

KS1 – Year One

Year 1 Sapphire and Kyanite	Term 2 Autumn 2	Enquiry Theme	Fairy Tales- remastered
		Enquiry Question	Do fairy tales always have a happy ending?
Role play	Inside	Three Bears’ Cottage/ Hansel and Gretel’s Gingerbread House	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English- reading</b> Being encouraged to link what they read or hear read to their own experiences ** refer to LTP for ongoing objectives	Shared Texts- writing Class read- Pie Corbett Reading Spine or 50 Recommended Reads List Guided- group targets and texts						
<b>English- writing</b> Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher  <i>Write sentences by:</i> 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	<b>Fairy tales</b> <b>Instructions- link to DT/Science</b> Hook into story Read test and TFW version Text map focus- beginning, middle, end Sequencing language Using simple connectives -and, but, so Simple sentences Identify adjectives	<b>Fairy tales</b> <b>Instructions- link to DT/Science</b> Innovation Shared write focus- Characterisation- using adjectives Using connectives- and, but, so	<b>Fairy tales</b> <b>Instructions- link to DT/Science</b> Innovation Shared write focus- Characterisation- using adjectives Using connectives- and, but, so  Boxing up activity – linked to sequencing	<b>Fairy tales</b> <b>Instructions- link to DT/Science</b> Independent application Independent Task	<b>Fairy tales- description/ rhythm</b> <b>Poetry</b> Hook linked to senses Extending descriptive sentences using adjectives and verbs- similes, alliteration	<b>Poetry</b> Extending descriptive sentences using adjectives and verbs- similes, alliteration- working with a range of themes/ stimuli	<b>Poetry</b> Extending descriptive sentences using adjectives and verbs- similes, alliteration- working with a range of themes/ stimuli
<b>English- phonics/ SPaG</b> Letters and Sounds	Phase 3 group Phase 3 P15-20 REAch2 Staple Diet	Phase 3 group Phase 3 P15-20 REAch2 Staple Diet	Phase 3 group Phase 3 P15-20 REAch2 Staple Diet	Phase 3 group Phase 3 P15-20 REAch2 Staple Diet	Phonics assessment	Phase 4 group Phase 4 P21-25 REAch2 Staple Diet	Phase 4 group Phase 4 P21-25 REAch2 Staple Diet

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

<p>Phase 3 REAch2 Staple Diet P15-20 Phase 4 P21-25 REAch2 Staple Diet Phase 5 REAch2 Staple Diet 26-41</p>	<p>Phase 4 group Phase 4 P21-25 REAch2 Staple Diet</p>	<p>Phase 4 group Phase 4 P21-25 REAch2 Staple Diet</p>	<p>Phase 4 group Phase 4 P21-25 REAch2 Staple Diet</p>	<p>Phase 4 group Phase 4 P21-25 REAch2 Staple Diet</p>	<p>Phonics assessment</p>	<p>Phase 5 group Phase 5 REAch2 Staple Diet 26-41</p>	<p>Phase 5 group Phase 5 REAch2 Staple Diet 26-41</p>
<p><b>English- spelling</b> Apply simple spelling rules and guidance The days of the week</p>	<p>Phase 3 group and said of was you</p>	<p>Phase 3 group they for his but that</p>	<p>Phase 3 group all are my her what</p>	<p>Phase 3 group there* out this went</p>	<p>Phase 3 group said was they are what there</p>	<p>Phase 4 group Tricky words- Phase 4 so do like said come some</p>	<p>Phase 4 group Tricky words- Phase 4 went from have when it's just</p>
	<p>Phase 4 group so do like said went</p>	<p>Phase 4 group from have when it's just</p>	<p>Phase 4 group help children one little there</p>	<p>Phase 4 group what were out help children</p>	<p>Phase 4 group Spelling assessment</p>	<p>Phase 5 group could there people Mr now came</p>	<p>Phase 5 group oh about got their your</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 Joining words and joining clauses using and Practising high frequency words</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Joining words and joining clauses using and Practising high frequency words</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Joining words and joining clauses using and Practising high frequency words</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Joining words and joining clauses using and Practising high frequency words</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Joining words and joining clauses using and Practising high frequency words</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Joining words and joining clauses using and Practising high frequency words</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Joining words and joining clauses using and Practising high frequency words</p>	<p>Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Joining words and joining clauses using and Practising high frequency words</p>


## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

<p><b>English- handwriting</b></p> <p>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>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>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>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>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>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>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>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><b>Maths</b></p>	<p>Subtraction and fact families</p>	<p>Subtraction – comparing addition/subtraction</p>	<p>3D and 2 D shapes</p>	<p>Place value</p>	<p>Comparing numbers</p>	<p>Consolidation</p>	<p>Themed activities</p>
<p><b>Science</b></p>	<p>Create a human body using the right parts in the right places and labelling it.</p>			<p>Senses – Using the 5 senses to create a self portrait. What different materials can you use? (flower for nose, food for mouth, ears – musical instrument etc)</p>		<p>Link to computing – what senses are we focusing on when creating a programme? Different senses and how they affect our surroundings.</p>	
<p><b>History</b></p>		<p>L.O. To understand and know about the life of the Queen  L.O. To understand how primary and secondary sources give us answers to questions about the past.</p>		<p>L.O. To understand the differences between life in the past and the present day</p>		<p>L.O. To understand how jobs have changed over time</p>	
<p><b>Geography</b></p>							
<p><b>Art and design</b></p>	<p><a href="https://www.bbc.co.uk/bitesize/clips/zdfgkqt">https://www.bbc.co.uk/bitesize/clips/zdfgkqt</a> Who is Picasso? What materials are used? What do they do?</p>			<p>Drawing a self portrait using different materials</p>		<p>Play rehearsals</p>	

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

Design and Technology	Food – fruit and veg and where it comes from	Children to investigate where the different produce comes from and how they are grown. Why are some fruits and vegetables only grown in particular countries and continents? Fair trade opportunities? Key Question: Where do different foods come from? Children to discuss what fruits and vegetables people like to eat and then create a survey to complete some market research for their product. Children could do this at a local store (with permission) or to pupils and parents. Talk about their findings.		Look back at the eat well plate. How do we know if our food is healthy? What makes it healthy? Children to look at recipes and find out how the ingredients contribute to a healthy diet. Look at the traffic light system, fruit contains a lot of sugar and too much is not good either. Allergens.	Play rehearsals		
Music Unit 4 and 5	<p>Performance- singing Sing a song with contrasting high and low melodies Control vocal dynamics, duration and timbre Sing together as a group</p>					<a href="https://www.giftofcuriosity.com/diy-rain-stick-craft/">https://www.giftofcuriosity.com/diy-rain-stick-craft/</a>	
Computing Unit 1.2- We are TV chefs – filming the steps of a recipe.	Work out the steps for making something – create instructions (algorithm) and understand the link to computing.	Learn how to record a video Film one another making the item.	Add commentary to the video via upload. Watch and provide feedback.				
PE	<p>U-Sports: Fundamental movement skills – agility, balance &amp; co-ordination Invasion Games (Rugby Focused)</p>						
RE  Christmas Christianity	Gifts and what they mean to us.	Children’s bible Christmas story. Gifts to Jesus? Were they meaningful?	Re-tell the Christmas story	What gifts could we give today?	Gift tags for baby Jesus.		
PSHE and Citizenship	Know what bullying means	Know who to tell if they or someone else is being bullied or is feeling unhappy		Know that people are unique and that it is OK to be different	Know skills to make friendships	Know that people have differences and similarities	

Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

Celebrating Differences							
MfL	I'm learning Spanish	I'm learning Spanish-name,	Numbers	Colours	Animals- nouns,	Articles and I am	
Visits/ visitors	Restrictions in place						
REAch2 11 before 11 Promises	 <b>10 good deeds</b>						