

KS1 – Year One

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| Year 1 Sapphire and Kyanite | Term 6 Summer 2 | Enquiry Theme | Wacky Weather |
| | | Enquiry Question | Is the weather always the same? |
| Role play | Inside | Garden centre/ Flower shop | |

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| English- reading 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 ** refer to LTP for ongoing objectives | 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 | | | | | | |
| English- writing Composition 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 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 | Narrative based on Oh the Places You'll Go – Dr Seuss | Narrative based on Oh the Places You'll Go – Dr Seuss | Narrative based on Oh the Places You'll Go – Dr Seuss | Recount – Sports Day | Recount – Sports Day | Poetry based on Where the Wild Things Are | Poetry based on Where the Wild Things Are |
| English- phonics Little Wandle Summer 2 progression | Refer to Little Wandle Scheme for phonics and reading – Summer 2 | | | | | | |
| English- spelling | Refer to Little Wandle Scheme for phonics and spelling – Summer 2 | | | | | | |

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| Apply simple spelling rules and guidance. | | | | | | | |
| English- vocabulary, grammar and punctuation 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 | 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 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 and because. | | | | | | |
| English- handwriting 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 | Numbers 10-20 Practising ch unjoined | Introducing diagonal join to ascender: ch. Practising unjoined ai | Introducing horizontal join to ascender wh Practising ow unjoined. | Introducing the diagonal join, no ascender – ai Practising wh unjoined. | Introducing horizontal join, no ascender ow | Practising descender and ascenders | |
| Writing Foundational Skills/ Knowledge | Begin to use a range of sentence starters including time conjunctions to order writing. | Begin to use a range of sentence starters including time conjunctions to order writing. | Begin to use a range of sentence starters including time conjunctions to order writing. | Plan and write simple sentences with the correct punctuation. | Plan and write simple sentences with the correct punctuation. | Plan and write simple sentences with the correct punctuation. | |
| Maths Number: Place Value within 100 Measurement: Money Time | Counting to 100 Comparing and ordering numbers | Counting to 100 Comparing and ordering numbers | Counting to 100 Comparing and ordering numbers | Recognising coins/notes | Recognising coins/notes | Time to o'clock. | Time to the half hour |
| Maths- Foundational Facts | Name a variety of 2D and 3D shapes | Name a variety of 2D and 3D shapes | Recognise all coins | Recognise all coins | Consolidation/ Assessment based gap filling | Consolidation/ Assessment based gap filling | |
| Science: seasons Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies | Understand different types of weather. Know that weather forecasters tell us what weather to expect. | Explore different seasons and the weather that is associated with them. Know what happens in different seasons. | Observe how shadows change throughout the day. Understand what happens to the day | Measure rainfall. | Observe how wind direction changes. | Understand temperature change. | Consolidation |

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| | | Identify the similarities and differences between different seasons. | length in different seasons. | | | | |
| History | | | | | | | |
| Geography Use geographical language to describe places (river, wood, hills, stream) Talk about a place where the weather is different e.g. Australia, north pole, south pole etc) Talk about seasonal changes in the weather Use different sources of information to find out about different weather | To identify the link between seasons and weather. Name and identify the four seasons Identify weather types | To identify the characteristics of a season. Name and identify the four seasons Identify weather types | To recognise weather patterns in UK Locate weather patterns in the UK Identify weather symbols and understand their meaning | To recognise the impact of a key person for weather | To understand the role of a weather reporter | To analyse weather data of different UK countries Read and interpret data | Consolidation |
| Art and design | | | | | | | |
| Design and Technology Super Smoothie (Cooking and Nutrition) Richard Reed | Know the names and groups of fruit and vegetables. Know how ingredients lists give information. Know how to carry out taste testing and describe the ingredients | Know where different fruits come from | Know how to create and evaluate a simple survey to determine preferences | Know how we keep healthy and which foods are needed for a healthy diet. Know that fruit contains sugar. Understand what is an allergen. | Know how to design a smoothie from survey feedback. Know how to test and re-evaluate. | Know how to use utensils and equipment safely. Know how to produce a final piece, taking on board feedback and self-evaluation. | Consolidation |
| Music Musical symbols (Theme: Under the sea) Combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds. | Explore tempo changes through movement | Explore how dynamics can be represented by different symbols | Clap simple rhythmic patterns while keeping the pulse | Interpret symbols to demonstrate a pitch pattern | Perform as part of a group to demonstrate dynamics, pitch and rhythm | Consolidation | Consolidation |
| Computing Unit 6 Programming B- programming animations | Choose a command for a given purpose Find which commands to move a sprite Use commands to move a sprite | Show that a series of commands can be joined together Use more than one block by joining them together Use a Start block in a program | Identify the effect of changing a value Find blocks that have numbers Change the value | Explain that each sprite has its own instructions Show that a project can include more than one sprite Delete a sprite | Design the parts of a project Choose appropriate artwork for my project Decide how each sprite will move | Use my algorithm to create a program Use sprites that match my design Add programming | |

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| | Compare different programming tools | Run my program | Say what happens when I change a value | Add blocks to each of my sprites | Create an algorithm for each sprite | blocks based on my algorithm Test the programs I have created | |
| PE Hit, Catch, Run Unit 2 Run, Jump, Throw Unit 2 | Hit, Catch, Run Unit 2: To catch a ball over short distance | Hit, Catch, Run Unit 2: To begin to hit a ball with power | Hit, Catch, Run Unit 2: To position ourselves in the path of the ball | Hit, Catch, Run Unit 2: To field the ball to a base | Hit, Catch, Run Unit 2: To catch a high ball | Hit, Catch, Run Unit 2: To stop the other team from scoring points | |
| | Run, Jump, Throw Unit 2: To use agile movements in different activities | Run, Jump, Throw Unit 2: To recognise start/end of an activity | Run, Jump, Throw Unit 2: To develop stamina when running | Run, Jump, Throw Unit 2: To develop core strength to improve throwing | Run, Jump, Throw Unit 2: To stride and jump for height | Run, Jump, Throw Unit 2: To choose the best starting position for running quickly | |
| RE Judaism Rosh Hashanah and Yom Kippur | Engagement: Forgiveness | Investigation The start of Rosh Hashana | Investigation Looking forward to Year 2 and what they will achieve there | Investigation Yom Kippur and reflection | Evaluation The importance of Rosh Hashana to Jewish children | Expression How can they achieve their goals for Year 2? | Consolidation |
| PSHE and Citizenship Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning about change | Know that animals including humans have a life cycle | Know that people grow up at different rates and that is normal | Know that changes happen when we grow up | Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these | Know that learning brings about change | Know who to ask for help if they are worried or frightened | Consolidation |
| MfL | | | | | | | |
| Visits/ visitors | Windsor Castle Visit | | | | | | |
| REAch2 11 before 11 Promises | Create Something Amazing | | | | | | |

