

KS1 – Year One

Year 2 Amethyst and Ametrine	Term 2 Autumn 2	Enquiry Theme	London's Burning
		Enquiry Question	Was the Fire of London great?
Role play	Inside	Thomas Farriner's Bakery	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading Develop pleasure in reading, motivation to read, vocabulary and understanding. Understand both the books that they can already read accurately and fluently and those that they listen to. Participate in discussion about books, poems, and other works. Explain their understanding of books. ** refer to LTP for ongoing objectives	Shared texts – writing Guided – group targets and texts						
English- writing Composition To write narratives (real and fictional). To write for different purposes. To plan by saying out loud what they are going to write, writing down key words and phrases and encapsulating sentence by sentence. Evaluate writing with teacher and other pupils. To read aloud writing.	Setting description - GFOL	Recount – GFOL drama workshop day (experience day).	Recount – GFOL drama workshop day.	Diary - Thomas Farriner's	Diary - Thomas Farriner's	Non-chronological report - GFOL	Non-chronological report - GFOL
English- phonics Phase ... Little Wandle Letters and Sounds	Refer to Little Wandle Letters and Sounds scheme for phase progression.						
English- spelling Segment spoken words into phonemes and represent these by graphemes. Learn new ways of spelling phonemes. Learn to spell CEW.	Refer to The Write Stuff Spelling Book for progression of learning.						

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

<p>English- vocabulary, grammar and punctuation</p> <p>Learn how to use both familiar and new punctuation (full stops and capital letters). Learn how to use co-ordination and some subordination. Learn how to use expanded noun phrases. Learn how to use sentences with different forms (commands, statements, questions, exclamations). Learn how to use past and present tense.</p>	<p>Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past).</p>	<p>Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past).</p>	<p>Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past). Exclamations.</p>	<p>Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past). Exclamations.</p>	<p>Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (past). Exclamations.</p>	<p>Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (present). Questions.</p>	<p>Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (present). Questions.</p>
<p>English- handwriting</p> <p>Practice horizontal joins. Practise diagonal join to e Practise diagonal join no ascender.</p>	<p>Horizontal joins - ow</p>	<p>Horizontal joins - ou</p>	<p>Introducing diagonal join to e - ie</p>	<p>Introducing diagonal join to e - ue</p>	<p>Introducing horizontal join to e - oe</p>	<p>Introducing horizontal join to e - ve</p>	<p>Introducing ee Practising diagonal join no ascender - le</p>
<p>Maths</p> <p>Number: Addition and Subtraction Geometry: Properties of shape Measurement: Money</p>	<p>Column addition and subtraction</p>	<p>Column addition and subtraction</p>	<p>2D shapes</p>	<p>3D shapes</p>	<p>2D and 3D shapes Sorting and making patterns with shapes</p>	<p>Recognising coins and notes Making the same amount in different ways</p>	<p>Giving change</p>
<p>Science</p>							
<p>History</p> <p>Events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p>	<p>Understand when the GFOL occurred and how it spread through London</p>	<p>Understand what London was like before the fire.</p>	<p>Find out why we know so much about the fire</p>	<p>Find out why the fire could not be stopped quickly – make houses</p>	<p>Find out why the fire could not be stopped quickly – burn houses</p>	<p>Understand the impact of the fire on people's lives</p>	<p>Explore how London was rebuilt</p>

<p>Placing the Great Fire on a timeline. What did the people look like, wear, eat? Lives of significant historical figures, including comparison of those from different periods</p>							
<p>Geography Locating London on a map. Looking at before & after pictures from the Great Fire. How did the city change Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Know which countries make up the UK</p>	<p>Compare the human and physical features of my local area to London</p>	<p>Name and describe London landmarks</p>	<p>Use positional and directional language</p>	<p>Devise and use a simple map</p>	<p>Identify how London has changed over time</p>	<p>Consolidation</p>
<p>Art and Design</p>							
<p>Design and Technology Sculpture: Terrific Towers Design purposeful, functional and appealing products. Generate, develop, model and communicate designs. Select from and use a range of tools and equipments. Select from and use a wide range of materials and components. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p>	<p>Visit the Green Park tower. Discuss different purposes of a tower and look at designers.</p>	<p>Explore making a free standing tower with rolled up paper. Create design criteria.</p>	<p>Look at Eiffel Tower and the designer and technical drawings.</p>	<p>Look at brief and design criteria. Children design their own free standing tower and choose appropriate materials.</p>	<p>DT Day – make towers out of lollysticks and use glue guns.</p>	<p>Evaluate</p>	<p>Evaluate</p>

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Music Use voices expressively and creatively Experiment with, create and combine sounds. Identify and keep a steady beat using instruments.	Water p38	Water p39	Water p40	Number p23	Number p24	Number p25	Christmas play songs
Computing Unit 2.3 We Are Photographers	Lesson 1 Browsing online collection of photos	Lesson 2 Learning to use iPad camera	Lesson 3 Taking photos	Lesson 4 Reviewing photos	Lesson 5 Editing and enhancing photos	Lesson 6 Snapseed	Consolidation
PE PE Hub – Gym Unit 1 Attack, Defend and Shoot Unit 1	Gym: To combine 4 elements in a floor sequence Attack, defend and shoot: To kick the ball over long and short distances	Gym: To create power in a variety of different jumps Attack, defend and shoot: To stop a ball with control using the foot	Gym: To smoothly link actions Attack, defend and shoot: To work as a team to keep the ball	Gym: To combine 4 elements in a floor sequence To show flexibility in shapes Attack, defend and shoot: To bounce a ball with my partner	Gym: To travel at different speeds Attack, defend and shoot: To bounce the ball while we're moving (dribbling)	Gym: To judge a sequence Attack, defend and shoot: To pass the ball forward in a game	Performances
RE Christianity Christmas – Jesus as a gift from God	Engagement – George saves the world by lunchtime	Investigation – Christmas believe Jesus came to save/help the world	Investigation - Christmas story	Investigation – Christmas story	Evaluation	Expression	Christmas Play
PSHE and Citizenship Celebrating Difference	Boys and girls	Boys and girls	Why does bullying happen	Standing up for myself and others	Gender diversity	Celebrating difference and still being friends	Consolidation
Visits/ visitors	GFOL drama workshop Visit to Green Park tower						
REAch2 11 before 11 Promises							