

KS1 – Year One

Year 1 Sapphire and Kyanite	Term 2 Autumn 2	Enquiry Theme	Fairy Tales- remastered
		Enquiry Question	Do fairy tales always have a happy ending?
Role play	Inside	Three Bears' Cottage/ Hansel and Gretel's Gingerbread House	

	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 Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher <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	Moving captions to full sentences.	Narrative writing - Imitate	Narrative writing - Imitate	Narrative writing - Imitate	Narrative writing - Innovate	Narrative writing - Innovate	Narrative writing - Innovate

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English- phonics	Little Wandle			Refer to Little Wandle scheme planning – weekly planning and half termly assessments			
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 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 Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Joining words and joining clauses using and Practising high frequency words	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 Practising high frequency words	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 Practising high frequency words	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 Practising high frequency words	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 Practising high frequency words	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 Practising high frequency words	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 Practising high frequency words
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 Writing words ll Capitals long-legged giraffe letters Practising one armed robot letters Capitals one-armed robot letters	Practising long-legged giraffe letters Writing words ll Capitals long-legged giraffe letters Practising one armed robot letters Capitals one-armed robot letters	Practising long-legged giraffe letters Writing words ll Capitals long-legged giraffe letters Practising one armed robot letters Capitals one-armed robot letters	Practising long-legged giraffe letters Writing words ll Capitals long-legged giraffe letters Practising one armed robot letters Capitals one-armed robot letters	Practising long-legged giraffe letters Writing words ll Capitals long-legged giraffe letters Practising one armed robot letters Capitals one-armed robot letters	Practising long-legged giraffe letters Writing words ll Capitals long-legged giraffe letters Practising one armed robot letters Capitals one-armed robot letters	Practising long-legged giraffe letters Writing words ll Capitals long-legged giraffe letters Practising one armed robot letters Capitals one-armed robot letters

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	Practising curly caterpillar letters Capitals curly caterpillar letters Writing words ff Writing words ss	Practising curly caterpillar letters Capitals curly caterpillar letters Writing words ff Writing words ss	Practising curly caterpillar letters Capitals curly caterpillar letters Writing words ff Writing words ss	Practising curly caterpillar letters Capitals curly caterpillar letters Writing words ff Writing words ss	Practising curly caterpillar letters Capitals curly caterpillar letters Writing words ff Writing words ss	Practising curly caterpillar letters Capitals curly caterpillar letters Writing words ff Writing words ss	Practising curly caterpillar letters Capitals curly caterpillar letters Writing words ff Writing words ss
Writing Foundational Skills/ Knowledge	Identify and write a full stop to end a sentence. Identify and write a capital letter to begin a sentence.	Identify and write a full stop to end a sentence. Identify and write a capital letter to begin a sentence.	Identify and write a full stop to end a sentence. Identify and write a capital letter to begin a sentence.	Identify and write a direct object.	Identify and write a direct object.	Identify and write a direct object.	
Maths Number: Addition and Subtraction (within 10). Geometry: Shape Number: Place Value (within 20).	Addition in different ways.	Subtraction in different ways.	Consolidation of addition and subtraction.	Recognise and sort 2D shapes.	Recognise and sort 3D shapes.	Understand numbers within 20.	Number lines.
Maths- Foundational Facts	Recall all number bonds to 5	Recall all number bonds to 10	Recall all number bonds to 5 and 10	Recall all number bonds to 5 and 10	Recall months of the year	Recall months of the year	
Science 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, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Identify habitats.	Know the name and features of common animals. Classify animals (amphibians, reptiles, fish, birds and mammals).	Classify animals (amphibians, reptiles, fish, birds and mammals). Look at similarities between the classified groups. Describe and compare the structure of a variety of common animals.	Know the different between carnivores and herbivores.	Explain how animal's teeth link to their diet.	Understand what camouflage means. Match animals to their habitats.	Consolidation.
History							
Geography Understand and use maps Follow a map of the local area Identify human and physical features Name and locate the countries and capital cities of the UK	Use a map.	Follow a map of the local area.	Identify human and physical features.	Name and locate the countries of the UK.	Name and locate the capital cities of the UK.	Name and locate the surrounding seas of the UK.	Explore the characteristics of the countries of the UK.

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Name and locate the surrounding seas of the UK Explore the characteristics of the countries of the UK.							
Art and design							
Design and Technology Under My Umbrella- Textiles Samuel Fox	Check	Select and use tools safely.	Select materials for their properties.	Use scissors with increasing precision and accuracy.	Record my material findings.	Work within a group to create a joint outcome.	Evaluate existing umbrellas and evaluate final product against design brief.
Music Tempo (Theme: Snail and mouse) Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	Use voices and bodies expressively, while exploring tempo	Practise a rhyme using fast and slow beats on instruments	Use voices to perform a song with a fast and slow beat	Use singing voices and an instrument to perform a song with a fast and slow beat	Demonstrate fast and slow beats within the context of a story	Christmas Play song rehearsal.	Christmas Play song rehearsal.
Computing Unit 2 Creating media- digital painting	Describe what different freehand tools do Make marks on a screen and explain which tools I used Draw lines on a screen and explain which tools I used Use the paint tools to draw a picture	Use the shape tool and the line tools Make marks with the square and line tools Use the shape and line tools effectively Use the shape and line tools to recreate the work of an artist	Make careful choices when painting a digital picture Choose appropriate shapes Make appropriate colour choices Create a picture in the style of an artist	Explain why I chose the tools I used Know that different paint tools do different jobs Choose appropriate paint tools and colours to recreate the work of an artist Say which tools were helpful and why	Use a computer on my own to paint a picture Make dots of colour on the page Change the colour and brush sizes Use dots of colour to create a picture in the style of an artist on my own	Compare painting a picture on a computer and on paper Explain that pictures can be made in lots of different ways Spot the differences between painting on a computer and on paper Say whether I prefer painting using a computer or using paper	
PE PE Hub Attack, defend, shoot Unit 1 Gymnastics Unit 1	Attack, defend, shoot Unit 1: To hit a target	Attack, defend, shoot Unit 1: To defend a target	Attack, defend, shoot Unit 1: To roll and slide balls and beanbags	Attack, defend, shoot Unit 1: To shoot in a game to get points	Attack, defend, shoot Unit 1: To work with a partner to score points	Attack, defend, shoot Unit 1: To use our attacking and defending skills in a game	Attack, defend, shoot Unit 1: To use our attacking and defending skills in a game
	Gymnastics Unit 1:	Gymnastics Unit 1:	Gymnastics Unit 1:	Gymnastics Unit 1: To jump high and far	Gymnastics Unit 1:	Gymnastics Unit 1:	Gymnastics Unit 1:

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	To perform 3 'like' actions in a sequence	To carry and set up apparatus safely	To tense our muscles to hold different shapes		To travel with good body tension	To create a short movement pattern	To create a short movement pattern
RE Christmas Christianity	Gifts and what they mean to us.	Children's Bible Christmas story. Gifts to Jesus? Were they meaningful?	Re-tell the Christmas story	What gifts could we give today?	Gift tags for baby Jesus.		
PSHE and Citizenship: Celebrating Differences Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Know what bullying means	Know who to tell if they or someone else is being bullied or is feeling unhappy	Know who to tell if they or someone else is being bullied or is feeling unhappy	Know that people are unique and that it is OK to be different	Know skills to make friendships	Know that people have differences and similarities	
MfL							
Visits/ visitors				Drama Workshop.			
REAch2 11 before 11 Promises							