

KS1 – Year One

Year 1 Sapphire and Kyanite	Term 1 Autumn 1	Enquiry Theme	Knowing Me, Knowing You
		Enquiry Engagement Question	How can we be similar, yet different?
Role play	Inside	Home Corner	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading ** refer to LTP for ongoing objectives	Shared Texts- writing Class read- Pie Corbett Reading Spine or 50 Recommended Reads List Guided- group targets and texts						
English- writing Composition <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	Get to know you literacy activities.	Caption writing.	Caption writing.	Caption writing.	Narrative writing – imitate a text.	Narrative writing – imitate text.	Narrative writing – innovate a text.
English- phonics Little Wandle	Refer to Little Wandle scheme planning – weekly planning and half termly assessments Initial Little Wandle Placement assessments to be completed first week of the new academic year						
English- 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	Refer to Little Wandle scheme planning – weekly planning and half termly assessments						
English- vocabulary, grammar and punctuation Leaving spaces between words	Leaving spaces between words	Leaving spaces between words Beginning to punctuate sentences	Leaving spaces between words Beginning to punctuate sentences	Leaving spaces between words Beginning to punctuate sentences	Leaving spaces between words Beginning to punctuate sentences	Leaving spaces between words Beginning to punctuate sentences	Leaving spaces between words Beginning to punctuate

Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Beginning to punctuate sentences using a capital letter and a full stop	using a capital letter and a full stop	using a capital letter and a full stop	using a capital letter and a full stop, question mark or exclamation mark	using a capital letter and a full stop, question mark or exclamation mark	using a capital letter and a full stop, question mark or exclamation mark	sentences using a capital letter and a full stop, question mark or exclamation mark
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	Practise long legged giraffe letters	Writing words with double ll Introduce capitals for long legged giraffe letters	Practise one armed robot letters	Introduce capitals for one armed robot letters	Practise curly caterpillar letters	Introduce capitals for curly caterpillar letters	Writing words with double ff and ss
Maths Number: Place Value within 10 Addition and Subtraction (within 10)	Sort objects Count Objects Count objects from a larger group	Represent objects Recognise numbers as words Count on from any number	1 more Count backwards within 10 1 less	Compare groups by matching Fewer, more, same Less than, greater than, equal to	Compare numbers Order objects and numbers The number line	Introduce parts and wholes Part-whole model Write number sentences	Fact families – addition facts Number bonds within 10 Systematic number bonds within 10
Science Animals including humans – our bodies 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, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.	Name the basic parts of the human body.	Know and name the different senses.	Understand what the different senses are for.	Match the different senses to the body parts associated with it.	Explore how our bodies change.	Gather data to discuss differences.	Gather data to discuss differences
History Changes within living memory. Significant historical events, people and places in their own locality.	Sequence events and understand the concept of a family tree.	Sequence events and understand the concept of a family tree.	Sequence events and understand family tree chronology in their own families.	Understand and know about the life of the Queen/King.	Find answers to questions about the past. Understand how primary and secondary sources give us answers to questions about the past.	Make simple comparisons. Understand the differences between life in the past and the present day.	Understand how jobs have changed over time.

Geography							
Art and design	<p>Know that Pablo Picasso is an artist</p> <p>Know what features are in a self portrait</p> <p>Describe facial features</p>	<p>Describe different self portrait images</p> <p>Know the features – colour, shape, line</p> <p>Start to understand what is meant by abstract and realistic</p>	<p>To understand how different lines and marks can be made using a range of materials</p> <p>To understand the different types of lines and how these are impacted by the type of material used</p>	<p>Know how to use different materials, lines and pressures to create contrasting self portraits</p> <p>Know how to use vocabulary to evaluate the work of others</p>	<p>Identify improvements for own work after viewing the work of others and praising a feature of it</p> <p>Know how to use vocabulary to evaluate the work of others</p>	<p>Produce a final piece of work using chosen material and taking account of feedback and self evaluation for improvements</p>	
Design and Technology							
Music Pulse and rhythm (Theme: All about me)	<p>Lesson 1: Pulse and rhythm: My favourite things</p> <p>To use my voice and hands to make music</p>	<p>Lesson 2: Pulse and rhythm: You've got a friend</p> <p>To clap and play in time to the music</p>	<p>Lesson 3: Pulse and rhythm: Dance, dance, dance</p> <p>To play simple rhythms on an instrument</p>	<p>Lesson 4: Pulse and rhythm: Happy</p> <p>To listen to and repeat short rhythmic patterns</p>	<p>Lesson 5: Pulse and rhythm: Practice makes perfect</p> <p>To understand the difference between pulse and rhythm</p>		
Computing Computing systems and networks – Technology around us	<p>To identify technology</p> <p>I can explain technology as something that helps us</p> <p>I can locate examples of technology in the classroom</p> <p>I can explain how these technology examples help us</p>	<p>To identify a computer and its main parts</p> <p>I can name the main parts of a computer</p> <p>I can switch on and log into a computer</p> <p>I can use a mouse to click and drag</p>	<p>To use a mouse in different ways</p> <p>I can use a mouse to open a program</p> <p>I can click and drag to make objects on a screen</p> <p>I can use a mouse to create a picture</p>	<p>To use a keyboard to type on a computer</p> <p>I can say what a keyboard is for</p> <p>I can type my name on a computer</p> <p>I can save my work to a file</p>	<p>To use the keyboard to edit text</p> <p>I can open my work from a file</p> <p>I can use the arrow keys to move the cursor</p> <p>I can delete letters</p>	<p>To create rules for using technology responsibly</p> <p>I can identify rules to keep us safe and healthy when we are using technology in and beyond the home</p> <p>I can give examples of some of these rules</p> <p>I can discuss how we benefit from these rules</p>	

Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP) 2023-2024

<p>PE PE Hub Send and Return – Unit 1 Dance – Unit 1</p>	<p>Send and return – Unit 1 Slide a beanbag to a target Dance – Unit 1 To show moods and feelings we would experience in the jungle</p>	<p>Send and return – Unit 1 Hit a ball in different ways with our hands Dance – Unit 1 To move as if we are living in a jungle</p>	<p>Send and return – Unit 1 To move towards a ball to return it Dance – Unit 1 To create and perform movements which show friendships</p>	<p>Send and return – Unit 1 To work with a partner to stop and return a beanbag Dance – Unit 1 To perform leading and following movements</p>	<p>Send and return – Unit 1 What rally is and rallying with a partner Dance – unit 1 To perform a short dance with a clear start, middle and end</p>	<p>Send and return – Unit 1 What rally is and rallying with a partner Dance – Unit 1 To use repeated movements in our dance</p>	<p>Send and return – Unit 1 Send a ball into space to make it harder for our opponent Dance – Unit 1 To use repeated movements in our dance</p>
<p>RE Creation story and looking after our world</p>	<p>Creation story</p>		<p>Does God want us to look after the world?</p>		<p>How can we look after our world?</p>		
<p>PSHE and Citizenship Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class</p>	<p>Feeling special and safe</p>	<p>Being part of a class</p>	<p>Rights and responsibilities</p>		<p>Rewards and feeling proud</p>	<p>Consequences</p>	<p>Owning the Learning Charter</p>
<p>MfL</p>	<p style="background-color: #cccccc;"></p>						
<p>Visits/ visitors</p>	<p></p>						
<p>REAch2 11 before 11 Promises</p>	<p></p>						