

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	Week 6	Week 7
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- 3 x a week per group, Little Wandle scheme						
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 King’s Coronation						
	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	Refer to Little Wandle Scheme for phonics and reading – Summer 1						

Little Wandle - Summer 1							
English- spelling Apply simple spelling rules and guidance Using the prefix un-	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-						
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	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						
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	Numbers 10-20 Practising ch unjoined	Introducing diagonal join to ascender: ch. Practising unjoined ai	Introducing the diagonal join, no ascender – ai Practising wh unjoined.	Introducing horizontal join to ascender wh Practising ow unjoined.	Introducing horizontal join, no ascender ow		
Maths Number: Multiplication Fractions Geometry: Position and Direction	Multiplication and division: Counting in 2s, 10s, 5s	Multiplication and division: Recognise equal groups, adding equal groups, make arrays	Multiplication and division: Make doubles, Equal groups – grouping, equal groups - sharing	Fractions: Recognise a half of an object or a shape, find a half of an object or shape, recognise a half of a quantity, find a half of a quantity	Fractions: Recognise a quarter of an object or a shape, find a quarter of an object or a shape, recognise a quarter of a quantity, find a quarter of a quantity	Geometry: Position and direction, describing turns, right and left positions, ordinal numbers	
Science Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	To identify the basic structure of plants	To identify and name wild plants	To identify and name garden plants	To identify and compare evergreen and deciduous trees	To ask simple questions (about growing seeds)	To observe closely using simple equipment	

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							
History Significant historical events, people and places in their own locality	To identify historically significant locations in our area	To investigate a historical location in our area	To understand how places change	To learn about significant individuals in the area	To understand the how trade has developed in the local area	To understand the life and achievements of local individuals	
Geography							
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.	Identify items made from clay. Know about the work of William De Morgan, describing the different characteristics of pottery. Know the different uses of clay. Know what clay is and where it is sourced.		Make purposeful marks in clay.		Manipulate clay to achieve a planned effect.	Reflect on their own work and that of others stating likes and suggested improvements.	
Design and Technology							
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	Music Express Unit 10 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?			Music Express Unit 11: Create music using their bodies and mouths.		Create a repeating percussion pattern in GarageBand Experiment with playing some of GarageBand's built-in instruments.	
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.	Unit 1.5: We are rhythmic Creating sound patterns in ScratchJr and GarageBand Recording and playback audio in ScratchJr	Unit 1.5: We are rhythmic Creating sound patterns in ScratchJr and GarageBand Program sprites to playback recorded audio in ScratchJr	Unit 1.5: We are rhythmic Creating sound patterns in ScratchJr and GarageBand Create a simple program to playback recorded audio in a rhythmic pattern in ScratchJr	Unit 1.5: We are rhythmic Creating sound patterns in ScratchJr and GarageBand Record audio in GarageBand and experiment with audio effect	Unit 1.5: We are rhythmic Creating sound patterns in ScratchJr and GarageBand Create a repeating percussion pattern in GarageBand	Unit 1.5: We are rhythmic Creating sound patterns in ScratchJr and GarageBand Experiment with playing some of GarageBand's built-in instruments	

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

PE PE Hub Run, Jump, Throw- Unit 1 Hit, Catch, Run- Unit 1	Run, Jump, Throw Unit 1: to start and stop moving at speed	Run, Jump, Throw Unit 1: to use our arms when running at different speeds	Run, Jump, Throw Unit 1: to take off on two feet to jump for distance	Run, Jump, Throw Unit 1: to use correct technique to throw different objects for distance	Run, Jump, Throw Unit 1: to show improvement in our throwing	Run, Jump, Throw Unit 1: to take part in a competition using running, jumping and throwing skills	
	Hit, Catch, Run Unit 1: to select a space to throw or roll a ball into	Hit, Catch, Run Unit 1: to track and collect a rolling ball	Hit, Catch, Run Unit 1: to catch a ball to stop an opponent from scoring	Hit, Catch, Run Unit 1: to use our hands to hit a ball	Hit, Catch, Run Unit 1: to run between bases to score points	Hit, Catch, Run Unit 1: to work as a team to score points	
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 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	Relationships: Families	Relationships: Making friends	Relationships: Greetings	Relationships: People who help us	Relationships: Being my own best friend	Relationships: Celebrating my special relationships	
MfL							
Visits/ visitors							
REAch2 11 before 11 Promises	Create Something Amazing 						