

KS1 – Year One

Year 1 Sapphire and Kyanite	Term 5 Summer 1	Enquiry Theme	Glorious Gardens
		Enquiry Question	Are all plants pretty?
Role play	Inside	Garden centre/ Flower shop	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English- reading</b> ** refer to LTP for ongoing objectives Making inferences on the basis of what is being said and done	Shared Texts- writing Class read- Pie Corbett Reading Spine or 50 Recommended Reads List						
<b>English- writing Composition</b> 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 – Mr Wolf and the Enormous Turnip	Instructions – The Suitcase			Instructions – Plant Growing		
<b>English- phonics</b> Little Wandle - Summer 1	Refer to Little Wandle Scheme for phonics and reading – Summer 1						
<b>English- spelling</b> Apply simple spelling rules and guidance Using the prefix un–	Practising tricky words, linked to phonic input Practising use of suffixes -ing, -ed, -er, -est Apply simple spelling rules and guidance						


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<b>English- vocabulary, grammar and punctuation</b> 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	Using the prefix un–  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						
	<b>English- handwriting</b> 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 the diagonal join, no ascender – ai Practising wh unjoined.	Introducing horizontal join to ascender wh Practising ow unjoined.	Introducing horizontal join, no ascender ow	Introducing horizontal join, no ascender ow
<b>Writing Foundational Skills/ Knowledge</b>	Maintain a consistent past tense when writing.	Maintain a consistent past tense when writing.	Maintain a consistent past tense when writing.	Write the appropriate stop mark for questions and statements.	Identify and write questions.	Identify and write questions.	
<b>Maths</b> Number: Multiplication Fractions Geometry: Position and Direction	Multiplication and division: Counting in 2s, 10s, 5s	Multiplication and division: Recognise equal groups, adding equal groups, make arrays	Multiplication and division: Make doubles, Equal groups – grouping, equal groups - sharing	Fractions: Recognise a half of an object or a shape, find a half of an object or shape, recognise a half of a quantity, find a half of a quantity	Fractions: Recognise a quarter of an object or a shape, find a quarter of an object or a shape, recognise a quarter of a quantity, find a quarter of a quantity	Geometry: Position and direction, describing turns, right and left positions, ordinal numbers	
<b>Maths- Foundational Facts</b>	Count forwards and backwards up to 100	Find 1 more/ 1 less of any number to 100	Count in 2s	Count in 5s	Count in 10s	Count in 2s, 5s and 10s	

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<b>Science</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	To identify the basic structure of plants	To identify and name wild plants	To identify and name garden plants	To identify and compare evergreen and deciduous trees	To ask simple questions (about growing seeds)	To observe closely using simple equipment	
<b>History</b> Significant historical events, people and places in their own locality	To identify historically significant locations in our area	Use artefacts to tell us about the past.	Put key events of Huntley and Palmer on an accurate timeline.	Understand why Huntley and Palmers were significant.	Understand how Huntley and Palmers shaped Reading.	Consolidation.	
<b>Geography</b>							
<b>Art and design</b> Manipulative Magic – Sculpture William De Morgan	Know how clay is made. Know what items are made of clay and what they used for. Know about the work of William De Morgan.	Know the different appearances and textures of different tiles.	Know where tiles are used in the school environment and identify what they are used for. To know what happens to the properties of clay when adding water, leaving out in the air (through exploring and experimenting).	Know through exploring how to create different patterns and textures using available tools. Know which tools could be used when sketching design idea.	Know how to sculpt planned design using dough. Know how to give positive feedback on others' work. Know how to self-evaluate and identify own improvements.	Know how to produce a final piece, taking on board feedback and self-evaluation, using clay and selected tools.	
<b>Design and Technology</b>							
<b>Music</b> Pitch (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune to represent a superhero.	Identify high and low pitched sounds	Explore pitch by creating two-pitch patterns	Demonstrate tempo changes	Create a superhero tune with a variety of tempo and pitch	Perform and piece of superhero music showing a change of pitch and tempo		
<b>Computing</b> Unit 5 Creating media- digital writing	Use a computer to write Open a word processor	Add and remove text on a computer Enter text into a computer	Identify that the look of text can be changed on a computer Type capital letters	Make careful choices when changing text Select a word by double-clicking	Explain why I used the tools that I chose Say what tool I used to change the text	Compare typing on a computer to writing on paper	

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	Recognise keys on a keyboard Identify and find keys on a keyboard	Use letter, number, and space keys Use backspace to remove text	Explain what the keys that I have learnt about already do Identify the toolbar and use bold, italic, and underline	Select all of the text by clicking and dragging Change the font	Decide if my changes have improved my writing Use 'undo' to remove changes	Make changes to text on a computer Explain the differences between typing and writing Say why I prefer typing or writing	
<b>PE</b> PE Hub Run, Jump, Throw- Unit 1 Hit, Catch, Run- Unit 1	Run, Jump, Throw Unit 1: to start and stop moving at speed	Run, Jump, Throw Unit 1: to use our arms when running at different speeds	Run, Jump, Throw Unit 1: to take off on two feet to jump for distance	Run, Jump, Throw Unit 1: to use correct technique to throw different objects for distance	Run, Jump, Throw Unit 1: to show improvement in our throwing	Run, Jump, Throw Unit 1: to take part in a competition using running, jumping and throwing skills	
	Hit, Catch, Run Unit 1: to select a space to throw or roll a ball into	Hit, Catch, Run Unit 1: to track and collect a rolling ball	Hit, Catch, Run Unit 1: to catch a ball to stop an opponent from scoring	Hit, Catch, Run Unit 1: to use our hands to hit a ball	Hit, Catch, Run Unit 1: to run between bases to score points	Hit, Catch, Run Unit 1: to work as a team to score points	
<b>RE</b> Judaism – Shabbat Is shabbat important to Jewish children?	<b>Engagement</b> Favourite day. Which day is most special to you and why?	<b>Investigation</b> What does a Friday night and Saturday look like for Jewish child?	<b>Investigation</b> What does a Friday night and Saturday look like for Jewish child?	<b>Investigation</b> Shabbat meal – what does it look like? What is said?	<b>Evaluation</b> Why do Jewish children celebrate Shabbat? Why is it special?	<b>Consolidation</b>	
<b>PSHE and Citizenship</b> Relationships: Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself	Know that everyone's family is different  Know that families are founded on belonging, love and care  Know that there are lots of different types of families	Know how to make a friend	Know that physical contact can be used as a greeting	Know who to ask for help in the school community  Know about the different people in the school community and how they help	Know the characteristics of healthy and safe friends	Celebrating my special relationships	
MfL							
Visits/ visitors							
REAch2 11 before 11 Promises	Create Something Amazing 						



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