

KS1 – Year One

Year 1 Sapphire and Kyanite	Term 3 Spring 1	Enquiry Theme	Bandages and Bravery
		Enquiry Question	What makes someone brave?
Role play	Inside	Hospital/First Aid Station	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English- reading Being encouraged to link what they read or hear read to their own experiences ** 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 based on Little Wandle Scheme					
English- writing Composition <i>Write sentences by:</i> Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher. 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	Narrative writing based on The Three Little Wolves and the Big Bad Pig	Narrative writing based on The Three Little Wolves and the Big Bad Pig	Non-chronological report writing – cross curricular topic.  Identification of features.	Non-chronological report writing – cross curricular topic.  Writing the report.	Non-chronological report writing – cross curricular topic.  Editing and publishing the report.	
English- Phonics Little Wandle	Little Wandle scheme – phase 5 (with additional catch groups for Phase 2 onwards)					
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. 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	Refer to Little Wandle Letters and Sounds scheme for progression spellings.					

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<b>English- vocabulary, grammar and punctuation</b> 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, full stop, exclamation mark and question mark	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark High frequency word list practise	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark High frequency word list practise	Leaving spaces between words Beginning to punctuate sentences using a capital letter, full stop, exclamation mark or question mark High frequency word list practise	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark High frequency word list practise	
<b>English- handwriting</b> 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	Practising long-legged giraffe letters, one armed robot letter and curly caterpillar letters him here ladybird robot doll	Practising zig zag monster letters Writing words zz z, v, w, x dazzle sizzle drizzle blizzard pizza	Mixing all of the letter families very having walk dozing texting	Practising all of the capital letters Practising all of the numbers 0-9 0-zero 1-one 2-two Etc.	Writing words with ck and qu quiz clock question lucky queen	
<b>Writing Foundational Skills/ Knowledge</b>	Identify and write a compound subject.	Identify and write a compound object.	Identify and write a compound object.	Identify and write personal pronouns as subjects.	Identify and write personal pronouns as objects.	Identify and write personal pronouns as subjects and objects in sentences.
<b>Maths</b> Number: Addition and Subtraction (within 20) Number: Place Value within 20	Place value (within 20)	Place value (within 20)	Place value (within 20)	Addition and subtraction (within 20)	Addition and subtraction (within 20)	
<b>Maths- Foundational Facts</b>	Double numbers to 10	Halve even numbers to 10	Double numbers to 10 and halve even numbers to 10	Double numbers to 10 and halve even numbers to 10	Identify odd and even numbers to 20	Identify odd and even numbers to 20
<b>Science</b> Building with Materials 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.	Understand what a material is. Name different materials.	Name an object and the material it is made from.	Name basic properties of materials – strong, bendy, soft etc.	Understand what magnetic means. Explore magnetic and non-magnetic materials.	Identify suitable materials for a purpose. Predict which will be the most successful material and why.	

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<b>History</b> 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.	Understand the role of a nurse.  Learn about Mary Seacole.	Learn about Florence Nightingale.	Understand what life was like for Mary Seacole and Florence Nightingale.	Compare nursing of the 1850s to now.	Understand the influence of Florence Nightingale and Mary Seacole on hospital practice today.	
<b>Geography</b>						
<b>Art and design</b> Self portrait- Drawing Pablo Picasso	Know that Wassily Kandinsky is an artist. Describe a piece of art from what I see in it. Know that Wassily Kandinsky's artwork contained shapes and colours. Know what I like about a piece of art and why. Know that colours come in different shades.	Know what happens if you add more or less of a colour. Know how to make a target colour. Know different ways of mixing colours using different techniques.	Know which colours compliment each other. Know which colour is a preference and which colours will be used for a piece of art in the style of an artist.	Know how to make a concentric pattern using a range of shapes. Know what happens when different thicknesses of brushes are used. Identify improvements for own work after viewing the work of others and praising a feature of it.	Know how to select and mix colours to create a piece of artwork in the style of Wassily Kandinsky.	
<b>Design and Technology</b>						
<b>Music</b> Dynamics (Theme: Seaside) Make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.	Understand how music can be used to represent an environment	Understand how music can be used to represent changes in an environment	Explore using instruments, body and voice to create a sea soundscape	Identify how dynamics can reflect environments	Create and represent sounds using symbols	
<b>Computing</b> Unit 3 Programming A- moving a robot	Explain what a given command will do Predict the outcome of a command on a device Match a command to an outcome Run a command on a device	Act out a given word Follow an instruction Recall words that can be acted out Give directions	Combine forwards and backwards commands to make a sequence Compare forwards and backwards movements Start a sequence from the same place Predict the outcome of a sequence involving	Combine four direction commands to make sequences Compare left and right turns Experiment with turn and move commands to move a robot Predict the outcome of a sequence	Plan a simple program Explain what my program should do Choose the order of commands in a sequence Debug my program	Find more than one solution to a problem Identify several possible solutions Plan two programs Use two different programs to get to the same place

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			forwards and backwards commands	involving up to four commands		
<b>PE</b> PE Hub Send and return Unit 2 Dance Unit 2	Send and return Unit 2: Send the ball over a net to our partner	Send and return Unit 2: Track and stop a moving object with both hands	Send and return Unit 2: Know why different muscles are important when playing games	Send and return Unit 2: Send balls accurately from different positions- sitting, kneeling	Send and return Unit 2: Spot space on a playing area and hit a ball there	
	Dance Unit 2: Perform actions to well-known nursery rhymes	Dance Unit 2: March in time to the beat and turn while marching	Dance Unit 2: March in time as a group	Dance Unit 2: Perform actions in canon (one after the other)	Dance Unit 2: Perform a short dance using canon	
<b>RE</b> Christianity – Jesus as a friend	Friendship – what makes a good friend	Children’s Bible stories about friendship		Showing friendship	Expressing friendship.	
<b>PSHE and Citizenship</b> Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Know how to set simple goals  Know how to achieve a goal	Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them	Know how to work well with a partner	Know that tackling a challenge can stretch their learning	Know when a goal has been achieved	
Visits/ visitors						
REAch2 11 before 11 Promises	<b>Create Something Amazing</b> 					