a question.</p> <p>Vocab: a few, less, none</p>	<p>Skill: Can say what is happening in a story, using a picture.</p> <p>Vocab: top, middle, bottom</p>	<p>Skill: Can identify animals from a verbal description.</p> <p>Vocab: Dangerous, large, rough</p>	<p>Skill: Can play 'I spy'.</p> <p>Vocab: unkind, naughty, bigger</p>	<p>Skill: Can play memory games, remembering at least three items.</p> <p>Vocab: thin, quickly, soft</p>	<p>Skill: Knows several pretend sounds that go with different animals or objects.</p> <p>Vocab: pattern, together, helpful</p>
Phonics	<p>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.</p>					
Spelling Spelling Shed Units	Words with the split digraph 'o_e'	Words with the split digraph 'u_e'	Words with the digraph 'ar'	Words with the digraph 'ee'	Words where the digraph 'ea' makes an /ee/ sound	Words where the digraph 'ea' makes an /e/ sound
Reading Refer to the planning for learning overview for English for ongoing objectives.	10 mins x 4 read aloud 30 mins BERT Reading x 4 30 mins x5 phonics	10 mins x 4 read aloud 30 mins BERT Reading x 4 30 mins x5 phonics	10 mins x 4 read aloud 30 mins BERT Reading x 4 30 mins x5 phonics	10 mins x 4 read aloud 30 mins BERT Reading x 4 30 mins x5 phonics	10 mins x 4 read aloud 30 mins BERT Reading x 4 30 mins x5 phonics phase 5	10 mins x 4 read aloud 30 mins BERT Reading x 4 30 mins x5 phonics
Writing	<p>Kipper's Toy Box by Mick Inkpen (Fiction- picture books)</p>		<p>The Selfish Crocodile by Faustin Charles (Fiction- picture books)</p>			<p>Commotion in the Ocean by Giles Andreae (Fiction- picture books)</p>
	Write a description of their favourite toy.	Describe a sock puppet.	To write a diary entry.	To write a letter.	To create a book on different animals.	To write an information text about an animal
Handwriting	Focus: un Practising patters: uuuuu Letter formation: un Word building: bun, pun, fun, sun, mum	Focus: ig Practising patters: icicic Letter formation: ig Word building: dig, big, hid, kid, grid Focus: ed Practising patters: eeeee Letter formation: ed Word building: bed, egg, leg, fed, red	Focus: an Practising patters: iiiiii Letter formation an Word building: car, jar, nan, fan, and	Focus: ng Practising patters: nnnnn Letter formation: ng Word building: thing, sing, king, ring Focus: ch Practising patters: clclcl Letter formation: ch Word building: chain, chips, ship, fish, dish	Focus: th Practising patters: ttttt Letter formation: th Word building: them, the, this, that, then Focus: ill Practising patters: ilil ilil Letter formation: ill Word building: full, pull, ill. Fill, pill, tell	Focus: sl Practising patters: slsl slsl Letter formation: sl Word building: slug, slide, slid, slip, slit Focus: ck Practising patters: ckck ckck Letter formation: ck Word building: sack,

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Maths	Unit 6 Time L1-10 Read write and tell the time to o'clock. Sequencing daily activities. Whole and half turns linked to time.		Unit 7 Exploring calculation strategies within 20. L1-5 Model, explain and choose different addition and subtraction strategies.	Unit 8 Numbers to 50 L1-10 2 digit numbers- represent, sequence, explore, compare. Count in 2s, 5s, and 10's. Describe and complete number patterns. Unit 8 L6-10		Jack, peck, quick, duck Unit 9 Measures: Length and Mass L1-5 Compare and measure length and mass using cm and kg. Doubling and halving
Computing	Digital literacy and research I can explore a website using buttons, menus and hyperlinks. I can use the 'back' button. I can read words, look at pictures and watch videos on a website to find information.	Digital literacy and research I am keen to improve. I can explore a website using buttons, menus and hyperlinks. I can use the 'back' button. I can read words, look at pictures and watch videos on a website to find information.	Digital literacy and research I am keen to improve. I can explore a website using buttons, menus and hyperlinks. I can use the 'back' button. I can read words, look at pictures and watch videos on a website to find information. I know what to do if I see something online that makes me uncomfortable.	Digital literacy and research I am keen to improve. I can explore a website using buttons, menus and hyperlinks. I can use the 'back' button. I can read words, look at pictures and watch videos on a website to find information. I know what to do if I see something online that makes me uncomfortable.	Multimedia I am keen to improve. I can use a digital still camera to take a picture. I understand the need to frame the image and keep the camera still.	Multimedia I am keen to improve. I can use a digital still camera to take a picture. I understand the need to frame the image and keep the camera still.
Foundation Subjects (Science, Geography, History, Art, DT)	History: Toys L1: Children to introduce and describe their favourite toy to the class and to write a label for their toy. L2: To explore how toys have changed through time. What materials are used to	History: Toys L4: Exploring materials of toys now and in the past.	DT: Sock puppets L1: To investigate puppets by observing the materials and components used, shapes and sizes of them. To explore how the puppets work.	DT: Sock puppets L4: To explore the tools that will be used to make sock puppets and how to use them safely. L5: To make a sock puppet based on their design criteria.	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).	To evaluate designs

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	<p>make toys now and from the past.</p> <p>L3: To ask parents what toys did they play with and discuss the similarities/differences.</p>		<p>L2: To design a sock puppet and to list the materials and components they will need.</p> <p>L3: To make changes to their sock puppet and/or materials if required to improve their design.</p>	<p>L6: To evaluate their sock puppet against their design criteria.</p>	<p>L3: To select and prepare fruit for a fruit kebab. To cut food safely using a knife.</p>	
Music	<p>Introducing Tempo and Dynamics</p> <ul style="list-style-type: none"> To understand what tempo means To understand what dynamics are To play an instrumental part To compose pitched music to create mood To use dynamics in a performance To listen and respond to an orchestral piece of music that is telling a story To assess my learning using a quiz 					
PSHE	<p>Theme: Be Yourself</p> <p>Lesson 1 - Marvellous Me I can talk about what makes me special.</p>	<p>Theme: Be Yourself</p> <p>Lesson 2 - Feelings I can name some of the different feelings I have and can describe how they feel.</p>	<p>Theme: Be Yourself</p> <p>Lesson 3 - Things I like I can talk about things I like that make me feel happy.</p>	<p>Theme: Be Yourself</p> <p>Lesson 4 - Uncomfortable Feelings I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings.</p>	<p>Theme: Be Yourself</p> <p>Lesson 5 - Changes I can discuss how change and loss make me feel.</p>	<p>Theme: Be Yourself</p> <p>Lesson 6 - Speak Up! I can share what I think and feel with confidence.</p>
RE	<p>What does it mean to belong to Christianity?</p> <p>Lesson 1 Can I talk about groups I belong to?</p>	<p>What does it mean to belong to Christianity?</p> <p>Lesson 2 How do Christian people show they belong to a group?</p>	<p>What does it mean to belong to Christianity?</p> <p>Lesson 3 What does it mean to Christian people to belong to a Christian</p>	<p>What does it mean to belong to Christianity?</p> <p>Lesson 4 How do some children belong to Christianity?</p>	<p>What does it mean to belong to Christianity?</p> <p>Lesson 5 What is special about belonging to a group?</p>	<p>What does it mean to belong to Christianity?</p> <p>Lesson 6 Assessment task</p>

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			family?			
PE Indoor: Dance	THEME: Weather To use counts of 8 to move in time and make my dance look interesting.	THEME: Weather To explore pathways in my dance.	THEME: Weather To create my own dance using, actions, pathways and counts.	THEME: Pirates To explore speeds and actions in our pirate inspired dance.	THEME: Pirates To copy, remember and repeat actions that represent the theme	THEME: Pirates To copy, repeat, create and perform actions that represent the theme
PE: Outdoor: Sending and Receiving	To develop rolling and throwing a ball towards a target	To develop receiving a ball and tracking skills.	To be able to send and receive a ball with your feet.	To develop throwing and catching skills over a short distance.	To develop throwing and catching skills over a longer distance.	To apply sending and receiving skills to small games.