









KS1 – Year One

Year group	Enquiry Approach	Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 Sapphire and Kyanite	Enquiry Theme	Knowing Me, Knowing You	Fairy Tales-remastered	Bandages and Bravery	Turrets and Tiaras	Glorious Gardens	Wacky Weather
	Enquiry Initial Engagement Question	How can we be similar, yet different?	Do fairy tales always have a happy ending?	What makes someone brave?	Why were castles built?	Are all plants pretty?	How dangerous can weather be?
	Prior knowledge	All About Me YR T1	Once Upon a time and Rhyme YR T2		Y1 T2	Down at the Bottom on the Garden- YR	Sing a Rainbow- YR T6
	Future knowledge	Y2 T3 Y5 T2	Y1 T4 Y2 T3	Y2 T1, T2 Y2 T3	Y2 T1 Y2 T1, T2	Y6 T1 Y2 T4	Y2 T6 No specific
	Visits/ Visitors		Visitor: Drama workshop		Visit: Windsor Castle		
Role play	Inside	Home Corner	Three Bears' Cottage/ Hansel and Gretel's Gingerbread House	Hospital/ First Aid Station	Castle/ Dungeon/ Palace	Garden centre/ Flower shop	Weather station/ Weather forecast studio
Exceptional Futures- I am a...							
				Create Something Amazing 			

Subject area	Autumn		Spring		Summer		Schemes / resources used
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Word reading:						

English-reading	<p>Apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading.</p>						Pie Corbett- Reading Spine
	Being encouraged to link what they read or hear read to their own experiences	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics learning to appreciate rhymes and poems, and to recite some by heart	Explain clearly their understanding of what is read to them.	Predicting what might happen on the basis of what has been read so far	Making inferences on the basis of what is being said and done		
	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Participate in discussion about what is read to them, taking turns and listening to what others say</p>						
Texts	<p>Text from EYFS Little Red Hen</p> <p>Talk for Writing texts The Papaya that Spoke</p>	<p>Alternative Fairy Tales Mixed Up Fairy Tales. ... Three Little Wolves and the Big Bad Pig. ... The True Story of the Three Little Pigs. ...</p>	<p>Pirate Grandad’s Island Lost and Found Pirate’s Next Door The Pirate Cruncher Night Pirates</p>	<p>How to trap a dragon George and the Dragon Katie in London Princess and the Wizard See inside Castles (Usborne flipflap book)</p>	<p>The Tin Forest The Tiny Seed Grandad’s Island The Secret Garden Katie and the Sunflowers</p>	<p>Once upon a rain drop Wonder of Thunder Wacky Weather Lila and the Secret of Rain Beegu The Rhythm of the Rain</p>	

Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

	The Dot Incredible You Oh the Places You'll go The Lion Inside	The Wolf's Story. ... Honestly, Red Riding Hood was Rotten!: The Story of Little Red Riding Hood as Told by the Wolf. ... Snow White in New York. ... Goldilocks and Just the One Bear. ... Mr Wolf and the Three Bears.	Pirate Pete and his Smellie Feet Classic text Peter Pan	The Dragon Machine Classic text Cinderella Rapunzel Jack and the Beanstalk	I am the Seed that grew the Tree Classic text Wind in the Willows The Enchanted Wood Alice and Wonderland	I am the Seed that Grew the Tree Cloudy with a chance of Meatballs Classic text The Wonderful Wizard of Oz	
English-writing-genres	Lists, labels and captions	Poetry Narrative	Report	Instructions	Non-chronological reports Explanations	Recounts (postcards)	Pie Corbett-Talk for Writing
Writing-Composition	Use phonics to create simple sentences Composing words and sentences orally	Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher.	Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher.	Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher.	Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher.	Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher.	
	<p><i>Write sentences by:</i> 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</p>						
Vocabulary, grammar and punctuation	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Joining words and joining clauses using and	Leaving spaces between words 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	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	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	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	

Learning the grammar for Year 1 in English Appendix 2 Use the grammatical terminology in English Appendix 2 in discussing their writing.							
Spelling	Name the letters of the alphabet: Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound Apply simple spelling rules and guidance	Apply simple spelling rules and guidance The days of the week	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Apply simple spelling rules and guidance Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	Apply simple spelling rules and guidance Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	Apply simple spelling rules and guidance Using the prefix un–	Apply simple spelling rules and guidance Using the prefix un–	Apply simple spelling rules and guidance Using the prefix un–
English-phonics	Review known GPCs ai ee igh oa oo ar or ur oo ow oi ear air er /z/s -es(words with 2 or more diagraphs) Phase 4 CVCC etc and long vowels Phase 5 – ai ay play ow ou cloud oi oy toy ee ea each	Phase 5 ur ir bird igh ie pie oo yoo ue blue rescue yoo u unicorn oa o go igh l tiger ai a paper ee e he ai a-e shake igh i-e time oa o-e home oo yoo u-e rude cute ee e-e these oo yoo ew chew new	Phase 5 ee y funny e ea head w wh wheel oa oe ou toe shoulder igh y fly oa ow snow j g giant f ph phone l le al apple metal s c ice v ve give u o-e o ou some mother young a se cheese	Phase 5 ur or word oo u ou awful would air are share or au aur oor al author dinosaur ch tch match ch ture adventure ar al half ar a father or a water Schwa in longer words a want air ear ere bear there ur ear learn	Phase 5 ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird	Phase 5 ai eigh aigh ey ey ea eight straight grey break n kn gn knee gnaw m mb thumb ear ere eer here deer zh su si treasure vision j dge bridge i y crystal j ge large sh ti ssi si ci potion mission mansion delicious or augh our oar ore daughter pour oar more Review	Letters and Sounds- Little Wandle

		ee ie shield or aw claw grow the code	s se ce mouse fence ee ey donkey grow the code	r wr wrist s st sc whistle science schwa at the end of words c ch school sh ch chef z s ce se ze freeze	ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant		
English-handwriting	Practising long-legged giraffe letters Writing words ll Capitals long-legged giraffe letters Practising one armed robot letters Capitals one-armed robot letters Practising curly caterpillar letters Capitals curly caterpillar letters Writing words ff Writing words ss		Practising long-legged giraffe letters, one armed robot letter and curly caterpillar letters Practising zig zag monster letters Writing words zz Mixing all of the letter families Practising all of the capital letters Practising all of the numbers 0-9 Writing words with ck and qu Practising long vowel phonemes ai, igh, oo Practising vowels with adjacent consonants ee, oa, oo		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		PenPals
Maths	Number: Place Value within 10 Addition and Subtraction (within 10) Introduce to resources	Number: Addition and Subtraction (within 10) Geometry: Shape	Number: Place Value (within 20) Number: Addition and Subtraction (within 20)	Number: Addition and Subtraction (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction	Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time	White Rose NCETM
Science	Animals Including Humans – our bodies	Animals Including Humans – animals	Building with Materials	Everyday Materials	Plants	Seasonal Changes	REAch2
	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face,	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 Describe and compare the structure of a variety of common animals (fish,	Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials	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	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.	

Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

	ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.	amphibians, reptiles, birds and mammals, including pets)		Compare and group together a variety of everyday materials on the basis of their simple physical properties.			
History	It's All About Me		Nurturing Nurses		Local Study		REAch2
	Changes within living memory, reveal aspects of change in national life (Family trees/ Significant historical events, people and places in their own locality		The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Mary Seacole and Florence Nightingale		Significant historical events, people and places in their own locality Royal Berkshire Hospital history.		
Geography		Home Sweet Home		London's Calling		Whirling Weather	REAch2
		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <i>use basic geographical vocabulary to refer to:</i> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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		Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map. Use and construct basic symbols in a key.		Talk about seasonal changes in the weather Use different sources of information to find out about different weather	
Art and design	Self portrait- Drawing Pablo Picasso		Colour mixing- Painting Mondrian		Manipulative Magic – Sculpture William De Morgan		REAch2
Design and Technology	Under My Umbrella- Textiles Samuel Fox		Bridges- Structures Isambard Brunel		Super Smoothie (Cooking and Nutrition) Richard Reed		REAch2
Music	Musical vocabulary (Under the sea)	Pulse and rhythm (Theme: All about me)	Classical music, dynamics and tempo (Theme: Animals)	Timbre and rhythmic patterns (Theme: Fairytale)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the sea)	Kapow
	Journey into the unknown and explore under the sea	Children learn to identify the difference between the pulse and	Children use their bodies and instruments to listen and respond to pieces of classical	Through fairy tales, children are introduced to the concept of timbre;	Learning how to identify high and low notes and to compose a simple tune,	Children make links between music, sounds and environments and use	

Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

	through music, movement, chanting and the playing of tuned percussion instruments.	rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.	learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.	children investigate how tempo changes help tell a story and make music more exciting.	percussion, vocal and body sounds to represent calm or stormy seas.	
Computing	Unit 1 Computing systems and networks- technology around us	Unit 2 Creating media- digital painting	Unit 3 Programming A- moving a robot	Unit 4 Data and information- grouping data	Unit 5 Creating media- digital writing	Unit 6 Programming B- programming animations	NCCE
PE	Send and Return Unit 1	Attack, Defend and Shoot Unit 1	Send and Return Unit 2	Attack, Defend and Shoot Unit 2	Run, Jump, Throw Unit 1	Run, Jump, Throw Unit 2	The PE Hub
	Dance Unit 1	Gymnastics Unit 1	Dance Unit 2	Gymnastics Unit 2	Hit, Catch, Run Unit 1	Hit, Catch, Run Unit 2	
RE	Creation Story- Christianity	Christmas- Christianity	Jesus as a friend- Christianity	Palm Sunday- Christianity	Shabbat- Judaism	Rosh Hashanah and Yon Kippur- Judaism	Pan- Berkshire SACRE Discovery RE
PSHE and Citizenship	<p>Being Me</p> <p>Understand their own rights and responsibilities with their classroom</p> <p>Understand that their choices have consequences</p> <p>Understand that their views are important</p> <p>Understand the rights and responsibilities of a member of a class</p>	<p>Celebrating Differences</p> <p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that it is OK to be different</p> <p>Know skills to make friendships</p> <p>Know that people have differences and similarities</p>	<p>Dreams and Goals</p> <p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p>	<p>Healthy Me</p> <p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease/illness</p> <p>Know about people who can keep them safe</p>	<p>Relationships</p> <p>Know that everyone's family is different</p> <p>Know that families are founded on belonging, love and care</p> <p>Know that physical contact can be used as a greeting</p> <p>Know how to make a friend</p> <p>Know who to ask for help in the school community</p> <p>Know that there are lots of different types of families</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know about the different people in the school community and how they help</p>	<p>Changing Me</p> <p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know that learning brings about change</p>	Jigsaw