

Year R/1 Medium Term Overview Spring 1 - Fire and Ice

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Week & focus	PSED	Communication & Language	Literacy	Maths	Understanding the World	Physical development	Expressive Arts and Design	Events
<p>Week 1 10/01/22</p>	<p>What are you good at and what would you like to get better at?</p> <p>Show resilience and perseverance in the face of challenge (Sp1)</p>	<p>Participate in small group and class discussion</p> <p><i>To talk about the role of healthy food and exercise in staying healthy. (Sp1)</i></p> <p><i>To know a range of healthy food and exercise. (Sp1)</i></p> <p><i>Express their ideas and feelings about their experiences. (Sp1)</i></p>	<p>Retell of Xmas hols</p> <p>New Year Resolutions</p> <p><i>To think of and write a short, simple sentence. (Sp1)</i></p> <p><i>Listening to and hearing sounds in CVC and CVCC words. (Sp1)</i></p> <p><i>Identifying sounds on a sound mat. (Sp1)</i></p> <p><i>Knowing that words can be written. (Sp1)</i></p>	<p>White Rose Maths Alive in 5! Sessions 1-5</p> <p>1. One less</p> <p>2. How many? Representing Zero</p> <p>3. Composition of numbers to 5</p> <p>4. Comparing numbers to 5</p> <p>5. Equal and unequal groups</p> <p>(Y1 2D/3D shape)</p>	<p>Talk about what they did at Xmas and New Year</p> <p>(PC)</p> <p><i>To talk about a special event in their life. (Sp1/2)</i></p>	<p>Team Games participate in team games, developing simple tactics for attacking and defending</p> <p>Dance perform dances using simple movement patterns</p> <p><i>To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</i></p> <p><i>To be able to balance and coordinate safely. (Sp1)</i></p>	<p>Children's own representations of their holiday using paint, crayon, pencils etc (Draw, paint their favourite present)</p> <p><i>To understand that pictures can be created by making observations or by using imagination. (Sp1)</i></p> <p><i>To use paints, pastels and other resources to create pictures (Sp1)</i></p>	

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			<p><i>Knowing the sounds that the taught letters make. (Sp1)</i></p> <p><i>Knowing what the taught letters looks like. (Sp1)</i></p> <p><i>Knowing how to write the taught letters. (Sp1)</i></p> <p><i>Knows how to spell some familiar words. (Sp1)</i></p>			<p><i>To negotiate space effectively. (Sp1)</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace. (Sp1)</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (Sp1)</i></p>		
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What would you like to get better at in 2022?								
<p>Week 2 17/01/22</p>	<p>Who do you meet when you go out in Morton?</p> <p>Build constructive and meaningful relationships (Sp1)</p>	<p>Develop own narratives in their play</p> <p><i>To know different features of texts. (Sp1)</i></p>	<p>Draw a picture of penguin small and write a fact about him</p> <p><i>To think of and write a short, simple sentence. (Sp1)</i></p> <p><i>Listening to and hearing sounds in CVC and CVCC words. (Sp1)</i></p> <p><i>Identifying sounds on a sound mat. (Sp1)</i></p> <p><i>Listens to stories and is beginning to anticipate what may</i></p>	<p>White Rose Maths Alive in 5! Sessions 6-10</p> <p>6. Composition of numbers to 5 (2 groups)</p> <p>7. How many altogether</p> <p>8. Composition of numbers to 5 (3 groups)</p> <p>9. How many are hiding?</p> <p>10. How many are hiding?</p> <p>(Y1 2D/3D shape)</p>	<p>Compare Arctic environment to Morton (The World)</p> <p><i>Recognise some similarities and differences between life in this country and life in other countries. (Sp1)</i></p> <p><i>Recognise some environments that are different to the one in which they live. (Sp1)</i></p> <p>Exploring a range of habitats, looking at why the animal lives like that. (Sp1/2)</p> <p><i>To know that there are many countries around the world. (Sp1)</i></p>	<p>Penguin Small story. Use movements to retell the story</p> <p>Team Games participate in team games, developing simple tactics for attacking and defending</p> <p>Dance perform dances using simple movement patterns</p> <p><i>To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</i></p> <p><i>To be able to balance and</i></p>	<p>Cold colours Cold/ice collage Landscapes</p> <p><i>Constructs with a purpose in mind, using a variety of resources. (Sp1)</i></p> <p><i>Begin to develop complex stories using small world equipment. (Sp1)</i></p> <p><i>Explore different materials freely. (Sp1)</i></p> <p><i>Create collaboratively sharing ideas skill and resources (Sp1)</i></p> <p><i>Develop story lines in their pretend play (Sp1)</i></p> <p><i>To understand that pictures can be</i></p>	<p>Science Week</p>

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			<p><i>happen next. (Sp1)</i></p> <p><i>Knowing that words can be written. (Sp1)</i></p> <p><i>Knowing the sounds that the taught letters make. (Sp1)</i></p> <p><i>Knowing what the taught letters looks like. (Sp1)</i></p> <p><i>Knowing how to write the taught letters. (Sp1)</i></p> <p><i>Recognising taught HFW in text. (Sp1)</i></p> <p><i>Knows how to spell some familiar words. (Sp1)</i></p>		<p><i>Draw information from a simple map. (Sp1)</i></p> <p><i>To understand and use positional language. (Sp1/2)</i></p>	<p><i>coordinate safely. (Sp1)</i></p> <p><i>To negotiate space effectively. (Sp1)</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace. (Sp1)</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (Sp1)</i></p>	<p><i>created by making observations or by using imagination. (Sp1)</i></p>	
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Who did Penguin Small meet in the Arctic?								
<p>Week 3 24/01/22</p>	<p>How can you be a good friend?</p> <p>To describe a friend. (Sp1)</p> <p>To know and demonstrate friendly behaviour. (Sp1)</p> <p>To understand how to be a good friend. (Sp1)</p> <p>To describe and show friendly behaviour. (Sp1)</p>	<p>Follow instructions to make a penguin</p> <p><i>To know different features of texts. (Sp1)</i></p> <p><i>Engage in non-fiction books. (Sp1)</i></p> <p><i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (Sp1)</i></p>	<p>Use phonics to create names for penguins</p> <p>Emperors Egg Penguins in the fridge</p> <p>Y1 non-fiction animal facts</p> <p><i>Listening to and hearing sounds in CVC and CVCC words. (Sp1)</i></p> <p><i>Identifying sounds on a sound mat. (Sp1)</i></p> <p><i>Listens to stories and is</i></p>	<p>White Rose Maths Alive in 5! Sessions 11-15</p> <p>11. Comparing mass - heavier and lighter than</p> <p>12. Full and empty</p> <p>13. Measuring capacity</p> <p>14. Measuring capacity - how many fit inside</p> <p>15. Measuring ingredients</p> <p>(Y1 2D/3D shape)</p>	<p>Penguin pictures using ICT</p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants. (ELG)</i></p>	<p>Penguin Small story. Use movements to retell the story. Practise movements and add sound effects</p> <p>Team Games participate in team games, developing simple tactics for attacking and defending</p> <p>Dance perform dances using simple movement patterns</p>	<p>Penguins (penguins in the fridge)</p> <p>Finger print penguins</p> <p><i>To use resources to create own props. (Sp1)</i></p> <p><i>Constructs with a purpose in mind, using a variety of resources. (Sp1)</i></p> <p><i>For children to be able to safely construct with a purpose and evaluate their designs. (Sp1)</i></p>	

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			<p><i>beginning to anticipate what may happen next. (Sp1)</i></p> <p><i>Knowing that words can be written. (Sp1)</i></p> <p><i>Knowing the sounds that the taught letters make. (Sp1)</i></p> <p><i>Knowing what the taught letters looks like. (Sp1)</i></p> <p><i>Knowing how to write the taught letters. (Sp1)</i></p> <p><i>Recognising taught HFW in text. (Sp1)</i></p> <p><i>Knows how to spell some</i></p>			<p><i>To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</i></p> <p><i>To be able to balance and coordinate safely. (Sp1)</i></p> <p><i>To negotiate space effectively. (Sp1)</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace. (Sp1)</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical</i></p>	<p>Watch and talk about dance ad performance art, expressing their feelings and responses (Sp1)</p> <p>Engage in music making and dance, performing solo or in groups (Sp1)</p>	
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			<i>familiar words. (Sp1)</i>			<i>education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (Sp1)</i>		
Why did Penguin Small leave the Arctic?								
Week 4 31/01/22	Take turns playing a game <i>To begin taking turns with their friends. (Sp1)</i>	Play game as part of part of a group. Take part in discussions while playing game <i>Express their ideas and feelings about their experiences. (Sp1)</i>	Use Island template to draw what's on your island and label Madagascar <i>Listening to and hearing sounds in CVC and CVCC words. (Sp1)</i> <i>Identifying sounds on a</i>	White Rose Maths Growing 6, 7, 8 Sessions 1-5 1. Composition of 6 2. Sorting 6, 7 & 8. Composition of 7 3. Composition of 8 4. Matching 6, 7 and 8	Compare island environment to Morton/Arctic <i>Recognise some similarities and differences between life in this country and life in other countries. (Sp1)</i> <i>Recognise some environments that are different to the</i>	Chinese New Year Dance Animal themed movements (Madagascar resources) Team Games participate in team games, developing simple tactics for attacking and defending	Volcanoes Paper mache Clay Cave style drawings <i>Constructs with a purpose in mind, using a variety of resources. (Sp1)</i> <i>To understand that pictures can be created by making observations or by</i>	Chinese New Year starts Tuesday 1 st February

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			<p><i>sound mat. (Sp1)</i></p> <p><i>Listens to stories and is beginning to anticipate what may happen next. (Sp1)</i></p> <p><i>Knowing that words can be written. (Sp1)</i></p> <p><i>Knowing the sounds that the taught letters make. (Sp1)</i></p> <p><i>Knowing what the taught letters looks like. (Sp1)</i></p> <p><i>Knowing how to write the taught letters. (Sp1)</i></p> <p><i>Knows how to spell some</i></p>	<p>5. 1 more and less</p> <p>(Y1 2D/3D shape)</p>	<p><i>one in which they live. (Sp1)</i></p> <p><i>To know that there are many countries around the world. (Sp1)</i></p> <p><i>Draw information from a simple map. (Sp1)</i></p> <p>Exploring a range of habitats, looking at why the animal lives like that. (Sp1/2)</p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways. (Sp1)</i></p> <p><i>To know that humans and other animals can grow. (Sp1/2)</i></p>	<p>Dance</p> <p>perform dances using simple movement patterns</p> <p><i>To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</i></p> <p><i>To be able to balance and coordinate safely. (Sp1)</i></p> <p><i>To negotiate space effectively. (Sp1)</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace. (Sp1)</i></p> <p><i>Develop the overall body</i></p>	<p>using imagination. (Sp1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Sp1)</p>	
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			<i>familiar words. (Sp1)</i>		<i>To understand and use positional language. (Sp1/2)</i>	<i>strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (Sp1)</i>		
How can we make a volcano?								
Week 5 07/02/22	Talk about the importance of having a go and asking for help to complete a task To learn to join in with whole group	Respond to how and why questions <i>Express their ideas and feelings about their experiences. (Sp1)</i> <i>Engage in non-fiction books. (Sp1)</i> <i>Listen to and talk about selected non-fiction to develop a deep familiarity with</i>	Write a simple sentence about hot place animals Madagascar <i>To think of and write a short, simple sentence. (Sp1)</i>	White Rose Maths Growing 6, 7, 8 Sessions 6-10 6. Matching 6, 7 and 8 7. Making pairs 8. Combining 2 groups 9. Combining 2 group	Floating and sinking <i>Recognise some similarities and differences between life in this country and life in other countries. (Sp1)</i> <i>Recognise some environments that are different to the</i>	Team Games participate in team games, developing simple tactics for attacking and defending Dance perform dances using simple movement patterns	Warm colours Hot collage Landscapes (make clay volcanoes) <i>To use resources to create own props. (Sp1)</i> <i>Constructs with a purpose in mind, using a variety of resources.(Sp1)</i>	

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	<p>activities. (Sp1)</p> <p>To choose an activity independently. (Sp1)</p> <p>See themselves as valuable individuals (Sp1)</p>	<p><i>new knowledge and vocabulary. (Sp1)</i></p>	<p><i>Listening to and hearing sounds in CVC and CVCC words. (Sp1)</i></p> <p><i>Identifying sounds on a sound mat. (Sp1)</i></p> <p><i>Knowing that words can be written. (Sp1)</i></p> <p><i>Knowing the sounds that the taught letters make. (Sp1)</i></p> <p><i>Knowing what the taught letters looks like. (Sp1)</i></p> <p><i>Knowing how to write the taught letters. (Sp1)</i></p> <p><i>Knows how to spell some</i></p>	<p>10. Adding more</p> <p>(Y1 Shape/ place value to 20)</p>	<p><i>one in which they live. (Sp1)</i></p> <p><i>To know that there are many countries around the world. (Sp1)</i></p> <p><i>Draw information from a simple map. (Sp1)</i></p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways. (Sp1)</i></p> <p><i>To know that humans and other animals can grow. (Sp1/2)</i></p> <p><i>Explore the natural world around them. (Sp1)</i></p> <p><i>Understand the effect of changing</i></p>	<p><i>To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</i></p> <p><i>To be able to balance and coordinate safely. (Sp1)</i></p> <p><i>To negotiate space effectively. (Sp1)</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace. (Sp1)</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with</i></p>	<p>To understand that pictures can be created by making observations or by using imagination. (Sp1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Sp1)</p>	
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			<i>familiar words. (Sp1)</i>		<i>seasons on the natural world around them. (Sp1)</i>	<i>future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (Sp1)</i>		
How is the Island different to the arctic?								
Week 6 14/02/22	<p>Internet safety</p> <p>Think about the perspective of others (Sp1)</p> <p>See themselves as valuable individuals (Sp1)</p>	<p>Participate in small group and class discussion about internet safety.</p> <p><i>To talk about the role of healthy food and exercise in staying healthy. (Sp1)</i></p> <p><i>To know a range of healthy food and exercise. (Sp1)</i></p> <p><i>To know different features of texts. (Sp1)</i></p> <p><i>Express their ideas and feelings about</i></p>	<p>Hot and cold poetry/ riddles</p> <p><i>Listening to and hearing sounds in CVC and CVCC words. (Sp1)</i></p> <p><i>Identifying sounds on a sound mat. (Sp1)</i></p> <p><i>Knowing that words can be written. (Sp1)</i></p>	<p>White Rose Maths Growing 6, 7, 8 Sessions 11-15</p> <p>11. Comparing height -taller and shorter than</p> <p>12. Comparing length - longer and shorter than</p> <p>13. Days of the week</p> <p>14. Measuring height</p> <p>15. Measuring time</p>	<p>Internet safety</p> <p><i>Recognise some environments that are different to the one in which they live. (Sp1)</i></p> <p><i>Describe what they see, hear and feel whilst they are outside. (Sp1)</i></p>	<p>Team Games participate in team games, developing simple tactics for attacking and defending</p> <p>Dance perform dances using simple movement patterns</p> <p><i>To show good practice with regard to exercise, eating,</i></p>	<p>Music</p> <p>Sing the melodic shape such as up and down, down and up, of familiar songs (Sp1)</p> <p>Play instruments with increasing control to express their feeling and ideas (Sp1)</p>	INSET day

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		<p><i>their experiences. (Sp1)</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound. (Sp1)</i></p> <p><i>Learn rhymes, poems and songs. (Sp1)</i></p>	<p><i>Knowing the sounds that the taught letters make. (Sp1)</i></p> <p><i>Knowing what the taught letters looks like. (Sp1)</i></p> <p><i>Knowing how to write the taught letters. (Sp1)</i></p> <p><i>Recognising taught HFW in text. (Sp1)</i></p> <p><i>Knows how to spell some familiar words. (Sp1)</i></p>	<p>(Y1 Shape/ place value to 20)</p>		<p><i>sleeping and hygiene. (Sp1)</i></p> <p><i>To be able to balance and coordinate safely. (Sp1)</i></p> <p><i>To negotiate space effectively. (Sp1)</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace. (Sp1)</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines</i></p>	
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						<i>including dance, gymnastics, sport and swimming. (Sp1)</i>		
What is the Internet and why do I need it?								