



Overview of 7 weeks planning for Year: Spring 2 Teacher: Miss Collins Year: 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reading	<p><u>Little wandle Phonics Phase 5</u> O (open, most) I (tiger, wild) A (paper, later) E (fever, secret)</p>	<p><u>Little wandle Phonics Phase 5</u> a-e (made, snake) i-e (time, like) u-e (rude, cute)</p>	<p><u>Little wandle Phonics Phase 5</u> e-e (these, even)ew (new, stew)ie (field, shriek)</p>	<p><u>Little wandle Phonics Phase 5</u> Grow the code le, l, i-e Ay, a, a-e Oa, o, o-e Ew, u-e, u</p>	<p><u>Little wandle Phonics Phase 5</u> Y (funny) ea (head) wh (wheel) ou (shoulder)</p>	<p><u>Little wandle Phonics Phase 5</u> y (fly) g (giant) ph (phone)</p>	<p><u>Little wandle Phonics Phase 5</u> le (apple) al (metal) c (ice) ve (give)</p>
Writing	<p>Understands that and can join sentences and words. Spaces evident between words.</p>	<p>Using alternative vowel phonemes (ay, ai, a-e). Discuss what has been written with the teacher and other pupils.</p>	<p>Begins to write short narratives based on real and fictional events.</p>	<p>Beings to spell singular and plural of words. Includes a simple beginning middle and end in writing.</p>	<p>Spelling words ending in 'Y' Knowledge if handwriting families to begin to form letters correctly.</p>	<p>New constantan spelling of wh and ph.</p>	<p>Divides words into syllables.</p>
Maths	<p>Lengths and heights (long/short) (longer/taller) (tall/short) Measure</p>	<p>Mass and Weight Measure</p>	<p>Capacity and Volume Measure</p>	<p>Positional language: whole, half, quarter and three quarter turns Position and Direction</p>	<p>Understand and follow directional language such as forwards, backwards, sideways, left and right Position and Direction</p>	<p>3-D shapes : cuboids, pyramids Properties of shape</p>	<p>Review</p>



Hist/geog	What Is Our Local Area Like? To recognise human & physical features in the context of children's own locality. Treasure Island	Out and About Fieldwork To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality. Treasure Island	Fieldwork Follow-Up Treasure Island	Houses and Homes To understand basic geographical features: houses (human features). Treasure Island	Jobs in Our Local Area To develop knowledge about children's locality – jobs (human features). To name the Treasure Island	Let's Make a Change To use basic geographical vocabulary to refer to key human/physical features. To understand ways Treasure Island	Treasure Island