

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

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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
Writing Foundational Skills/ Knowledge	Identify and write nouns.	Identify and write a simple subject.	Identify and write an action verb.	Identify and write a being verb.	Identify and write a full stop to end a sentence.	Identify and write a capital letter to begin a sentence.	
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
Maths- Foundational Facts	Recall composition of numbers to 5	Recall composition of numbers to 5	Recall composition of numbers to 10	Recall composition of numbers to 10	Recall days of the week	Recall days of the week	
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. Record their observations using labelled drawings.	Know how different senses are used and appreciated in the environment. Recording data (physically group objects or materials).	Know which part of my body is the best for sensing touch. Drawing conclusions (give an answer to their scientific enquiry	Know what happens if one of our senses is lost. Drawing conclusions (give an answer to their scientific enquiry question that is consistent with	Explore how our tongues sense taste. Recording data (record their observations in writing).	Understand what weather is. Make observations about the weather in Autumn and how it makes us feel.	

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			questions that is consistent with data they have gathered).	the data they have gathered through observations).		Gather data based on what they see.	
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 Self portrait- Drawing Pablo Picasso	Know that Pablo Picasso is an artist Know what features are in a self portrait Describe facial features	Describe different self portrait images Know the features – colour, shape, line Start to understand what is meant by abstract and realistic	To understand how different lines and marks can be made using a range of materials To understand the different types of lines and how these are impacted by the type of material used	Know how to use different materials, lines and pressures to create contrasting self portraits Know how to use vocabulary to evaluate the work of others	Identify improvements for own work after viewing the work of others and praising a feature of it Know how to use vocabulary to evaluate the work of others	Produce a final piece of work using chosen material and taking account of feedback and self evaluation for improvements	
Design and Technology							
Music Keeping the pulse (Theme: My favourite things) Explore keeping the pulse together through music and movement, by exploring their favourite things	Demonstrate an understanding of pulse using parts of the body	Keep a pulse and show a sound pattern using bodies and voices	Explore using a thinking voice to show the pulse	Play short rhythms in time with pulse	Demonstrate an understanding of pulse through performance		
Computing Computing systems and networks – Technology around us	Identify technology Explain technology as something that helps us	Identify a computer and its main parts Name the main parts of a computer	Use a mouse in different ways Use a mouse to open a program	Use a keyboard to type on a computer Say what a keyboard is for	Use the keyboard to edit text Open my work from a file	Create rules for using technology responsibly Identify rules to keep us safe and healthy	

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	Locate examples of technology in the classroom Explain how these technology examples help us	Switch on and log into a computer Use a mouse to click and drag	Click and drag to make objects on a screen Use a mouse to create a picture	Type my name on a computer Save my work to a file	Use the arrow keys to move the cursor Delete letters	when we are using technology in and beyond the home Give examples of some of these rules Discuss how we benefit from these rules	
PE PE Hub Send and Return – Unit 1 Dance – Unit 1	Send and return – Unit 1 Slide a beanbag to a target	Send and return – Unit 1 Hit a ball in different ways with our hands	Send and return – Unit 1 To move towards a ball to return it	Send and return – Unit 1 To work with a partner to stop and return a beanbag	Send and return – Unit 1 What rally is and rallying with a partner	Send and return – Unit 1 What rally is and rallying with a partner	Send and return – Unit 1 Send a ball into space to make it harder for our opponent
	Dance – Unit 1 To show moods and feelings we would experience in the jungle	Dance – Unit 1 To move as if we are living in a jungle	Dance – Unit 1 To create and perform movements which show friendships	Dance – Unit 1 To perform leading and following movements	Dance – unit 1 To perform a short dance with a clear start, middle and end	Dance – Unit 1 To use repeated movements in our dance	Dance – Unit 1 To use repeated movements in our dance
RE Creation story and looking after our world	Creation story		Does God want us to look after the world?		How can we look after our world?		
PSHE and Citizenship Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Understand their own rights and responsibilities with their classroom	Understand the rights and responsibilities of a member of a class	Understand that their views are important	Understand that their views are important	Rewards and feeling proud	Understand that their choices have consequences	Owning the Learning Charter
MfL							
Visits/ visitors							
REAch2 11 before 11 Promises							