

KS1 – Year One

Year 1 Sapphire and Kyanite	Term 5 Summer 1	Enquiry Theme	Glorious Gardens
		Enquiry Question	
Role play	Inside	Garden centre/ Flower shop	

	Week 1	Week 2	Week 3	Week 4	Week 5
English- reading ** refer to LTP for ongoing objectives Making inferences on the basis of what is being said and done	Shared Texts- writing Class read- Pie Corbett Reading Spine or 50 Recommended Reads List Guided- group targets and texts				
English- writing Composition 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 Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and	Cross-curricular – Science link to plants. Explanations Writing – report – Newspaper report on the Queen’s Jubilee				
	Imitation 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	Innovation 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 Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and	Independent application 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 Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and	Imitation Innovation 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 Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and	Independent application 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 Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and
English- phonics Letters and Sounds Phase 5b page 35-38 and Phase 5c page 39-46 REAch2 Staple Diet	Refer to REAch2 Staple Diet Phase 4 Phase 5B				

<p>English- spelling Apply simple spelling rules and guidance Using the prefix un-</p>	<p>Practising tricky words, linked to phonic input Practising use of suffixes -ing, -ed, -er, -est Apply simple spelling rules and guidance Using the prefix un-</p>				
<p>English- vocabulary, grammar and punctuation Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and</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 Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and</p>				
<p>English- handwriting Numbers 10-20 spacing Practising ch unjoined Introducing diagonal join to ascender ch Practising ai unjoined Introducing diagonal join, no ascender ai Practising wh unjoined Introducing horizontal join to ascender wh Practising ow unjoined Introducing horizontal join, no ascender ow</p>	<p>Numbers 10-20 Practising ch unjoined</p>	<p>Introducing diagonal join to ascender: ch. Practising unjoined ai</p>	<p>Introducing the diagonal join, no ascender – ai Practising wh unjoined.</p>	<p>Introducing horizontal join to ascender wh Practising ow unjoined.</p>	<p>Introducing horizontal join, no ascender ow</p>
<p>Maths Number: Multiplication Fractions Geometry: Position and Direction</p>	<p>Counting in 2s, 5s and 10s</p>	<p>Make equal groups and arrays</p>	<p>Make equal groups</p>	<p>Making half</p>	<p>Making a quarter</p>
<p>Science: PLANTS Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Explanation text: Identify and name plants – garden shop. Create a role play for the classroom by identifying different flowers. Link to art – still life drawings of flowers. To make close observations using appropriate equipment.</p>	<p>Explanation text: The importance of plants. The structure of plants. To understand that most plants have the same basic structure and that these parts have specific functions. What are the parts of a plant called?</p>	<p>Instruction text- plant seeds. Explanation text: able to write their own about plants. To understand that wild plants grow by themselves and are not physically planted by humans. They can grow in lots of different places. Where do plants grow?</p>	<p>Children understand that trees are a type of plant and there are two different types: deciduous and evergreen. What are trees? Children ask simple questions about growing seeds, which they can answer through conducting an investigation. How do plants grow?</p>	<p>Common animals – names and groupings (carnivores, herbivores, omnivores). Structure of a variety of common animals (reptiles, amphibians etc)</p>

<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>What helps a healthy plant to grow?</p>		<p>To understand that garden plants are specifically planted by humans, usually because they are pleasing to look at, attract wildlife or smell nice.</p> <p>What are garden plants?</p>		
<p>History Significant historical events, people and places in their own locality</p>	<p>Current event, with link to previous Enquiry Learning in 'Turrets and Tiaras': The Queen's Jubilee – What has her life been like? What has happened during her reign?</p>				
<p>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 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>Use World maps to distinguish different plant life around the world. What is different about the trees and plants. Compare two different plants. Find it on the map. Learn about the different oceans and continents linked to these.</p>	<p>Using a map mark the physical features of the area around. What do different symbols on the map mean? What do we take note of when using a map?</p>			
<p>Art and design Describing the differences and similarities between different practices and disciplines and making links to their own work. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Make purposeful marks in clay. Know what clay is and where it is sourced. Know the different uses of clay. How is clay made video: https://www.youtube.com/watch?v=FXD9zDs9ygU Range of pottery items (tiles, bowls, cups, figurines, etc) to explore and discuss properties and characteristics. Key Question: What is clay? Where does it come from? Key Question: What items are made from clay?</p>	<p>Children to discuss and plan design idea to create initial sketch thinking about the tools they will use. Children to sculpt planned design using dough. Gallery walk to give positive feedback on peers' work Self-evaluate and identify own improvements for final piece.</p>	<p>Manipulate clay to achieve a planned effect.</p>		
<p>Design and Technology Investigate and analyse a range of existing products.</p>	<p>Children are presented with a range of umbrella and parasols to handle and explore. Explore their design and how they are made. Introduce the idea that the origin of an umbrella is so old that it cannot be credited to one person and is thought to have developed from the idea of a leaved shelter.</p>		<p>Introduce focus artist Samuel Fox who designed the familiar paragon umbrella.</p>		
<p>Music Unit 10 Invent and perform new rhythms to a steady beat Identify a repeated rhythm pattern Unit 11 Combine voices and movement to perform a chant and a Song Create, play and combine simple word rhythms</p>	<p>Link to Computing: Notice different rhythms in tracks, What do they notice about the songs? How many instruments can they hear? Can they keep the beat? Can they tap the rhythm? What music do they listen to at home? What is their favourite kind of music?</p>	<p>Create music using their bodies and mouths.</p>		<p>Create a repeating percussion pattern in GarageBand Experiment with playing some of GarageBand's built-in instruments.</p>	

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

Computing Unit 1.5 We are rhythmic Record audio on a digital device Program sprites to playback recorded audio in ScratchJr Program ScratchJr to create repeating rhythms Explore different effects that can be applied to audio Create a repeating percussion pattern using a virtual drum machine Experiment with a range of virtual instruments.	Introduce new vocabulary: Audio, digital, message, microphone, MIDI, Piano roll, Repetition, Sample, Sequencer, Speaker, Sprite, Track Virtual Record and playback audio in ScratchJr	Program sprites to playback recorded audio in ScratchJr	Create a simple program to playback recorded audio in a rhythmic pattern in ScratchJr	Record audio in GarageBand and experiment with audio effects	
PE	U-Sports: Target games - sending objects, towards, through, over & under targets Net/Wall - Racquet & ball (Tennis, Dodgeball)				
RE Judaism – Shabbat Is shabbat important to Jewish children?	Engagement Favourite day. Which day is most special to you and why?	Investigation What does a Friday night and Saturday look like for Jewish child?	Investigation Shabbat meal – what does it look like? What is said?	Evaluation Why do Jewish children celebrate Shabbat? Why is it special?	Consolidation
PSHE and Citizenship Relationships Know that everyone’s family is different Know that families are founded on belonging, love and care Know that physical contact can be used as a greeting Know how to make a friend Know who to ask for help in the school community Know that there are lots of different types of families Know the characteristics of healthy and safe friends Know about the different people in the school community and how they help	Families Belonging to a family	Making friends and greeting Making friends/being a good friend Physical contact preferences	People who help us Qualities as a friend and person	Being my own best friend Self-acknowledgement Being a good friend to myself	Celebrating special relationships.
MfL Little Red Riding Hood Shapes Colours Numbers	Reading the story – use word cards to listen and understand story sequence		Parts of the body	Text map of Little Red riding hood	Revising the parts of the body
Visits/ visitors	Visit: Windsor Castle- from previous term’s Enquiry ‘Turrets and Tiaras’				

REAch2 11 before 11 Promises	 Seeds to supper
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