

KS1 – Year One

Year 1 Sapphire and Kyanite	Term 3 Spring 1	Enquiry Theme	Oo Arr Me Hearties!
		Enquiry Question	Why were pirates special?
Role play	Inside	Pirate ship	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading 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						
English- writing Composition <i>Write sentences by:</i> Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher. 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	Cross curricular- labels/ captions Writing- Non-chronological report <i>Text:</i> Cold Task Imitation Shared write focus- Headings, introductions Sequencing language Using simple connectives - and, but, so, because Simple sentences	Cross curricular- labels/ captions Writing- Non-chronological report Imitation Shared write focus- Headings, introductions Sequencing language Using simple connectives -and, but, so, because Simple sentences	Cross curricular- labels/ captions Writing- Non-chronological report Imitation Shared write focus- Headings, introductions Sequencing language Using simple connectives -and, but, so, because Simple sentences	Cross curricular- labels/ captions Writing- Non-chronological report Innovation Shared write focus- Headings, introductions Sequencing language Using simple connectives -and, but, so, because Simple sentences	Cross curricular- labels/ captions Writing- Non-chronological report Independent application Independent Task	Cross curricular- labels/ captions Writing- Poetry Imitation	Cross curricular- labels/ captions Writing- Poetry Innovation and independent application
English- phonics Phase 3 P15-20 Phase 5A p.26-34 REAch2 Staple Diet	Refer to REAch2 Staple Diet Phase 5 Phase 3						
English- spelling Name the letters of the alphabet: Naming the letters of the alphabet in order Using letter names to distinguish between alternative	Naming letters of the alphabet Question words: What, when	Naming letters of the alphabet Simple connectives- and, but, so	Naming letters of the alphabet Using the spelling rule for adding –s or –es as the plural marker for nouns and the third	Naming letters of the alphabet Using the spelling rule for adding –s or –es as the plural marker for nouns and the third	Naming letters of the alphabet Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person	Naming letters of the alphabet Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person	Naming letters of the alphabet Using the spelling rule for adding –s or –es as the plural marker for nouns and the third

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<p>spellings of the same sound Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Apply simple spelling rules and guidance Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>Tricky words phase 4 said have like do so Phase 5: oh</p>	<p>Question words: Who, how Tricky words- phase 4 come some one there were Phase 5: Mrs Mr</p>	<p>person singular marker for verbs Question words: why Simple connectives- and, but, so Tricky words- Phase 4 little when out what Phase 5: called look</p>	<p>person singular marker for verbs Question words: What, when Tricky words- Phase 5 could ask their</p>	<p>singular marker for verbs Question words: Who, how Tricky words- Phase 5 oh Mr Mrs</p>	<p>singular marker for verbs Question words: What, when, who, how, why Tricky words- Phase 5 called look could ask their</p>	<p>person singular marker for verbs Tricky words- Phase 5 oh Mrs Mr look called could ask their</p>
<p>English- vocabulary, grammar and punctuation 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, full stop, exclamation mark and question mark</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, full stop, exclamation mark or question 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>English- handwriting Practising long-legged giraffe letters, one armed robot letter and curly caterpillar letters Practising zig zag monster letters Writing words zz Mixing all of the letter families Practising all of the capital letters Practising all of the numbers 0-9 Writing words with ck and qu Practising long vowel phonemes ai, igh, oo Practising vowels with adjacent consonants ee, oa, oo</p>	<p>Practising long-legged giraffe letters, one armed robot letter and curly caterpillar letters Him Here Ladybird</p>	<p>Practising zig zag monster letters Writing words zz Z, v, w, x Dazzle Sizzle</p>	<p>Mixing all of the letter families Very Having Walk Dozing</p>	<p>Practising all of the capital letters Practising all of the numbers 0-9 0-zero 1-one 2-two</p>	<p>Writing words with ck and qu Quiz Clock Question Lucky queen</p>	<p>Practising long vowel phonemes ai, igh, oo Fright Wait High Smoother Faint</p>	<p>Practising vowels with adjacent consonants ee, oa, oo Look Street Road</p>

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	Robot doll	Drizzle Blizzard pizza	texting	Etc.		flight	Coach footpath
Maths Number: Addition and Subtraction (within 20) Number: Place Value within 50	Revisit	Counting Adding one Number bonds to 20	Making 10 Subtraction to 10	Subtraction crossing 10 Comparing number sentences	Counting to 50 Tens and ones	Compare numbers to 50	Count in 2's Count in 5s
Science Everyday materials Distinguish between an object and the material from which it is made	Labelling objects	Labelling objects – cross curricular link with literacy	Labelling objects – cross curricular link	Discovering materials - vocabulary Wood, plastic, glass, metal, rock, water	Discovering materials - vocabulary Wood, plastic, glass, metal, rock, water	Discovering materials – vocabulary Wood, plastic, glass, metal, rock, water	Discovering materials – vocabulary Wood, plastic, glass, metal, rock, water

History The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Significant historical events, people and places in their own locality <i>Blackbeard/ Sir Francis Drake</i>	L.O to know what a pirate was. Cross curricular - literacy R2: Asks questions about different sources and objects Finds answers to simple questions about the past using sources of information (e.g. pictures, narratives)	L.O to know what a pirate was. Cross curricular - literacy R2: Asks questions about different sources and objects Finds answers to simple questions about the past using sources of information (e.g. pictures, narratives)	L.O. to learn about famous pirates. Cross curricular - literacy R2: 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.	L.O. to learn about famous pirates. Cross curricular - literacy R2: Asks questions about different sources and objects Finds answers to simple questions about the past using sources of information (e.g. pictures, narratives)	L.O. to learn about famous pirates. Cross curricular - literacy R2: Finds answers to simple questions about the past using sources of information (e.g. pictures, narratives)	L.O. what Cross curricular – (geography) maps and the world. R2: Finds answers to simple questions about the past using sources of information (e.g. pictures, narratives)	L.O. write a letter to a pirate in the past. Cross curricular – (geography) maps and the world. R2: sequences 3 events or related objects in order Recognise the difference between past and present.
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			pictures, narratives)				
Geography 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	Explore world maps and learn of the 7 continents	Explore world maps and learn of the 7 continents	Explore world maps and learn of oceans/seas that the key figures explored.	How was their world different? Explore differences between our world and now.	Countries	Countries and oceans	
Art and design 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. 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. Know about the work of Kandinsky, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Who is Wassily Kandinsky? What kind of art did he create? R2: Recognise that ideas can be expressed in art work Experiment with an open mind		What happens if you add more of one colour? Or less? R2: Recognise that ideas can be expressed in art work Experiment with an open mind	Create self portraits in contrasting materials; Feedback and self-evolution R2: Try out a range of materials and processes Show interest in the work of others Recognise and describe key features of their own and others work	Produce a final self-portrait; Create a self=portrait gallery R2: How to recognise and describe some simple characteristics of different kinds of art, craft and design The names of some of the tools, techniques and the formal elements (colours, shapes, etc.) that they use Create their final bridge.		
Design and Technology <i>design purposeful, functional, appealing products for themselves and other users based on design criteria.</i> Investigate and analyse a range of existing products. Use a range of materials and components, including constructions materials, textiles and ingredients according to their characteristics. Generate, develop, model and communicate their ideas through discussion, diagrams, drawings, templates, mock-ups and computer aided design. Evaluate their ideas and products against design criteria.	Explore images of different bridges – what is the same and what is different? Identify similarities and differences in bridge shapes and design. Introduce Isambard Kingdom Brunel and his key biography and works. Children to make a bridge to hold the weight of a plastic goat across a specific distance.		Visit the bridges in the local area – what materials can we did identify? Sketch examples of bridges. Materials and their properties for bridges.	Plan and sketch a bridge – test materials that they wants to use, what processes do they need to do. How could they improve their bridge and material?			
Music Identify and keep a steady beat using instruments Recognise and respond to change in tempo in music	Sign to sing song Unit 7 Create a soundscape using instruments	Sign to sing song Unit 6 Identify changes in pitch and respond to them with movement	Sign to sing song Unit 7 Explore different sound sources and materials	Sign to sing song Unit 6 Identify changes in pitch and respond to them with movement	Sign to sing song Unit 6 Listen in detail to a piece of orchestral music (e.g. identify instruments)	Sign to sing song Unit 7 Explore different sound sources and materials	Sign to sing song Unit 6 Listen in detail to a piece of orchestral music (e.g. identify instruments)
Computing Understand that a programmable toy can be controlled by inputting a sequence of instructions. Program the toy to follow their algorithm.	We are digital artists Create a digital piece of art in the style Rothko’s work		We are digital artists To select and set brushes to create	We are digital artists To learn to draw grip paintings in the style of Mondrian		We are digital artists Select brushes and colours to create patterns and shapes in the style of Kandinsky	

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Debug their programs. Develop and record sequences of instructions as an algorithm.		simple drawing in the style of Picasso		<i>Link to art</i>		
PE	U Sports: Dance Invasion Games (Football Focused)					
RE Christianity – Jesus as a friend	Friendship – what makes a good friend	Children’s Bible stories about friendship	Showing friendship		Expressing friendship.	
PSHE and Citizenship Being me in my world	Something special – new year resolutions	Keep trying even when difficult	Work well with a partner or in a group	Have a positive attitude	Help others to achieve their goals	Are working hard to achieve their own dreams and goals Owning the Learning Charter
MfL Names, Numbers, Colours, Animals	Names	Numbers		Colours		Animals
Visits/ visitors	Pirate day in school					
REAch2 11 before 11 Promises	 10 good deeds					