

KS1 – Year One

Year 2 Amethyst and Ametrine	Term 6 Summer 2	Enquiry Theme	Amazing Africa
		Enquiry Question	How is Africa similar or different to the UK?
Role play	Inside	Research lab- animal themed	

	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) – Imitate Pattan’s Pumpkin	Story (narrative) – Innovate Pattan’s Pumpkin	Non-chronological report - Africa	Non-chronological report - Africa	Recount – Sports Day	Recount – Sports Day	Letter to new teacher
<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>Review and consolidation of taught vocabulary, grammar and punctuation: Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (present). Commas. Questions, commands, statements and exclamations. Apostrophes (possessive and contractions).</p>	<p>Review and consolidation of taught vocabulary, grammar and punctuation: Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (present). Commas. Questions, commands, statements and exclamations.. Apostrophes (possessive and contractions).</p>	<p>Review and consolidation of taught vocabulary, grammar and punctuation: Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (present). Commas. Questions, commands, statements and exclamations. Apostrophes (possessive and contractions).</p>	<p>Review and consolidation of taught vocabulary, grammar and punctuation: Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (present). Commas. Questions, commands, statements and exclamations. Apostrophes (possessive and contractions).</p>	<p>Review and consolidation of taught vocabulary, grammar and punctuation: Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (present). Commas. Questions, commands, statements and exclamations... Apostrophes (possessive and contractions).</p>	<p>Review and consolidation of taught vocabulary, grammar and punctuation: Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (present). Commas. Questions, commands, statements and exclamations.. Apostrophes (possessive and contractions).</p>	<p>Review and consolidation of taught vocabulary, grammar and punctuation: Expanded noun phrases. Full stops, capital letters, finger spaces. Co-ordinating conjunctions and subordinating conjunctions. Tense (present). Commas. Questions, commands, statements and exclamations.. Apostrophes (possessive and contractions).</p>
<p><b>English- handwriting</b> Building on diagonal join, no ascender Building on horizontal join to ascender Building on horizontal join, no ascender Building on diagonal join to anticlockwise letters Building on horizontal join to anticlockwise letters.</p>	<p>ey, aw</p>	<p>ur, an, ip</p>	<p>ok, ot</p>	<p>ob, ol</p>	<p>oi, oy, on, op, ov</p>	<p>ed, cc, eg, ic, ad, ug, dd, ag</p>	<p>oc, og, od, va, vo</p>
<p><b>Maths</b> Measurement: Mass, capacity and temperature Statistics</p>	<p>Measuring and comparing mass</p>	<p>Measuring and comparing volume. Temperature.</p>	<p>Tally charts.</p>	<p>Pictograms.</p>	<p>Language of position and describing turns.</p>	<p>Describing moves and turns.</p>	<p>Consolidation.</p>

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

Geometry: Position and Direction							
<p><b>Science: Living things and their habitats.</b> Explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name different sources of food.</p>	<p>Know things that are living, dead or never alive.</p>	<p>Know what a habitat is. Identify how habitats are suited to different animals and plants.</p>	<p>Know what a microhabitat is. Know how a microhabitat provides the basic needs for different insects. Describe how a microhabitat is suited to a particular minibeast.</p>	<p>Know what a microhabitat is. Understand different minibeasts live in different microhabitats.</p>	<p>Understand what a food chain is. Identify different sources of food.</p>	<p>Consolidation.</p>	<p>Consolidation.</p>
<p><b>History</b></p>							
<p><b>Geography</b> Explore the African continent, focusing on Kenya and compare their local area of the UK with Nairobi.</p>	<p>Understand an OS map.</p>	<p>Identify characteristics of my local area.</p>	<p>Locate and identify features of a non-European country.</p>	<p>Describe the culture of Kenya.</p>	<p>Compare and contrast our local area to Nairobi.</p>	<p>Apply my understanding of travel between continents.</p>	<p>Consolidation</p>
<p><b>Art and design</b></p>							

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<b>Design and Technology</b> Construction	Know about the types of different mechanisms 3 or 4 drawbridges use. Know how drawbridge designs have changed through history based on their purpose. Know what the purpose of a drawbridge was (access/protection). Know the form and function.	Know which types of mechanisms are used for different bridges, from research and exploration.	Know how to sketch and draw the components of a drawbridge. Know how to compare designs in terms of length and structure.	Know which materials could be used for the bridge and pulley. Know how layering materials can strengthen.	Know which materials could be used for the bridge and pulley. Know how to select after testing.	Know if choice of material had an impact on overall functionality. Know how to produce a final piece, taking on board feedback and self evaluation, using clay and selected tools.	Evaluation of their designs in comparisons to the designers. Know if they successfully used a mechanism to raise and lower the drawbridge.
<b>Music</b> Unit 4: Our Bodies Unit 8: Seasons	Our Bodies – page 17 Recognising and responding to a steady beat	Our Bodies – page 18 Recognising and responding to steady beats at different tempi.	Our Bodies – page 19 Recognising and responding to different steady beats	Seasons – page 29 Singing with expression and paying attention to pitch shapes of melodies.	Seasons – page 30 Identify rising and falling pitch	Seasons – page 31 Listening and responding to pitch changes with movements.	Consolidation
<b>Computing</b> Unit 2.6 We are zoologists	Briefing and preparation on classification keys.	Collect data using different charts and take photos of bugs they find.	Working with photos to edit and enhance photographs.	Produce basic charts using basic sheets.	Record information on a digital map.	Create a presentation summarising what they have found.	Present their presentations.
<b>PE</b> Run, Jump, Throw Unit 2 Hit, Catch Run Unit 2	Run, Jump, Throw Unit 2 Work individually to run over a longer distance.	Run, Jump, Throw Unit 2 Improve our strength to increase our jumping distance.	Run, Jump, Throw Unit 2 Create power when throwing for distance.	Run, Jump, Throw Unit 2 Use breathing techniques to run more easily.	Run, Jump, Throw Unit 2 Cooperate with our partner to complete a task well.	Run, Jump, Throw Unit 2 Listen to others and work as a team to achieve the highest score possible.	Games.
	Hit, Catch, Run Unit 2 Time run around bases to stay safe.	Hit, Catch, Run Unit 2 Kick a ball into space using different parts of the foot.	Hit, Catch, Run Unit 2 Respond to how a ball is bowled when hitting.	Hit, Catch, Run Unit 2 The role of the wicket keeper.	Hit, Catch, Run Unit 2 The role of the backstop.	Hit, Catch, Run Unit 2 Bowl underarm in a game with accuracy.	Games.
<b>RE</b> Islam – Hajj Does completing Hajj make someone a better Muslim?	Engagement – What makes a journey special?	Investigation – explore Hajj	Investigation - significance of events that take place during Hajj	Investigation - 5 pillars	Evaluation – Does completing Hajj make a person a better Muslim?	Expression – write a postcard about a special journey	Consolidation



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PSHE and Citizenship Changing Me	Life cycles in nature.	Growing from young to old.	The changing me.	Boys and girls bodies.	Assertiveness.	Looking ahead.	Looking ahead transition.
MfL							
Visits/ visitors							
REAch2 11 before 11 Promises							