

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!</p> <p>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	Internet safety Think about the perspective of others (Sp1) See themselves as valuable individuals (Sp1)	Participate in small group and class discussion about internet safety. <i>To talk about the role of healthy food and exercise in staying healthy. (Sp1)</i> <i>To know a range of healthy food and exercise. (Sp1)</i> <i>To know different features of texts. (Sp1)</i> <i>Express their ideas and feelings about</i>	Hot and cold poetry/ riddles <i>Listening to and hearing sounds in CVC and CVCC words. (Sp1)</i> <i>Identifying sounds on a sound mat. (Sp1)</i> <i>Knowing that words can be written. (Sp1)</i>	White Rose Maths Growing 6, 7, 8 Sessions 11-15 11. Comparing height -taller and shorter than 12. Comparing length - longer and shorter than 13. Days of the week 14. Measuring height 15. Measuring time	Internet safety <i>Recognise some environments that are different to the one in which they live. (Sp1)</i> <i>Describe what they see, hear and feel whilst they are outside. (Sp1)</i>	Team Games participate in team games, developing simple tactics for attacking and defending Dance perform dances using simple movement patterns <i>To show good practice with regard to exercise, eating,</i>	Music Sing the melodic shape such as up and down, down and up, of familiar songs (Sp1) Play instruments with increasing control to express their feeling and ideas (Sp1)	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>	(Y1 Shape/ place value to 20)		<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?								