

KS1 – Year One

Year 2 Amethyst and Ametrine	Term 5 Summer 1	Enquiry Theme	Amazing Africa
		Enquiry Question	What is so deadly about the ‘Deadly 60’?
Role play	Inside	Safari	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English- reading</b> 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 (retrieval and inference questions). Make connections between books that have been read. Predict what might happen next in a story. ** refer to LTP for ongoing objectives	Shared texts – writing Guided – group targets and texts						
<b>English- writing Composition</b> 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.	Story (narrative) – Handa’s Surprise	Letter – Meerkat Mail	Diary – Steve Backshall Deadly 60 video	SPAG revision		Non-chronological report – Deadly 60	
<b>English- phonics</b> Phase ... Little Wandle Letters and Sounds	Refer to Little Wandle Letters and Sounds scheme for phase progression.						
<b>English- spelling</b>	Refer to The Write Stuff Spelling Book for progression of learning.						

<p>Segment spoken words into phonemes and represent these by graphemes. Learn new ways of spelling phonemes. Learn to spell CEW.</p>							
<p><b>English- vocabulary, grammar and punctuation</b> 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 (present). Commas. Questions and exclamations.</p>	<p>Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (present). Commas. Questions and exclamations.</p>	<p>Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (present). Commas. Questions and exclamations.</p>	<p>Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (present). Commas. Questions and exclamations.</p>	<p>Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (present). Commas. Questions, commands and exclamations.</p>	<p>Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (present). Commas. Questions, commands and exclamations.</p>	
<p><b>English- handwriting</b> Building on diagonal join to ascender. Building on diagonal join to no ascender</p>	<p>el</p>	<p>at</p>	<p>il and ill</p>	<p>ui</p>	<p>ey</p>	<p>aw</p>	
<p><b>Maths</b> Consolidation TAF evidence</p>	<p>Place Value Addition and Subtraction</p>	<p>Arithmetic</p>	<p>Fractions Time</p>	<p>Place Value Shape</p>	<p>Money Scales</p>	<p>Consolidation</p>	
<p><b>Science:</b> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Understand a life cycle (frogspawn).</p>	<p>Understand a life cycle (animals).</p>	<p>Know which essential provision humans need to survive.</p>	<p>Understand what makes a healthy, balanced meal.</p>	<p>Know what happens to the human body during exercise.</p>	<p>Understand the importance of hygiene.</p>	

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

<b>History</b> Lives of significant individuals in the past who have contributed to national and international achievements Events beyond living memory eg the first aeroplane flight.	Know who Orville and Wilber Wright were.	Understand the difference between life at the time of the Wright Brothers and the present day.	Identify the reasons the Wright Brothers invention was a success.	Use sources of information to prove a historical event.	Understand the impact on the world that the Wright Brothers' invention made.	Understand the word commemorate and how to apply this to the Wright Brothers' legacy.	
<b>Geography</b>							
<b>Art and design</b> Sculpture – Clay Emma Bridgewater	Explore Emma Bridgewater clay designs.	Research different types of clay.	Plan print design.	Make clay pot.	Make clay pot.	Print design onto pots. Evaluate.	
<b>Design and Technology</b>							
<b>Music</b> Unit 3 – Animals Unit 9 - Storytime	page 20 The Lion sleeps tonight	page 21 Nosy dog	page 22 Nosy dog	page 26 Nutcracker	page 27 Spooky Spinney	page 28 Night on the bare mountain	
<b>Computing</b> Unit 2.5 – We are animators.	Learn what makes a good animation.	Understand how stop animations are made.	Explore Stop Motion Studio.	Film on Stop Motion Studio.	Plan and record audio to go with stop animation.	Evaluate stop motion animations.	
<b>PE</b> Run, Jump, Throw Unit 1 Hit, Catch, Run Unit 1	Run, Jump, Throw Unit 1 Move quickly whilst being aware of others around.	Run, Jump, Throw Unit 1 Create power with our legs to turn at speed.	Run, Jump, Throw Unit 1 Move through an obstacle course with speed and control.	Run, Jump, Throw Unit 1 Choose the best throw for different situations.	Run, Jump, Throw Unit 1 Use quick feet whilst sprinting.	Run, Jump, Throw Unit 1 Perform static and dynamic balances.	
	Hit, Catch, Run Unit 1 Hit a ball and score points by running to cones.	Hit, Catch, Run Unit 1 Defend a target by kicking.	Hit, Catch, Run Unit 1 Bowl underarm with control.	Hit, Catch, Run Unit 1 Hit a ball using different bats and techniques.	Hit, Catch, Run Unit 1 Throw accurately to a base.	Hit, Catch, Run Unit 1 Hit a ball into space, away from fielders.	
<b>RE</b> Islam Community and Belonging Does going to a Mosque give Muslims a sense of belonging?	Understand how meeting in a certain place could make you feel like you belong.	Explain what happens when Muslims pray.	Explain what happens when Muslims pray.	Explain what happens when Muslims pray.	Identify how Muslims feel a sense of belonging when they pray.	Consolidation.	
<b>PSHE and Citizenship</b> Relationships	Families	Keeping Safe – exploring physical contact	Friends and conflict	Secrets	Trust and Appreciation	Celebrating Special Relationships	
<b>Visits/ visitors</b>							



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REAch2 11 before 11 Promises		
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