|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| C:\Users\sttaylorc\Desktop\OVD_logo_new.jpg**Overdale Community Primary School - Medium Term Planning**  **Year 1 – Spring 2 2025**  **Mrs Banyard and Miss Wilson** | | | | | | | | | | |
| **Subject:** | **Week 1**  **24.2.25** | **Week 2**  **3.3.25** | **Week 3**  **10.3.25** | **Week 4**  **17.3.25** | **Week 5**  **24.3.25** | **Week 6**  **31.3.25** |  | | |  |
| **Phonics** | **Phase 5**  /ur/ or  /oo/ u oul  /air/ are  /or/au aur oor al | **Phase 5**  /ch/ tch  /ch/ ture  /ar/ al  /ar/ a | **Phase 5**  /or/ a  /o/ a  /air/ ear ere  Schwa - longer | **Phase 5**  /ur/ ear  /r/ wr  /s/ st sc  Schwa - end | **Phase 5**  /c/ ch  /sh/ ch  /z/ /s/ ce se ze  Grow the code | **Assessment**  Recap/plug the gaps |  | | |  |
| **Literacy** | **T4W text – Monkey see, Monkey do (Fiction)**  **Wishing tale – description, adjectives, punctuation** | | | | **T4W – Letter – Persuasion (Non Fiction)** | | | | | |
| Cold task – story opener/story ender    Creative hook  Spine poem  New vocab | Internalise model text/ Class text map  Story openers  Story endings  Reader as a writer – analyse the toolkit | Reader as a writer – boxing up  Simple connectives  Innovation | Shared write  Hot task – to write own story opener and ending | Cold task – persuasive letter to a friend/adult to convince them to buy/do something | Hot task – a letter persuading the monkeys to stop copying |  | | |  |
| **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 –*** *Beegu*  ***Poetry Basket*** *– Popcorn* | **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 –*** *Beegu*  ***Poetry Basket*** *– Popcorn* | **Reading strands covered –**  Retrieval - recognize differences between fiction and non-fiction texts.  Retrieve information by finding a few key words.  ***Pie Corbett –*** *Ruby’s Worry*  ***Poetry Basket*** *– Stepping stone* | **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 –*** *Ruby’s Worry*  ***Poetry Basket*** *– Stepping stone* | **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 –*** *All about plants*  ***Poetry Basket*** *– I have a frog* | **Reading strands covered –**  Retrieval - recognize differences between fiction and non-fiction texts.  Retrieve information by finding a few key words.  ***Pie Corbett –*** *All about plants*  ***Poetry Basket*** *– I have a frog* |  | | |  |
| **Maths** | **Place value (within 50)** | | **Measurement (length and height)** | | **Measurement (mass and volume)** | |  | | | |
| Count from 20 to 50  20, 30, 40, 50  Count by making groups of 10  Groups of tens and ones | Partition into tens and ones  The number line to 50  Estimate on a number line  1 more, 1 less | Compare length and height  Measure length using objects  Measure length in cm |  | Heavier and lighter  Measure mass  Compare mass | Full and empty  Compare volume  Measure capacity  Compare capacity |  | | |  |
| **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.* | | *long, longer, longest short, shorter, shortest, tall, taller, tallest, length height, compare measure distance ruler centimetre. Measure, estimate.* | | *heavier, heaviest lighter, lightest, full, empty, capacity, balance scales, weight, weigh, balanced, measure, estimate.* | | | | | |
| **Mastering Number** | **Week 17**  Composition | **Week 18**  Number facts and arithmetic | **Week 19**  Number facts and arithmetic | **Week 20**  Number facts and arithmetic | **Week 21**  Number facts and arithmetic |  |  | | |  |
| **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**  Parts of a plant  Dissecting a plant | **Week 2**  How do seeds move? | **Week 3**  How does water travel through a plant? | **Week 4**  Why do leaves change colour in Autum? | **Week 5**  Growing a bean sprout  Does a plant need light to grow? | **Week 6**  Growing a bean sprout - evaluation |  | | |  |
| **DT** | **NC ref:** Textiles**Focus:** Puppets  **Skills:**   * Using a template to create a design for a puppet. * Cutting fabric neatly with scissors. * Using joining methods to decorate a puppet. * Sequencing steps for construction. * Reflecting on a finished product, explaining likes and dislikes.   **Knowledge:**   * To know that ‘joining technique’ means connecting two pieces of material together. * To know that there are various temporary methods of joining fabric by using staples, glue or pins. * To understand that different techniques for joining materials can be used for different purposes. * To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. * To know that drawing a design idea is useful to see how an idea will look.   **Key Vocabulary:** decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template | | | | | | | | |  |
| **Joining fabrics** | **Designing a puppet** | **Making and joining a puppet** | **Making and joining a puppet** | **Decorating a puppet** | **Evaluating our design** | |  | |  |
| **Geography** | **NC ref:** The UK and surrounding seas    **Focus:** The UK    **Skills:**  Geographical Enquiry   * Investigate places within the UK and environments by asking questions, making observations and using a simple source such as maps (UK), atlases, globes. * Map Skills * Recognise that a map shows a place (UK). * Use relative vocabulary of scale when comparing areas (e.g., bigger/smaller). * Spatially map places (e.g., recognise the UK on a small (map of UK)- and large (map of world) scale map.     **Key Vocabulary:** City, capital city, sea, island, ocean, United Kingdom, England, Northern Ireland, Wales and Scotland, coast, London, Edinburgh, Belfast, England, Cardiff, English Channel, North Sea, Atlantic Ocean, Irish Sea. | | | | | | | | |  |
| **Week 1**  To know that the UK is made up of England, Scotland, Wales and Northern Ireland. | **Week 2**  To Name, locate and identify the four countries and identify them on a map | **Week 3**  To know that the capital cities in the UK are London, Edinburgh, Cardiff and Belfast. | **Week 4**  To know that the UK is bordered by four seas: the English Channel, North Sea, Irish Sea and Atlantic Ocean. | **Week 5**  To identify characteristics of the four countries of the UK and know that the UK is part of Europe | **Week 6**  To use globes and atlases to identify the continent Europe. | |  | |  |
| **Music** | **Creating Music 1: sound effects and storytelling** | | | | | | | | | |
| The second half of Year 1 focuses on composing music through sound effects and storytelling. This unit corresponds with the curriculum's emphasis on  composition and improvisation. Pupils explore creating music that enhances storytelling, building their creative and expressive musical skills. This foundation will be instrumental as they progress to composing more complex pieces in Key Stage 2. | | | | | | | | | |
| **PE** | **Invasion Games with coaches** | | | | | | | | | |
| **RE** | **Who is a Christian and what do they believe?** | | | | | | | | | |
| Who is a Christian and what do they believe? | What do Christians believe about God? | What does the bible teach us about God? - Jonah and the whale | What does the bible teach us about God? - The lost son | Why is Jesus important to Christians? | Types of prayer and church attendance. | | |  |  |
| **Computing** | **Creating Media: Digital Imagery**  **NC ref:**   * Use logical reasoning to predict the behavior of simple programs * Use technology purposefully to create, organise, store, manipulate and retrieve digital content   **Skills:**   * To understand and create a sequence of pictures * To take clear photos * To edit photos * To search for and import images * To create a photo collage   **Key Vocabulary:**  Pictorial story, Image, Sequence, Plan, Photo, Pictures, Screen, Camera, Digital, Tablet, Deleting, Device, Storage space, Editing, Software, Visual effects, Crop, Filter | | | | | | | | | |
|  | **Planning a photo story** | **Taking photos** | **Editing photos** | **Searching for photos** | **Photo collage** | | |  |  |
| **PSHE/RSE** | **Safety and Changing Body** | | **Citizenship** | | | | | | | |
| **Safety at home**  To know how to avoid dangers at home | **People who help to keep us safe**  To know people in the community that keep us safe | **Rules**  To understand the importance of rules | **Caring for others: animals**  To know needs/how to care for them | **The needs of others**  To know the needs of babies and children | **Similar yet different**  To recognise the ways in which we are similar and different | | | To complete in summer 1 – Citizenship L5 and L6 | |
| **Happy Minds** | **Relate**  What does relate mean?  How can our character strengths and differences help us relate? | **Relate**  How to relate to others and active listening | **Relate**  How does relating help us to get along with others? |  |  |  | | |  |  |