

**KS1 – Year One**

<b>Year 1 Sapphire and Kyanite</b>	<b>Term 1 Autumn 1</b>	<b>Enquiry Theme</b>	<b>Knowing Me, Knowing You</b>				
		<b>Enquiry Question</b>	<b>How can we be similar, yet different?</b>				
<b>Role play</b>	<b>Inside</b>		<b>Home Corner</b>				

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>English- reading</b> <small>Being encouraged to link what they read or hear read to their own experiences ** refer to LTP for ongoing objectives</small>				<b>Shared Texts- writing</b> <small>Class read- Pie Corbett Reading Spine or 50 Recommended Reads List Guided- group targets and texts</small>			
<b>English- writing Composition</b> <small>Write sentences by: Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils</small>	<b>Cross curricular- labels/ captions</b> <b>Writing- narrative</b> <small>Text: Papaya that Spoke Cold Task Imitation Shared write focus- beginning, middle, end Sequencing language Using simple connective - and Simple sentences</small>	<b>Cross curricular- labels/ captions</b> <b>Writing- narrative</b> <small>Innovation Shared write focus- Sequencing language Using connective - and</small>	<b>Cross curricular- labels/ captions</b> <b>Writing- narrative</b> <small>Independent application Independent Task</small>	<b>Cross curricular- labels/ captions</b> <b>Writing- instructions- smoothie</b> <small>Cold Task- instructions of a familiar games Model text is a smoothie recipe Imitation Shared write focus- Sequencing language- first, next, then Using simple connective -and Simple sentences with imperative verbs ('bossy verbs')</small>	<b>Cross curricular- labels/ captions</b> <b>Writing- instructions- smoothie</b> <small>Innovation Shared write focus- Sequencing language- first, next, then Using simple connective -and Simple sentences with imperative verbs ('bossy verbs')</small>	<b>Phonics screening</b>	<b>Cross curricular- labels/ captions</b> <b>Writing- instructions- smoothie</b> <small>Independent application Independent Task</small>
<b>English- phonics</b> <small>Phase 3 P15-20 Phase 4 P21-25 REach2 Staple Diet</small>	<b>Refer to REach2 Staple Diet</b> <b>Group 1 Phase 3</b> <b>Group 2 Phase 4</b>						
<b>English- spelling</b> <small>Name the letters of the alphabet: Naming the letters of the alphabet in order Using letter names to distinguish between</small>	<b>Naming letters of the alphabet</b> <small>Simple connectives- and, but, so</small>	<b>Naming letters of the alphabet</b> <small>Simple connectives- and, but, so</small>	<b>Naming letters of the alphabet</b> <small>Simple connectives- and, but, so</small>	<b>Simple connectives- first, then, next, after that</b>	<b>Simple connectives- first, then, next, after that</b>	<b>Imperative verbs:</b> <b>put, place, mix, chop, lice, whisk</b>	<b>Imperative verbs:</b> <b>put, place, mix, chop, lice, whisk</b>

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<p>alternative spellings of the same sound Apply simple spelling rules and guidance Learning the grammar for year 1 in English Appendix 2 Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Tricky words- Phase 4 so do like said</p>	<p>Tricky words- Phase 4 went from have when</p>	<p>Tricky words- Phase 4 come some it's just</p>	<p>Tricky words- Phase 4 help children one little</p>	<p>Tricky words- Phase 4 there what were out</p>	<p>Tricky words- Phase 4 so do like said went from have when it's just</p>	<p>Tricky words- Phase 4 help children one little there what were out help children</p>
<p><b>English- vocabulary, grammar and punctuation</b> Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop High frequency word list practise</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop High frequency word list practise</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop High frequency word list practise</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark High frequency word list practise</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark High frequency word list practise</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark High frequency word list practise</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark High frequency word list practise</p>
<p><b>English- handwriting</b> Practising long-legged giraffe letters Writing words ll Capitals long-legged giraffe letters Practising one armed robot letters Capitals one-armed robot letters Practising curly caterpillar letters Capitals curly caterpillar letters Writing words ff Writing words ss</p>	<p>Practise long legged giraffe letters</p>	<p>Writing words with double ll Introduce capitals for long legged giraffe letters</p>	<p>Practise one armed robot letters</p>	<p>Introduce capitals for one armed robot letters</p>	<p>Practise curly caterpillar letters</p>	<p>Introduce capitals for curly caterpillar letters</p>	<p>Writing words with double ff and ss</p>
<p><b>Maths</b> Number- Place Value within 10 Addition and Subtraction (within 10)</p>	<p>Counting Ordering Representing Comparing</p>	<p>Counting Ordering Representing Comparing</p>	<p>Counting Ordering Representing Comparing</p>	<p>Counting Ordering Representing Comparing</p>	<p>Part whole model</p>	<p>Number bonds to 10</p>	<p>Addition to 10</p>
<p><b>Science</b> <b>ANIMALS</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Labelling ourselves - learning vocabulary</p>	<p>Labelling other animals - learning vocabulary</p>	<p>Exploring joint movement and functions of body</p>	<p>Senses- sight and hearing</p>	<p>Senses- taste and smell</p>	<p>Matching sense to human body parts</p>	<p>Senses games Create own body movement song</p>

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Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.							
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<b>History</b> Changes within living memory, reveal aspects of change in national life (Family trees/	Sequence photos of babies to child to adult. Place on a timeline and then place known adults' lives.  <b>R2:</b> sequences 3 events or related objects in order Recognise the difference between past and present. Remembers parts of stories and memories about the past <i>Uses words and phrases: old, new, young, days, months, before, after</i>	Recall key events and memories in their lives- birth, toddler, Nursery, First day at school- add in birthdays, lockdown, siblings being born  <b>R2:</b> Begins to identify and recount some details from the past from sources (e.g. pictures, historical narratives) Remembers parts of stories and memories about the past Asks questions about different sources and objects Finds answers to simple questions about the past using sources of information (e.g. pictures, narratives)	Recall recent key events- school being built, Olympics, Euros, Captain Tom, Royal Family, Joe Wicks  <b>R2:</b> Explores significant historical figures/events and why they are important Begins to identify and recount some details from the past from sources (e.g. pictures, historical narratives) Finds answers to simple questions about the past using sources of information (e.g. pictures, narratives)	Sequence key events in the school being built.  <b>R2:</b> Begins to identify and recount some details from the past from sources (e.g. pictures, historical narratives) Asks questions about different sources and objects Finds answers to simple questions about the past using sources of information (e.g. pictures, narratives)	Identify own family members of different ages and create own family tree, based on model of one of a person- such as The Queen.  <b>R2:</b> Finds answers to simple questions about the past using sources of information (e.g. pictures, narratives)	Applying: Can children create a family tree for a fictional character? Provide a range.  <b>R2:</b> Finds answers to simple questions about the past using sources of information (e.g. pictures, narratives)	Challenge: Can children sequence toys from old to new- look at Peepo. Describe changes in types of toys played with by children.  <b>R2:</b> sequences 3 events or related objects in order Recognise the difference between past and present.
<b>Geography</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	School building and grounds walk. Look at school plans and identify rooms and features. Look at the different types of features in the school grounds.	ENGAGE: Local walk and describe geographical and human features.	Label a sketched map of the route. Collect items and take photographs.	Where do we live? Look at a map of Reading and pin point school and homes. Use vocabulary to describe geographical features.	Locate Reading on a UK map- link to London. Identify Scotland, Wales and Ireland and surroundings seas.	Locate UK on world map and globe. <i>Identify any countries of family members and label.</i>	

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	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p><b>R2: Use basic Geographical vocabulary to refer to key physical features</b>  <b>Use simple fieldwork and observational skills to study the geography of their school and the local area</b></p>	<p><b>R2: Use basic Geographical vocabulary to refer to key physical features</b>  <b>Use simple fieldwork and observational skills to study the geography of their school and the local area</b></p>	<p><b>R2: Use photographs to recognise landmarks and basic human and physical features</b>  <b>Devise simple picture maps.</b>  <b>Use simple fieldwork and observational skills to study the geography of their school and the local area</b></p>	<p><b>R2: Name and locate local town on a map of the United Kingdom</b></p>	<p><b>R2: Name and locate local town on a map of the United Kingdom</b>  <b>Understand that they live in England which is a country within the United Kingdom</b>  <b>Understand that the United Kingdom is made up of four different countries and identify each countries own flag and capital city</b>  <b>Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas</b>  <b>Know that the Republic of Ireland is not a country of the United Kingdom</b></p>	<p><b>R2: Use world maps and atlases to identify the United Kingdom and its countries.</b></p>
<p><b>Art and design</b></p> <p>Use tools to explore thick/thin and curved lines.          Use colour for a purpose and articulate this.          Use a range of materials creatively to design and make products.</p> <p>Use drawing and painting to develop and share their ideas, experiences and imagination.          Develop a wide range of art and design techniques in using colour, line, shape, and form.</p> <p>Know about the work of Picasso, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Explore and describe Picasso's work;          Research a range of information and ideas;          Plan own piece of work.</p> <p><b>R2: Recognise that ideas can be expressed in art work</b>  <b>Experiment with an open mind</b></p>	<p>Collect inspiration;          Exploring techniques</p> <p><b>R2: Recognise that ideas can be expressed in art work</b>  <b>Experiment with an open mind</b></p>	<p>Create self portraits in contrasting materials;          Feedback and self-evolution</p> <p><b>R2: Try out a range of materials and processes</b>  <b>Show interest in the work of others</b></p> <p><b>Recognise and describe key features of their own and others work</b></p>	<p>Produce a final self-portrait;          Create a self-portrait gallery</p> <p><b>R2: How to recognise and describe some simple characteristics of different kinds of art, craft and design</b>  <b>The names of some of the tools, techniques and the formal elements (colours, shapes, etc.) that they use</b></p>		
<p><b>Design and Technology</b></p> <p>To know how to use equipment safely.          To know how to work hygienically in the kitchen. To say whom, the product is designed for.</p> <p>To know what makes a healthy balanced diet.          To know where foods come from and how they are grown.          To use techniques including chopping, cutting and grating.</p>	<p>Explore a range of smoothie types- taste and look at packaging.          Identify types of fruits.          Explore where fruits come from.          Research and survey.</p>	<p>Explore what we need to eat to keep healthy- Eat Well plate.</p>	<p>Look at textures of fruits;          Trial making smoothies;          Using tools- focus on imperative verbs linked to literacy- chop, cut, rinse</p>	<p>Create an improved smoothie recipe and evaluate.</p>		

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To evaluate existing products. To evaluate my product against a design brief.	R2: Develop ideas within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds and the local community  State what products they are designing and making and why. Say whether their products are for themselves or other users. Generate some of their own ideas by drawing on their own experiences. Develop and communicate ideas by talking and drawing. Explain that food has to be farmed, grown elsewhere (e.g. home) or caught.	R2: Know that everyone should eat at least five portions of fruit and vegetables every day. Name and sort foods into the five groups.	R2: With support, select from a range of tools and equipment, explaining their choices.  With support, select from a range of materials and components according to their characteristics. Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. Explain that food ingredients should be combined according to their sensory characteristics.	R2: Prepare simple dishes safely and hygienically, without using a heat source. Use techniques such as cutting, peeling and grating. Follow procedures for safety and hygiene.			
<b>Music</b>  Identify and keep a steady beat using instruments Recognise and respond to change in tempo in music	Music Express p8 Ourselves Exploring sounds- voice and body	Music Express p9 Ourselves Exploring sounds- voice and body	Music Express p10 Ourselves Exploring sounds- voice and body	Music Express p11 Number Beat- actions and movement	Music Express p12 Number Beat- actions and movement	Music Express p13 Number Beat- actions and movement	Music Express p14 Animals Pitch
<b>Computing</b>  Understand that a programmable toy can be controlled by inputting a sequence of instructions. Program the toy to follow their algorithm. Debug their programs. Develop and record sequences of instructions as an algorithm.	Take on the role of a robot, responding to instructions they are given	Take on the role of a robot-pirate to work out a sequence of instructions (an algorithm) to find their way to an objective	Explore the blue-bot controls	Follow, create and test sequences of instructions to solve problems with the blue-bot	Predict what the blue-bot will do when given different sequences of instructions	Correct mistakes in Blue-Bot programmes	
<b>PE</b>  Practising throwing and catching Practising balancing and jumping	Throwing and catching- large ball- vary distance thrown  Jumping – range of jumps on the spot and travelling	Throwing and catching- medium ball  Jumping – range of jumps on the spot and travelling	Throwing and catching- bean bag/ small bag  Balancing on one leg and on benches	Throwing and catching- bean bag/ small bag  Balancing on one leg and on benches	Balancing on low beam and line- varying pace of walking  Jumping over a line/ bench	Balancing on low beam and line- varying pace of walking  Jumping over a line/ bench	Team/ whole class throwing and catching games  Jumping and balancing assault course/ sensory circuit
<b>RE</b>  Creation story and looking after our world	Creation story		Does God want us to look after the world?		How can we look after our world?		
<b>PSHE and Citizenship</b>  Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class	Feeling special and safe	Being part of a class	Rights and responsibilities		Rewards and feeling proud	Consequences	Owning the Learning Charter

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MfL Names, Numbers, Colours, Animals	Names	Numbers		Colours		Animals	
Visits/ visitors				Buddies- Huntley Place			
REAchieve 11 before 11 Promises	 <p><b>Seeds to supper</b></p>			 <p><b>10 good deeds</b></p>			