

Year R/1 Medium Term Overview Spring 2 - Fairytales would you like to live in Fairytale Land?

Week & focus	PSED	Communication & Language	Literacy	Maths	Understanding the World	Physical development	Expressive Arts and Design	Events
Why do we celebrate Pancake Day?								
Week 1 28/02/22	Reminder of class rules, routines and how to look after the classroom To identify ways of being helpful to others and how this will make them feel. (Sp2) To talk about the effect my behaviour has on others. (Sp2) ELG MS Explain the reasons for rules, know right from	Listen and follow instructions to make a pancake. To begin to ask questions about familiar aspects of their environment and their learning. (Sp2) To talk confidently about why things happen using new vocabulary learnt. (Sp2) To engage in meaningful conversations with others. (Sp2)	Y1 Write instructions -How to make a pancake YR - label pancake photos Read the runaway pancake. To think of and write a short, simple sentence. (Sp2) Listening to and hearing sounds in CVC and CVCC words. (Sp2) Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)	Y1 addition and subtraction within 20 YR White Rose. Growing 6, 7 and 8 Session 8- Combining 2 groups 9- Combining 2 groups 10 - Adding more	Y1 - sorting waterproof and not waterproof Pancake day traditions. To talk about a special event in their life. (Sp1/2) <i>Explore the natural world around them.</i> (Sp1/2)	Pancake races Fundamentals To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2) To know why it is important to handle different apparatus safely. (Sp2) To know how to use scissors effectively. (Sp2) Revise and refine the	Paint/draw pictures to show what you did at half term Manipulates materials to achieve a planned effect. (Sp2) To identify and select resources and tools to achieve a particular outcome. (Sp2) Listen attentively, move to and talk about music, expressing their feelings and	Pancake Day Tuesday 1 st March World Book Day Thursday 3 rd March

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	<p>wrong and try to behave accordingly</p>		<p>Listens to stories and is beginning to anticipate what may happen next. (Sp2)</p> <p>Knowing the sounds that the taught phonemes make. (Sp2)</p> <p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some familiar words. (Sp2)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. (Sp2)</p>			<p>fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing (Sp2)</p> <p>Progress towards a more fluent style of moving, with developing control and grace. (Sp2)</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education</p>	<p>responses (Sp2)</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody (Sp2)</p> <p>Explore and engage in music making and dance, performing solo or in groups (Sp2)</p>	
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			<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Sp2)</p>			<p>sessions and other physical disciplines including dance, gymnastics, sport and swimming. (Sp2)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (Sp2)</p> <p>Use their core muscle strength to achieve a good posture when sitting at</p>		
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						<p>a table or sitting on the floor.(Sp2)</p> <p>Combine different movements with ease and fluency. (Sp2)</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (Sp2)</p> <p>Develop overall body-strength, balance, co-ordination and agility. (Sp2)</p> <p>Develop confidence, competence, precision and accuracy when engaging in</p>		
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						activities that involve a ball. (Sp2)			
What's your favourite fairytale and why? Who is your favourite Fairytale character and why?									
Week 2 7/03/22	Discuss what makes a character good or bad ELG MS Explain the reasons for rules, know right from wrong and try to behave according Think of the perspective of others (Sp2) To identify ways of being helpful to others and how this will make them feel. (Sp2)	What is a fairytale? Where do they take place? Are they real? Would you like to be in a fairytale? How would you get there? What has happened to the little girl in the tower? Does this remind you of any stories about people stuck in towers? How did they escape? Can the girl in the clock tower escape like that? To describe familiar texts with detail and	Y1 - Good and Bad Fairytale characters and how they help the story. Alternative fairytales: List all popular fairytales and make a presentation for book corner. Clockwork on literacy shed. Who lives in fairytale land Shrek 2 Once upon a time and Each peach pear plum Listening to and hearing sounds in	Y1 Place Value within 50 YR White Rose. Growing 6, 7 and 8 Session 11-Comparing heights 12-Comparing length 13 - Days of the week 14-Measuring height	Y1 - test waterproof materials for a roof for the 3 little pigs house. Create a fairytale village for stories to take place. Make a list of what we will need, bridge, woods, stream, various houses, pebbles, footpath, grass. Use a picture of fairytale village to plan our own place where fairytales happen.	Fundamentals ELG -Move confidently in a range of ways, safely negotiating space To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2) To know why it is important to handle different apparatus safely. (Sp2) To know how to use scissors	Linked to UW Create fairytale village To use a range of resources to create own props to aid roleplay. (Sp2) To plan, carry out and evaluate and change where necessary. (Sp2) Manipulates materials to achieve a planned effect. (Sp2) To use a range of props to		

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	<p>To talk about the effect my behaviour has on others. (Sp2)</p>	<p>using full sentences. (Sp2)</p> <p>To describe features of traditional stories. (Sp2)</p> <p>To know different traditional stories. (Sp1)</p> <p>To talk confidently about why things happen using new vocabulary learnt. (Sp2)</p> <p>To engage in meaningful conversations with others. (Sp2)</p>	<p>CVC and CVCC words. (Sp2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp2)</p> <p>Knowing the sounds that the taught phonemes make. (Sp2)</p> <p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p>	<p>15-Measuring time</p>	<p><i>Draw information from a simple map. (Sp1/2)</i></p> <p><i>Explore the natural world around them. (Sp1/2)</i></p> <p><i>Describe what they see, hear and feel whilst they are outside. (Sp1/2)</i></p> <p>To understand and use positional language. (Sp1/2)</p> <p><i>Understand the effect of changing seasons on the natural world around them. (Sp1/2)</i></p>	<p>effectively. (Sp2)</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing (Sp2)</p> <p>Progress towards a more fluent style of moving, with developing control and grace. (Sp2)</p> <p>Develop the overall body strength, co-ordination,</p>	<p>support and enhance role play. (Sp2)</p> <p>To identify and select resources and tools to achieve a particular outcome. (Sp2)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them (Sp2)</p> <p>Create collaboratively sharing ideas, resources and skills (Sp2)</p> <p>Listen attentively, move to and talk about music, expressing their</p>	
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			<p>Knows how to spell some familiar words. (Sp2)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. (Sp2)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Sp2)</p>			<p>balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (Sp2)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks</p>	<p>feelings and responses (Sp2)</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody (Sp2)</p> <p>Develop storylines in their pretend play (Sp2)</p> <p>Explore and engage in music making and dance, performing solo or in groups (Sp2)</p>	
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						<p>and spoons. (Sp2)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.(Sp2)</p> <p>Combine different movements with ease and fluency. (Sp2)</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (Sp2)</p> <p>Develop overall body-strength, balance, co-</p>		
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						ordination and agility. (Sp2) Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (Sp2)		
<p>What would you build a shelter from and why? (3 little pigs) what really happened to the Big Bad Wolf? Is the big bad wolf really big and bad?</p>								
<p>Week 3 14/03/22</p>	<p>What are you going to do for your mum on m'day?</p> <p>To understand that people need help. (Sp2)</p> <p>To identify ways of being helpful to others and how this will</p>	<p>Bad characters. TV reports about the incident with the 3 little pigs. How did the Big Bad wolf get burnt? Who did it? Was it his own fault? What was he trying to do? Why? Is it his/her fault the houses fell down? Big box with a cut out and buttons</p>	<p>3 little pigs Y1 - News reports about the naughty pigs/wolf. Hoodwinked</p> <p>The Big Bad Wolf is at it again. Little Red Riding Hood Explore character profiles. Rec to</p>	<p>Y1 Place Value within 50</p> <p>YR White Rose. Building 9 and 10</p> <p>Session 1- Representing and sorting 9 and 10</p>	<p>Y1 - test waterproof materials for a roof for the three little pigs house.</p> <p>What are the strongest materials to build a house from? Investigate and</p>	<p>Observe pencil control when children writing m'day cards Apparatus work</p> <p>Fundamentals</p> <p>To handle tools, objects, construction and malleable materials safely</p>	<p>Make mother's day cards</p> <p>To use a range of resources to create own props to aid roleplay. (Sp2)</p> <p>Manipulates materials to achieve a planned effect. (Sp2)</p>	<p>British Science week</p> <p>St Patrick's day Thursday 17th March</p>

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<p>make them feel. (Sp2)</p> <p>To talk about the effect my behaviour has on others. (Sp2)</p> <p>Express their feelings and consider the feeling of others (Sp2)</p> <p>Think about the perspective of others (Sp2)</p>	<p>for tv. Dressing up clothes for news readers. Crime scenes. What happened at Grandma's House? Why was the wolf following Little Red Riding Hood? Set up crime scenes and dress up as police to investigate.</p> <p>To describe familiar texts with detail and using full sentences. (Sp2)</p> <p>To begin to ask questions about familiar aspects of their environment and their learning.(Sp2)</p> <p>To describe features of traditional stories. (Sp2)</p>	<p>do Wanted posters.</p> <p>To think of and write a short, simple sentence. (Sp2)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp2)</p> <p>Knowing the sounds that the taught phonemes make. (Sp2)</p> <p>Knowing what the taught phonemes look like. (Sp2)</p>	<p>2- Representing and sorting 9 and 10</p> <p>3 - order numbers to 10</p> <p>4 - Composition of 9 and 10</p> <p>5 - Numbers to 10 - Bingo</p>	<p>compare straw, stick and bricks.</p> <p><i>Draw information from a simple map. (Sp1/2)</i></p> <p><i>Explore the natural world around them. (Sp1/2)</i></p> <p><i>Describe what they see, hear and feel whilst they are outside. (Sp1/2)</i></p> <p>To understand and use positional language.(Sp1/2)</p> <p><i>Understand the effect of changing seasons on the natural world around them. (Sp1/2)</i></p>	<p>and with increasing control. (Sp2)</p> <p>To know why it is important to handle different apparatus safely. (Sp2)</p> <p>To know how to use scissors effectively. (Sp2)</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing (Sp2)</p>	<p>To identify and select resources and tools to achieve a particular outcome. (Sp2)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses (Sp2)</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody (Sp2)</p> <p>Develop storylines in their pretend play (Sp2)</p> <p>Explore and engage in music making and dance,</p>
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		<p>To know different traditional stories. (Sp1)</p> <p>To talk confidently about why things happen using new vocabulary learnt. (Sp2)</p> <p>To engage in meaningful conversations with others. (Sp2)</p>	<p>Knowing how to write the taught letters. Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some familiar words. (Sp2)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. (Sp2)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Sp2)</p>			<p>Progress towards a more fluent style of moving, with developing control and grace. (Sp2)</p> <p>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. (Sp2)</p> <p>Develop their small motor skills so that they can use a</p>	<p>performing solo or in groups (Sp2)</p>	
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						<p>range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (Sp2)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.(Sp2)</p> <p>Combine different movements with ease and fluency. (Sp2)</p> <p>Confidently and safely use a range of large and small</p>		
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						<p>apparatus indoors and outside, alone and in a group. (Sp2)</p> <p>Develop overall body-strength, balance, co-ordination and agility. (Sp2)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (Sp2)</p>		
Can you come up with your own fairytale? Can you be a story teller?								
<p>Week 4</p> <p>21/03/22</p>	<p>What are you going to do for your mum on m'day?</p>	<p>What is it like in fairytale land? Would you like to live there? How do they behave? What makes a character</p>	<p>Y1 - writing own fairytale - assessment.</p> <p>Jolly Postman Write a letter to a fairytale character</p>	<p>Y1 Place Value within 50</p> <p>YR</p>	<p>Y1 - design and build a bridge for the 3 Billy Goats Gruff to cross. Testing materials.</p>	<p>Transfer floor skills onto apparatus</p> <p>Fundamentals</p> <p>To handle tools, objects,</p>	<p>Complete mother's day cards</p> <p>To use a range of resources to create own</p>	<p>Mother's Day Sunday 27th March</p>

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	<p>To understand that people need help. (Sp2)</p> <p>To identify ways of being helpful to others and how this will make them feel. (Sp2)</p> <p>To talk about the effect my behaviour has on others. (Sp2)</p> <p>Express their feelings and consider the feeling of others (Sp2)</p> <p>Think about the perspective of others (Sp2)</p>	<p>good? What do they do?</p> <p>To describe features of traditional stories. (Sp2)</p> <p>To know different traditional stories. (Sp2)</p> <p>To talk confidently about why things happen using new vocabulary learnt. (Sp2)</p> <p>To engage in meaningful conversations with others. (Sp2)</p>	<p>Rec- draw and label journey of the jolly postman</p> <p>To think of and write a short, simple sentence. (Sp2)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp2)</p> <p>Knowing the sounds that the taught phonemes make. (Sp2)</p> <p>Knowing what the taught phonemes look like. (Sp2)</p>	<p>White Rose. Building 9 and 10</p> <p>Session</p> <p>6 - Counting back from 10</p> <p>7 - Comparing numbers within 10</p> <p>8 - Comparing numbers within 10</p> <p>9 - Making 10</p> <p>10 - Making 10</p>	<p><i>Explore the natural world around them. (Sp1/2)</i></p> <p><i>Describe what they see, hear and feel whilst they are outside. (Sp1/2)</i></p> <p>To know that humans and other animals can grow. (Sp1/2)</p> <p>To understand and use positional language. (Sp1/2)</p> <p><i>Understand the effect of changing seasons on the natural world around them. (Sp1/2)</i></p>	<p>construction and malleable materials safely and with increasing control. (Sp2)</p> <p>To know why it is important to handle different apparatus safely. (Sp2)</p> <p>To know how to use scissors effectively. (Sp2)</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping -</p>	<p>props to aid roleplay. (Sp2)</p> <p>To plan, carry out and evaluate and change where necessary. (Sp2)</p> <p>Manipulates materials to achieve a planned effect. (Sp2)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses (Sp2)</p> <p>Sing in a group or on their own, increasingly matching the pitch and</p>	
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			<p>Knowing how to write the taught letters. Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some familiar words. (Sp2)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. (Sp2)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Sp2)</p>			<p>skipping – climbing (Sp2)</p> <p>Progress towards a more fluent style of moving, with developing control and grace. (Sp2)</p> <p>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. (Sp2)</p>	<p>following the melody (Sp2)</p> <p>Develop storylines in their pretend play (Sp2)</p> <p>Explore and engage in music making and dance, performing solo or in groups (Sp2)</p>	
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						<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (Sp2)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.(Sp2)</p> <p>Combine different movements with ease and fluency. (Sp2)</p>		
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						<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (Sp2)</p> <p>Develop overall body-strength, balance, co-ordination and agility. (Sp2)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (Sp2)</p>		
<p>Was Goldilocks looking for a new home? Would you buy the 3 bears house? Who lives in a house like this?</p>								

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<p>Week 5 28/03/22</p>	<p>Is Goldilocks naughty?</p> <p>To talk about the effect my behaviour has on others. (Sp2)</p> <p>Think about the perspective of others (Sp2)</p>	<p>Houses for sale. Describe and sell the 3 bears house. How many bedrooms does it have? Is it a separate kitchen lounge? Make a list of what is in each room.</p> <p>Descriptive writing - whose house is this?</p> <p>To begin to ask questions about familiar aspects of their environment and their learning. (Sp2)</p> <p>To know different traditional stories. (Sp1)</p> <p>To talk confidently about why things happen using new vocabulary learnt. (Sp2)</p>	<p>Y1 - Goldilocks and the 3 bears. Non - fiction houses for sale.</p> <p>Alternative Rasta/Naughty Goldilocks and the story about the 3 bears having their house broken into.</p> <p>To think of and write a short, simple sentence. (Sp2)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>Y1 Place Value within 50</p> <p>YR White Rose. Building 9 and 10</p> <p>Session</p> <p>11 - 3D shape matching objects</p> <p>12 - building with 3D shapes</p> <p>13 - printing with 3D shapes</p> <p>14 - pattern</p>	<p>Y1 - design and build a bridge for the 3 Billy Goats Gruff to cross. Testing materials.</p> <p>Use a drawing package to create a rainbow (T)</p> <p>Draw a plan of the 3 bears house.</p> <p><i>Draw information from a simple map. (Sp1/2)</i></p> <p><i>Explore the natural world around them. (Sp1/2)</i></p> <p><i>Describe what they see, hear and feel whilst they are outside. (Sp1/2)</i></p> <p>To know that humans and</p>	<p>Transfer floor skills onto apparatus</p> <p>Fundamentals</p> <p>To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)</p> <p>To know why it is important to handle different apparatus safely. (Sp2)</p> <p>To know how to use scissors effectively. (Sp2)</p> <p>Revise and refine the fundamental movement skills they have</p>	<p>Sing and perform when Goldilocks went to the house of the bears.</p> <p>To use a range of resources to create own props to aid roleplay. (Sp2)</p> <p>To plan, carry out and evaluate and change where necessary. (Sp2)</p> <p>Manipulates materials to achieve a planned effect. (Sp2)</p> <p>To use a range of props to support and enhance role play. (Sp2)</p>	
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		<p>To engage in meaningful conversations with others. (Sp2)</p>	<p>(Sp2)</p> <p>Knowing the sounds that the taught phonemes make. (Sp2)</p> <p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some familiar words. (Sp2)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. (Sp2)</p>	<p>15 - pattern</p>	<p>other animals can grow. (Sp1/2)</p> <p>To understand and use positional language. (Sp1/2)</p> <p><i>Understand the effect of changing seasons on the natural world around them.</i> (Sp1/2)</p>	<p>already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing (Sp2)</p> <p>Progress towards a more fluent style of moving, with developing control and grace. (Sp2)</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines</p>	<p>To identify and select resources and tools to achieve a particular outcome. (Sp2)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them (Sp2)</p> <p>Create collaboratively sharing ideas, resources and skills (Sp2)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses (Sp2)</p>	
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			<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Sp2)</p>			<p>including dance, gymnastics, sport and swimming. (Sp2)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (Sp2)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody (Sp2)</p> <p>Develop storylines in their pretend play (Sp2)</p> <p>Explore and engage in music making and dance, performing solo or in groups (Sp2)</p>	
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						<p>on the floor.(Sp2)</p> <p>Combine different movements with ease and fluency. (Sp2)</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (Sp2)</p> <p>Develop overall body-strength, balance, co-ordination and agility. (Sp2)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that</p>		
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						involve a ball. (Sp2)		
What season are we in now? What changes can you see around you?								
Week 6 4/04/22	Take turns and work as part of team during PE sessions See themselves as valuable individuals (Sp2) Show resilience and perseverance in the face of	Talk about class trip??? Outing??? To begin to ask questions about familiar aspects of their environment and their learning.(Sp2) To talk confidently about why things happen using new vocabulary learnt. (Sp2)	YR - Performance role play of fairytales for Y1. Y1 - assessment week. To think of and write a short, simple sentence. (Sp2) Listening to and hearing sounds in CVC and CVCC words. (Sp2)	Y1 Maths assessment YR - Consolidation /individual next steps	Spring activities outdoors To talk about a special event in their life. (Sp1/2) Explore the natural world around them. (Sp1/2) Describe what they see, hear and feel whilst	Team games To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2) To know why it is important to handle different apparatus safely. (Sp2)	Easter songs Manipulates materials to achieve a planned effect. (Sp2) To use a range of props to support and enhance role play. (Sp2) To identify and select	Good to be green day Friday 8th April

Year R/1 Medium Term Overview Spring 2 - Fairytales would you like to live in Fairytale Land?

	<p>challenge (Sp2)</p> <p>To understand that people need help. (Sp2)</p> <p>To identify ways of being helpful to others and how this will make them feel. (Sp2)</p>	<p>To engage in meaningful conversations with others. (Sp2)</p>	<p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp2)</p> <p>Knowing the sounds that the taught phonemes make. (Sp2)</p> <p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p>		<p><i>they are outside.</i> (Sp1/2)</p> <p>To know that humans and other animals can grow. (Sp1/2)</p> <p>To know that Christians celebrate Easter. (Sp2)</p> <p><i>Understand the effect of changing seasons on the natural world around them.</i> (Sp1/2)</p>	<p>To know how to use scissors effectively. (Sp2)</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing (Sp2)</p> <p>Progress towards a more fluent style of moving, with developing control and grace. (Sp2)</p> <p>Develop the overall body</p>	<p>resources and tools to achieve a particular outcome. (Sp2)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them (Sp2)</p> <p>Create collaboratively sharing ideas, resources and skills (Sp2)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses (Sp2)</p> <p>Sing in a group or on their own,</p>	
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Year R/1 Medium Term Overview Spring 2 - Fairytales would you like to live in Fairytale Land?

			<p>Knows how to spell some familiar words. (Sp2)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. (Sp2)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Sp2)</p> <p><i>(EA&D)</i> <i>Develop storylines in their pretend play. (Sp2)</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills (Sp2)</i></p>			<p>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. (Sp2)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes,</p>	<p>increasingly matching the pitch and following the melody (Sp2)</p> <p>Develop storylines in their pretend play (Sp2)</p> <p>Explore and engage in music making and dance, performing solo or in groups (Sp2)</p>	
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Year R/1 Medium Term Overview Spring 2 - Fairytales would you like to live in Fairytale Land?

						<p>scissors, knives, forks and spoons. (Sp2)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.(Sp2)</p> <p>Combine different movements with ease and fluency. (Sp2)</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (Sp2)</p> <p>Develop overall body-strength,</p>		
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Year R/1 Medium Term Overview Spring 2 - Fairytales would you like to live in Fairytale Land?

						<p>balance, co-ordination and agility. (Sp2)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (Sp2)</p>		