

KS1 – Year One

Year 1 Sapphire and Kyanite	Term 4 Spring 2	Enquiry Theme	Turrets and Tiaras
		Enquiry Question	Why were castles built?
Role play	Inside	Castle/ Dungeon/ Palace	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading Predicting what might happen on the basis of what has been read so far ** 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 Write sentences by: 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 based on 'The Snail and the Whale'.	Narrative based on 'The Snail and the Whale'.	Letter based on 'The Day The Crayons Quit'.	Letter based on 'The Day The Crayons Quit'.	Letter about different topic.	Letter about different topic.	
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	Refer to Little Wandle Letters and Sounds scheme for progression spellings.						

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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							
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	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						
English- handwriting 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 letters, and curly caterpillar letters Practising zig zag letters	Writing words with double zz Mixing all of the letter families	Practising with capital letters Practising 0-9	Writing words with ck and qu Practising long vowel phonemes ai, ee, igh, ea, oo, ue, oa, ay,	Practising vowels with adjacent consonants: ee, oa, oo	Recap of letters found tricky	
Writing Foundational Skills/ Knowledge	Identify and write an adjective after a being verb.	Identify and write lists of two adjectives after a being verb.	Identify and write expanded noun phrases.	Identify and write expanded noun phrases.	Identify and write a past tense action verb.	Identify and write a past tense being verb.	
Maths Place Value: Within 50 Measurement: Length and Height Measurement: Mass and Volume	Place value within 50 Counting to 50, groups of 10	Place value within 50 Partitioning with tens and ones, number lines to 50, estimating and 1 more and 1 less	Length and height Compare height and length and height	Length and height Using objects and introducing centimetres	Mass and volume Heavier and lighter, measuring mass and comparing mass	Mass and volume Full and empty, compare volume, measuring capacity and comparing capacity	
Maths- Foundational Facts	Count forwards and backwards up to 50	Count forwards and backwards up to 50	Find 1 more/ 1 less of any number to 50	Find 1 more/ 1 less of any number to 50	Partition numbers into 1s and 10s	Partition numbers into 1s and 10s	
Science Everyday materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood,	Know that some materials occur naturally, and some do not.	Know that some materials are absorbent and perform a test.	Identify suitable materials for a given task, considering a material's properties. Know how to select	Know that some materials are waterproof.	Know that wax is waterproof and so it doesn't absorb water.	Consolidation lesson on Spring learning about materials.	

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<p>plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>			materials for their useful properties.				
History							
<p>Geography</p> <p>Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map. Use and construct basic symbols in a key.</p>	Identify the characteristics of the four countries and capital cities of the UK.	Identify the word culture and how it links to the British Isles.	Explore tourist areas of the UK.	Understand what an Atlas is and how to use one.	Explore the continent of Europe.	Explore the continent of Europe and identify human and physical features.	
Art and design							
<p>Design and Technology</p> <p>Bridges – Structures</p> <p>Isambard Kingdom Brunel</p>	<p>Know how to identify similarities and differences between bridge shapes and designs.</p> <p>Know about the work of Isambard Kingdom Brunel.</p>	<p>Know where bridges are in the local environment and identify what they are used for.</p>	<p>Know through exploring which materials would be appropriate to use for purpose. Know which tools could be used when sketching design ideas.</p>	<p>Understand what makes a bridge strong. Know which materials are stronger than others by testing and evaluating.</p>	<p>Know how to design and make two different types of bridges to test. Know simple constants in a text.</p>	<p>Know how to produce a final piece, after testing a prototype, taking on board feedback and self-evaluation.</p>	
<p>Music</p> <p>Sound patterns (Theme: Fairytales)</p> <p>Introduction to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</p>	<p>Explore and change dynamics using the voice</p>	<p>Experiment with different sounds using a single instrument</p>	<p>Read simple rhythmic patterns comprising of one beat sounds and one beat rests</p>	<p>Play sound patterns in time with the pulse using a visual stimulus</p>	<p>Show awareness of different roles when performing in a group performance</p>	<p>Consolidation lesson.</p>	

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Computing Unit 4 Data and Information- grouping data	Label objects Describe objects using labels Match objects to groups Identify the label for a group of objects	Identify that objects can be counted Count objects Group objects Count a group of objects	Describe objects in different ways Describe an object Describe a property of an object Find objects with similar properties	Count objects with the same properties Group similar objects Group objects in more than one way Count how many objects share a property	Compare groups of objects Choose how to group objects Describe groups of objects Record how many objects are in a group	Answer questions about groups of objects Decide how to group objects to answer a question Compare groups of objects Record and share what I have found	
PE Attack, defend and shoot Unit 2 Gymnastics Unit 2	Attack, defend and shoot Unit 2: Learning to find our pulse on our wrist	Attack, defend and shoot Unit 2: Learning to move side to side to defend the goal	Attack, defend and shoot Unit 2: Learning to bounce a ball with control to ourselves	Attack, defend and shoot Unit 2: Learning to aim at different targets	Attack, defend and shoot Unit 2: Learning to adapt to a game with changing rules	Attack, defend and shoot Unit 2: Learning to play in the best defensive position in a game	
	Gymnastics Unit 2: Learning to move on, off and over apparatus	Gymnastics Unit 2: Learning to rock on different parts of the body	Gymnastics Unit 2: Learning to perform spins and turns at different levels	Gymnastics Unit 2: Learning to perform actions at the same time as a class (unison)	Gymnastics Unit 2: Learning to perform controlled actions at different times than others (canon)	Gymnastics Unit 2: Learning to create a sequence with a partner	
RE Palm Sunday – Christianity Why was Jesus welcomed like a king or celebrity by crowds on Palm Sunday	What would you do if the Queen came to visit?	Tell the Easter story up to Palm Sunday. Discuss how Jesus was welcomed. Discuss how they would welcome Jesus to school if they were Christians. What is the same and what is different between Jesus' welcome and that of the Queen?	Why was Jesus welcomed as king or celebratory? Sequence the events.	Who would you invite as someone special to you? Why would they be welcomed in such a way?			
PSHE and Citizenship Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe	Know the difference between being healthy and unhealthy Know some ways to keep healthy	Know how to make healthy lifestyle choices	Know that all household products, including medicines, can be harmful if not used properly	Know that medicines can help them if they feel poorly	Know how to keep safe when crossing the road	Know about people who can keep them safe	

Medicine safety/safety with household items Road safety Linking health and happiness					Know about people who can keep them safe		
Visits/ visitors	Windsor Castle						
REAch2 11 before 11 Promises	<p>Create Something Amazing</p> 						