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| C:\Users\sttaylorc\Desktop\OVD_logo_new.jpg**Overdale Community Primary School - Medium Term Planning**  **Year 1 – Spring 1 2025**  **Mrs Banyard and Miss Wilson** | | | | | | | | | | |
| **Subject:** | **Week 1**  **6.1.25** | **Week 2**  **13.1.25** | **Week 3**  **20.1.25** | **Week 4**  **27.1.25** | **Week 5**  **3.2.25** | **Week 6**  **10.2.25** |  | | |  |
| **Phonics** | **Phase 5**  /ee/ y  /e/ ea  /w/ wh  /oa/ oe ou | **Phase 5**  /igh/ y  /oa/ ow  /j/ g  /f/ ph | **Phase 5**  /l/ le al  /s/ c  /v/ ve | **Phase 5**  /u/ o-e o ou  /z/ se  /s/ se ce  /ee/ ey | **Phase 5**  Grow the code | **Assessment**  Recap/plug the gaps |  | | |  |
| **Literacy** | **T4W text – The Magic Porridge Pot (Fiction)**  **Wishing tale – description, adjectives, punctuation** | | | | **T4W – Instructions – How to make porridge (Non Fiction)** | | | | | |
| Cold task – tell me the story of jack and the magic beans    Creative hook  Senses poem  New vocab | Internalise model text  Class text map  Comprehension questions  Descriptive words  Design a magical object | Structure of a wishing tale  Alliteration  Sentence of 3  Adverbs  Class toolkit | Innovation  Shared write  Hot task – descriptive paragraph of magical item  Cold task for NF unit – instructions for how to make a sandwich | Instruction text type games  Time connectives  Internalise model text  Structure of instruction text/toolkit  Commas and colons | Innovation  Shared write  Make porridge  Hot task – instructions for how to make porridge |  | | |  |
| **Literacy**  **NC statutory requirements** | **Text structure:** Story map/ story mountain,Whole class re-telling of story  **Understanding of beginning, middle and end, Re-tell simple 5-part story:** once upon a time, first, then, next, but, so, finally, … happily ever after.  **Introduce simple sentences and simple factual sentences based around a theme**  **Word structure/ language:** Introduce determiners: the, a, my, his, her, some  **Prepositions:** up, down, into, to, in  **Adjectives** e.g. old, little, big, small, quiet  **Similes-** using ‘like’  **Adverbs** e.g. always, sometimes, never  **Punctuation:** Finger spaces, full stops, capital letters  **Sentence construction:** Introduce simple sentences using simple connectives: and  **Say a sentence, write and read it back to check it makes sense.**  **Compound sentence using connectives (coordinating conjunctions):** and/ but  **Sentence construction:** Introduce simple sentencesverbally using simple connectives: who, until, but  **Terminology:** word, grapheme, finger spaces, full stops, sentence, capital letter, simile | | | | | | | | | |
| **Whole class Reading** | **Reading strands covered –** Vocabulary - discussing word meanings, linking new meanings to those already known  Prediction - begin to explain these ideas verbally or through pictures  ***Pie Corbett –*** *can’t you sleep little bear?*  ***Poetry Basket*** *– a little seed* | **Reading strands covered –**  Inference - make basic inferences about characters’ feelings by using what they say as evidence  Sequence - Sequence the events of a story they are familiar with  ***Pie Corbett –*** *can’t you sleep little bear?*  ***Poetry Basket*** *– a little seed* | **Reading strands covered –**  Retrieval - recognize differences between fiction and non-fiction texts.  Retrieve information by finding a few key words.  ***Pie Corbett –*** *I want my hat back*  ***Poetry Basket*** *– spring is coming* | **Reading strands covered –** Vocabulary - discussing word meanings, linking new meanings to those already known  Prediction - begin to explain these ideas verbally or through pictures  ***Pie Corbett –*** *I want my hat back*  ***Poetry Basket*** *– spring is coming* | **Reading strands covered –**  Inference - make basic inferences about characters’ feelings by using what they say as evidence  Sequence - Sequence the events of a story they are familiar with  ***Pie Corbett –*** *The great fire of London*  ***Poetry Basket*** *– pancakes* | **Reading strands covered –**  Retrieval - recognize differences between fiction and non-fiction texts.  Retrieve information by finding a few key words.  ***Pie Corbett –*** *The great fire of London*  ***Poetry Basket*** *– pancakes* |  | | |  |
| **Maths** | **Place value (within 20)** | | | **Addition and subtraction (within 20)** | | | | | | |
| Count within 20  Understand 10  Understand 11,12,13  Understand 14,15,16 | Understand 17,18,19  Understand 20  1 more, 1 less | The number line to 20  Use a number line to 20  Estimate on a number line to 20  Compare numbers to 20  Order numbers to 20 | Add by counting on within 20  Add ones using number bonds  Find and make number bonds to 20 | Doubles  Near doubles | Subtract ones using number bonds  Subtraction – counting back  Subtraction – finding the difference  Related facts  Missing number problems |  | | |  |
| **Maths Vocab** | *Sort, group, number track, digit, pattern, one more, one less, matched, fewer, greater than (>), less than (<), equal to (=), most, least, fewest, greatest, number line, order, tens (10s), ones (1s), more, smallest, number bond, fact family, compare, 100 square, number square, place value grid.* | | | | *Group, plus, part-whole model, whole, part, number sentence, altogether, in total, add, count on, missing part, how many are left?, in total, taken away, subtract, subtraction, addition, count backwards, How many more?, How many fewer?, difference.* | | | | | |
| **Mastering Number** | **Week 12** | **Week 13** | **Week 14** | **Week 15** | **Week 16** | **Week 17** |  | | |  |
| **Science** | **Plants**  **NC ref- Pupils should be taught to:**   * identify and name a variety of common wild and garden plants * recognise deciduous and evergreen trees * identify and describe the basic structure of a variety of common flowering plants, including trees.   **Skills: Science enquiry - observation over time, comparative fair test and identifying and classifying.**   * Observe closely using simple equipment * Performing simple comparing tests * Comparing and contrasting materials   **Key Vocabulary:** Deciduous, evergreen, petals, roots, seeds, growing plant, branch, root, stem, trunk, flower, leaf seed, wed living, alive, not living, dead. | | | | | | | | |  |
| **Week 1**  To describe and compare plants, seeds and bulbs | **Week 2**  To name and compare parts of a plant | **Week 3**  To identify and name a variety of common wild and garden plants | **Week 4**  To recognise deciduous and evergreen trees | **Week 5**  To name, sort and compare some common fruit and vegetable plants. | **Week 6**  **Assessment**  Quiz and spinners preparation for Spring 2 |  | | |  |
| **Art** | **Surface and colour**  **NC ref:**   * To use a range of materials creatively to design and make products * to use drawing to develop and share their ideas, experiences and imagination. * to develop a wide range of art and design techniques in using pattern, texture, line, shape, form and space * Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work   **Focus:** *Exploring Watercolour*  **Knowledge and Skills to be developed:**   1. Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made. Explore watercolour in an intuitive way to build understanding of the properties of the medium. 2. Explore the work Paul Klee and Emma Burleigh. Understand watercolour is a media which uses water and pigment. 3. Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. 4. Paint without a fixed image of what you are painting in mind. 5. Respond to your painting, and try to “imagine” an image within. Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. 6. Reflect upon the artists’ work, and share your response verbally (“I liked…”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well”). Some children may feel able to share their response about classmates' work. 7. Focus Artists: Paul Klee, Emma Burleigh 8. Enhancement:   **Key Vocabulary:** Exploration, Watercolour, Paint, Painting, Lines, Shapes, Brush, Wash, Reflect, Share, Discuss, primary colours, secondary colours | | | | | | | | |  |
| Exploring watercolour – what can it do? | Explore the word of Paul Kee and Emma Burleigh | Build imagery through watercolour | Working with momentum and focus | Working with momentum and focus | Share, reflect and discuss | |  | |  |
| **History** | **The great fire of London**  **Skills:**   * Sequence events * Use role play to discover about the past * Find answers to simple questions * Show understanding through role play, drawing, writing and talking   **Key knowledge:**   * Timeline of the fire starting, spreading and becoming controlled. * What was life and the living conditions like in London? * Why did the fire spread? * How many people were injured and how many homes were affected? * How was the fire stopped/fought? Compare and contrast with equipment used now. * What happened after the fire? People moved out of the city, laws were established that houses must be built further apart.   **Enhancement:** Build and burn a model of London. Visit from/to the Fire brigade  **Key Vocabulary:** London, bakery, flammable, embers, diary, eye-witness, Pudding Lane. | | | | | | | | |  |
| Timeline of events – fire starting, spreading and being controlled | Causes/consequences of the fire, how did it spread? How long did it burn for? How many people were injured/homes affected. | London in the past/present - living conditions, compare houses, scale of London to show the impact. | Fire safety, changes in equipment, how was the fire stopped? | Feelings/impact on London/  Businesses, how many people were impacted? Diary entries. | How was London rebuilt? What happened after? How was the fire stopped?  Assessment quiz. | |  | |  |
| **Music** | **Exploring Pitch 1: High and Low** | | | | | | | | | |
| During the spring term, Year 1 learners delve into pitch exploration, specifically differentiating between high and low pitches. This unit aligns with the  curriculum's objective of introducing pitch concepts. Students begin to develop their pitch recognition abilities, setting the stage for more intricate pitch-related activities, such as singing and playing melodies in subsequent years. | | | | | | | | | |
| **PE** | **Fundamental Movement Skills 1** | | | | | | | | | |
|  | Balance and underarm throw | Catching a bounced ball | Balancing on 1 leg | 2 feet to 2 feet jump | Underarm throw | Range of movement skills |  |  |  |  |
| **RE** | **Natre Unit 11 – What does it mean to belong to a faith community?**  **Vocabulary:** community, Muhammad, Allah, faith, wedding, baptism, parable | | | | | | | | | |
| Link the idea of a faith community with belonging | How do Christians and Muslims show that they belong? | How do Christians, Muslims and Jewish people show that they belong? | What do worldviews show about how valuable people are? | How do Muslims and Christians welcome a new baby? | How do people show that they belong to each other? | | |  |  |
| **Computing** | **Programming 1: Algorithms unplugged**  **NC ref:**   * Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions * Create and debug simple programs * Use logical reasoning to predict the behaviour of simple programs   **Vocabulary:** Algorithm, Instructions, Computer, Tasks, Order, Instructions, Specific, Solution | | | | | | | | | |
|  | **What is an algorithm?**  To understand what an algorithm is | **Algorithm pictures**  To follow instructions precisely to carry out an action | **Virtual assistants**  To understand that computers/devices use inputs and outputs | **Step by step**  To understand and explain what decomposition is | **Debugging directions**  To know how to debug an algorithm | | |  |  |
| **PSHE/RSE** | **Safety and Changing Body** | | | | | | | | | |
| **Adults in school**  How to respond to adults in a safe context | **Adults outside school**  How to respond to adults in a range of situations | **Getting lost**  What to do if you get lost | **Making an emergency phone call**  What an emergency is | **Appropriate contact**  The difference between acceptable and unacceptable contact | **Safety with substances**  What is safe to put into our bodies | | | To complete in Spring 2:  Safety at home  People who help to keep us safe | |
| **Happy Minds** | **Appreciate**  What is appreciation and how to show it | **Appreciate**  Why it is important to show gratitude and to appreciate ourselves | **Appreciate**  Why do gratitude make us feel good |  |  |  | | |  |  |