

EYFS – Reception

|                                  |                    |                  |                                    |         |             |  |
|----------------------------------|--------------------|------------------|------------------------------------|---------|-------------|--|
| Reception<br>Jade and<br>Emerald | Term 4<br>Spring 2 | Enquiry Theme    | It's a Bug's Life!                 |         |             |  |
|                                  |                    | Enquiry Question | How do minibeasts help our garden? |         |             |  |
| Role play                        | Inside             | Gardening Centre |                                    | Outside | Garden shed |  |

|                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                      |                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                 |                                                                                                                         |                                                                                                                         |               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------|
| Throughout all learning, the Reception Team will ensure activities and interactions which support the <b>Characteristics of Learning:</b>                                                                                                                                                                                                                                                                |                                                                                                                                      |                                                                                                                                      | <b>Playing and exploring</b> – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’<br><b>Active learning</b> – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do<br><b>Creating and thinking critically</b> – thinking ; Having their own ideas; Making links; Choosing ways to do things |                                                                                                                 |                                                                                                                         |                                                                                                                         |               |
|                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Week 1</b>                                                                                                                        | <b>Week 2</b>                                                                                                                        | <b>Week 3</b>                                                                                                                                                                                                                                                                                                                                                                                 | <b>Week 4</b>                                                                                                   | <b>Week 5</b>                                                                                                           | <b>Week 6</b>                                                                                                           | <b>Week 7</b> |
| <b>Personal, Social and Emotional Development (PSED)</b><br><b>Self-Regulation</b><br>Show resilience and perseverance in the face of challenge.<br><b>ELG: Managing Self</b><br>Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.<br><b>ELG: Building Relationships</b><br>Build constructive and respectful relationships. | <b>Self-Regulation</b><br>Identify that others have a different opinion                                                              | <b>Self-Regulation</b><br>Identify that others have a different opinion                                                              | <b>Self-Regulation</b><br>Begin to talk to others to solve conflicts                                                                                                                                                                                                                                                                                                                          | <b>Self-Regulation</b><br>Begin to suggest solutions to conflicts                                               | <b>Self-Regulation</b><br>Show resilience and perseverance in the face of challenge.                                    | <b>Self-Regulation</b><br>Show resilience and perseverance in the face of challenge.                                    |               |
|                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Managing Self</b><br>Begin to see themselves as a valuable individual who is able to manage their own needs independently.        | <b>Managing Self</b><br>Begin to see themselves as a valuable individual who is able to manage their own needs independently.        | <b>Managing Self</b><br>Begin to identify resources and activities to help them to achieve their goal.                                                                                                                                                                                                                                                                                        | <b>Managing Self</b><br>Begin to identify resources and activities to help them to achieve their goal.          | <b>Managing Self</b><br>Shows good understanding on how to contribute to good health, i.e. exercise, sleeping, hygiene. | <b>Managing Self</b><br>Shows good understanding on how to contribute to good health, i.e. exercise, sleeping, hygiene. |               |
|                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Building Relationships</b><br>Continue to develop their recognition of their feelings and consider the feelings of others.<br>ZoR | <b>Building Relationships</b><br>Continue to develop their recognition of their feelings and consider the feelings of others.<br>ZoR | <b>Building Relationships</b><br>Continue to develop their recognition of their feelings and consider the feelings of others.<br>ZoR                                                                                                                                                                                                                                                          | <b>Building Relationships</b><br>Continue to build on their conflict resolution skills with some adult support. | <b>Building Relationships</b><br>Developing confidence in building constructive and respectful relationships.           | <b>Building Relationships</b><br>Developing confidence in building constructive and respectful relationships.           |               |
| <b>Physical Development (PD)</b><br>Fine                                                                                                                                                                                                                                                                                                                                                                 | <b>Fine</b><br>Use a comfortable grip, good control forming legible letters and numbers.                                             | <b>Fine</b><br>Use a comfortable grip, good control forming legible                                                                  | <b>Fine</b><br>Use a comfortable grip, good control forming legible letters and numbers.                                                                                                                                                                                                                                                                                                      | <b>Fine</b><br>Use a comfortable grip, good control forming legible letters and numbers.                        | <b>Fine</b><br>Develop the foundations of a handwriting style which                                                     | <b>Fine</b><br>Develop the foundations of a handwriting style                                                           |               |

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                           |                                                                                                                                          |                                                                                                                                          |                                                                                                                                                                            |                                                                                                                                                                            |                                                                                                                                                                            |                                                                                                                                |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><b>Gross</b></p> <p>Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>                                                                                                                                                                                                                                                                                                           | <p>Begin to use scissors with control</p>                                                                                                                                 | <p>letters and numbers.</p> <p>Begin to use scissors with control</p>                                                                    | <p>Begin to use scissors with control</p>                                                                                                | <p>Begin to use scissors with control</p>                                                                                                                                  | <p>is fast, accurate and efficient.</p>                                                                                                                                    | <p>which is fast, accurate and efficient.</p>                                                                                                                              |                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Gross</b></p> <p>Develop overall body strength, coordination, balance and agility.</p>                                                                              | <p><b>Gross</b></p> <p>Develop overall body strength, coordination, balance and agility.</p>                                             | <p><b>Gross</b></p> <p>Develop overall body strength, coordination, balance and agility.</p>                                             | <p><b>Gross</b></p> <p>Know and talk about different factors that support their overall health and wellbeing.</p>                                                          | <p><b>Gross</b></p> <p>Know and talk about different factors that support their overall health and wellbeing.</p>                                                          | <p><b>Gross</b></p> <p>Know and talk about different factors that support their overall health and wellbeing.</p>                                                          |                                                                                                                                |  |
| <p><b>Communication and Language (CL)</b></p> <p><b>Listening, Attention and Understanding</b></p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Speaking</b></p> <p>Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>                                                                                                                                                                                                                                           | <p><b>Listening, Attention and Understanding</b></p> <p>Engage in story times. Ask and answer questions about books shared in class.</p>                                  | <p><b>Listening, Attention and Understanding</b></p> <p>Engage in story times. Ask and answer questions about books shared in class.</p> | <p><b>Listening, Attention and Understanding</b></p> <p>Engage in story times. Ask and answer questions about books shared in class.</p> | <p><b>Listening, Attention and Understanding</b></p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <p><b>Listening, Attention and Understanding</b></p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <p><b>Listening, Attention and Understanding</b></p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> |                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Speaking</b></p> <p>Beginning to describe events in some detail using full sentences.</p>                                                                           | <p><b>Speaking</b></p> <p>Describing events in some detail, using full sentences.</p>                                                    | <p><b>Speaking</b></p> <p>Describing events in some detail, full sentences and starting to use new vocabulary.</p>                       | <p><b>Speaking</b></p> <p>Describing events in some detail, full sentences and starting to use new vocabulary.</p>                                                         | <p><b>Speaking</b></p> <p>Describing events in some detail, full sentences and gaining confidence in using new vocabulary.</p>                                             | <p><b>Speaking</b></p> <p>Describing events in some detail, full sentences and gaining confidence in using new vocabulary.</p>                                             | <p><b>Speaking</b></p> <p>Describing events in some detail, full sentences and gaining confidence in using new vocabulary.</p> |  |
| <p><b>Literacy</b></p> <p><b>Word reading</b></p> <p>Read a few common exception words matched to school scheme. Read some letter groups that represent one sound.</p> <p>Re-read books to build up confidence in word reading and fluency and their understanding and enjoyment.</p> <p><b>Comprehension</b></p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Writing</b></p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> | <p><b>Core Texts:</b> <a href="#">Katie and the Sunflowers</a>; <a href="#">Jack and the Jelly beanstalk</a></p> <p><b>Wider reading:</b> The Very Hungry Caterpillar</p> |                                                                                                                                          |                                                                                                                                          |                                                                                                                                                                            |                                                                                                                                                                            |                                                                                                                                                                            |                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Word reading</b></p> <p>Identifying and using tricky and high frequency words</p>                                                                                   | <p><b>Word reading</b></p> <p>Identifying and using tricky and high frequency words</p>                                                  | <p><b>Word reading</b></p> <p>Identifying and using tricky words – identifying diagraphs</p>                                             | <p><b>Word reading</b></p> <p>Identifying and using tricky words / identifying diagraphs</p>                                                                               | <p><b>Word reading</b></p> <p>Identifying and using tricky words / identifying diagraphs</p>                                                                               | <p><b>Word reading</b></p> <p>Identifying and using tricky words / identifying diagraphs</p>                                                                               | <p><b>Word reading</b></p> <p>Identifying and using tricky words / identifying diagraphs</p>                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Phonics</b> Letters and Sounds- Little Wandle Phase 3</p>                                                                                                           | <p><b>Phonics</b> Letters and Sounds- Little Wandle Phase 3</p>                                                                          | <p><b>Phonics</b> Letters and Sounds- Little Wandle Phase 3</p>                                                                          | <p><b>Phonics</b> Letters and Sounds- Little Wandle Phase 3</p>                                                                                                            | <p><b>Phonics</b> Letters and Sounds- Little Wandle Phase 3</p>                                                                                                            | <p><b>Phonics</b> Letters and Sounds- Little Wandle Phase 3</p>                                                                                                            | <p><b>Phonics</b> Letters and Sounds- Little Wandle Phase 3</p>                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly</p>                                                                               | <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly</p>                                              | <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly</p>                                              | <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly</p>                                                                                | <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly</p>                                                                                | <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly</p>                                                                                | <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly</p>                                    |  |

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                          |                                                                                                                                                                                  |                                                                                                                                                                                  |                                                                                                                                                                                  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | influenced by their range of books.                                                                                                                                                                                                                                 | influenced by their range of books. Identifying patterns within books – how do they start?                                                                                                                                                                                                                                                                                                                                          | influenced by their range of books.                                                                                                                                                                                      | influenced by their range of books.                                                                                                                                              | influenced by their range of books.                                                                                                                                              | influenced by their range of books.                                                                                                                                              |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Writing</b><br>Katie and the sunflowers<br>Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.                                                                                        | <b>Writing</b><br>Katie and the Sunflowers<br>Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.                                                                                                                                                                                                                                                        | <b>Writing</b><br>Katie and the sunflowers<br>Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.                                             | <b>Writing</b><br>Jack and the jellybean stalk<br>Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters. | <b>Writing</b><br>Jack and the jellybean stalk<br>Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters. | <b>Writing</b><br>Jack and the jellybean stalk<br>Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters. |  |
| <b>Writing Foundational Skills/ Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Form lower-case and capital letters correctly.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                          |                                                                                                                                                                                  |                                                                                                                                                                                  |                                                                                                                                                                                  |  |
| <b>Mathematics</b><br><b>Number</b><br>Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.<br><b>Numerical Patterns</b><br>Count verbally beyond 10. Understand the 'one more/one less than' relationship between consecutive numbers to 10<br>Positional language: describe a familiar route, using words such as 'in front of' and 'behind'.<br>Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10.<br>Talk about patterns in environment and continue copy and create repeating patterns. | Addition and Subtraction- numbers to 5<br>Number and Place Value- numbers to 10<br>Addition and Subtraction- Addition to 10<br>Geometry- Shape and space                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                          |                                                                                                                                                                                  |                                                                                                                                                                                  |                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Number</b><br>9 and 10<br>Counting principles to count forwards and backwards to 10 and to represent 9 and 10 in different ways and order them.<br>Count out the required number from a larger group. Arrange 9 and 10 into smaller groups to support subitising | <b>Number</b><br>Bonds to 10<br>Explore numbers bonds to 10 using real objects in different contexts<br>Find pairs of numbers that total ten using the tens frame<br>Identify different pairs of numbers that make 10 by moving objects between parts<br>Use a variety of representations to demonstrate knowledge of bonds to 10 (fingers, number shapes, bead string etc)<br>Use part-whole model to represent number bonds to 10 | <b>Number</b><br>Bonds to 10 / Consolidation<br>Part whole model.<br>Use part-whole model to represent number bonds to 10<br>Understand that parts and whole can be represented in different ways (10 not always on top) |                                                                                                                                                                                  |                                                                                                                                                                                  |                                                                                                                                                                                  |  |

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                          |                                                                                                                                                                                   |                                                                                                                                                                                                                                             |                                                                                                                                                                               |                                                                                                                                                                                                                       |                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                          |                                                                                                                                                                                   | Understand that parts and whole can be represented in different ways (10 not always on top)                                                                                                                                                 |                                                                                                                                                                               |                                                                                                                                                                                                                       |                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Numerical Patterns</b></p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language. Combine shapes to make different ones and use mathematical language to describe the features of the new shape.</p> |                                                                                                                                                                                   | <p><b>Numerical Patterns</b></p> <p>Revise 2D and 3D shapes and their properties. Describing features of each shape, matching, building (including composing and decomposing shapes to show how they can be made up of smaller shapes).</p> |                                                                                                                                                                               | <p><b>Numerical Patterns</b></p> <p>Patterns in the environment such as spots, stripes and being able to describe them. Create ABAB patterns and sequence events including the language of first, second, third..</p> |                                                                                                                                                                          |  |
| <p><b>Maths- Foundational Facts</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Subitise numbers to 10</p>                                                                                                                                                                                                            | <p>Subitise numbers to 10</p>                                                                                                                                                     | <p>Double numbers to 10</p>                                                                                                                                                                                                                 | <p>Double numbers to 10</p>                                                                                                                                                   | <p>Name 3d shapes</p>                                                                                                                                                                                                 | <p>Name 3d shapes</p>                                                                                                                                                    |  |
| <p><b>Understanding the World</b></p> <p><b>Past and Present</b><br/>Compare and contrast characters from stories including figures from the past.<br/><b>People, Culture and Communities</b><br/>Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.<br/><b>The Natural World</b><br/>Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.</p> | <p><b>Past and Present</b><br/>Pancake Day.<br/>Exploring the original meaning behind Pancake Day and what it represented to Christian people.</p>                                                                                       | <p><b>Past and Present</b><br/>Baking bread. How it used to be made in the past and comparing to how it is made now. Are there any similarities in how it is made?</p>            | <p><b>Past and Present</b><br/>Looking at how St Patrick's Day was celebrated in the past and how the event is celebrated in current times. What has changed?</p>                                                                           | <p><b>Past and Present</b><br/>How farming has changed over the past 50 years? Is it easier to be a farmer now. Why?</p>                                                      | <p><b>Past and Present</b><br/>How farming machinery has changed over the past 50 years? What would a farm in the future look like?</p>                                                                               | <p><b>Past and Present</b><br/>Easter celebrations over time. How have the celebrations changed for people who celebrate this seasonal event?</p>                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>People, Culture and Communities</b><br/>Pancake Day. Why do people celebrate Pancake Day? What special time does it mark the start of for Christians?</p>                                                                          | <p><b>People, Culture and Communities</b><br/>Farming in different countries around the world. Looking for clues in pictures to help match the farmers to parts of the world.</p> | <p><b>People, Culture and Communities</b><br/>How do Irish people celebrate St Patrick's Day. How do these celebrations compare with other special occasions that children are familiar with.</p>                                           | <p><b>People, Culture and Communities</b><br/>Mother's Day.<br/>Exploring different ways that people celebrate mothers day. Do all communities celebrate in the same way?</p> | <p><b>People, Culture and Communities</b><br/>Ramadan.<br/>How do Muslim people celebrate Ramadan. Children invited to share own experiences. Compare and contrast with other known festivals.</p>                    | <p><b>People, Culture and Communities</b><br/>Ramadan.<br/>Where do Muslim people go to worship? Compare this to other places of worship that children are aware of.</p> |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>The Natural World</b><br/>What is a life cycle? Explore the lifecycle of a butterfly. What does the caterpillar need to grow into a butterfly?</p>                                                                                 | <p><b>The Natural World</b><br/>Life cycle of butterfly. Live eggs to arrive in school. Children to observe and describe what they see. What</p>                                  | <p><b>The Natural World</b><br/>Life cycle of butterfly. Children to observe and describe the changes in the caterpillars as they grow into butterflies?</p>                                                                                | <p><b>The Natural World</b><br/>Minibeast Factfiles<br/>What marvellous minibeasts may we find in our gardens? Identify and look for common features.</p>                     | <p><b>The Natural World</b><br/>Minibeast Factfiles<br/>What marvellous minibeasts may we find in our gardens? Identify and look for common features.</p>                                                             | <p><b>The Natural World</b><br/>Minibeast Factfiles<br/>What marvellous minibeasts may we find in our gardens? Identify and look for common</p>                          |  |

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                              |                                                                                                                                                                                 |                                                                                                                                                                                                                                                    |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                    | do the eggs need to grow into caterpillars?                                                                                                                                                                                                                                                      | What do the caterpillars need to survive?                                                                                                                                                                                                         | What do they bring to our gardens?<br>Focus: Children choose minibeast to learn about.                                                                                                                                       | What do they bring to our gardens?<br>Focus: Children choose minibeast to learn about.                                                                                          | features. What do they bring to our gardens?<br>Focus: Children choose minibeast to learn about.                                                                                                                                                   |  |
| <b>Expressive Arts and Design</b><br><b>Creating with Materials</b><br>Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details.<br>Develop storylines in their pretend play.<br><b>Being Imaginative and Expressive</b><br>Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. | <b>Creating with Materials</b><br>Collage of a sunflower – select materials and colours to use to represent a sunflower.                                                                                                                           | <b>Creating with Materials</b><br>Aboriginal art: Discuss the patterns and colours that the children can see. Apply this style of art to minibeast templates.                                                                                                                                    | <b>Creating with Materials</b><br>Design and build a bug hotel. Collaborative work in small groups. Children to choose resources to make their bug hotel and consider how to assemble it.                                                         | <b>Creating with Materials</b><br>Mothers Day<br>Creating Mothers Day cards/tokens to send to women who are special to the children.                                                                                         | <b>Creating with Materials</b><br>Create bug masks. Choose materials to use to represent different minibeasts. What can they use to represent markings of various minibeasts?   | <b>Creating with Materials</b><br>Easter Bonnets. The children will be invited to design Easter bonnets or baskets for our Easter Parade. What materials will they choose and how will they attach these to the hat/basket?                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Being Imaginative and Expressive</b><br>Dancing along to a selection of minibeast songs. Explore the different types of moves that the children create for various minibeasts. Will they use the same moves for a worm as for a butterfly? Why? | <b>Being Imaginative and Expressive</b><br>Dancing along to a selection of minibeast songs. Explore the different types of moves that the children create for various minibeasts. Children to perform in small groups and class to guess which minibeast they are representing with their moves. | <b>Being Imaginative and Expressive</b><br>Irish Dancing. In preparation for St Patricks Day, the children will be introduced to Irish Dancing and be given the opportunity to join in and explore moving and dancing to traditional Irish music. | <b>Being Imaginative and Expressive</b><br>Sign Language: Using sign language to perform a song. Children to be introduced to BSL actions to accompany words. How do they feel being able to communicate in a different way? | <b>Being Imaginative and Expressive</b><br>Sign Language: Continue to rehearse song using sign language. Discuss what it feels like to be able to perform a song using actions. | <b>Being Imaginative and Expressive</b><br>Dancing along to a selection of minibeast songs. Explore the different types of moves that the children create for various minibeasts. Will they use the same moves for a worm as for a butterfly? Why? |  |
| <b>Specific progression subjects for school curriculum continuation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                              |                                                                                                                                                                                 |                                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Week 1</b>                                                                                                                                                                                                                                      | <b>Week 2</b>                                                                                                                                                                                                                                                                                    | <b>Week 3</b>                                                                                                                                                                                                                                     | <b>Week 4</b>                                                                                                                                                                                                                | <b>Week 5</b>                                                                                                                                                                   | <b>Week 6</b>                                                                                                                                                                                                                                      |  |
| <b>Music</b><br>Kapow: Musical Stories<br>A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.                                                                                                                                                                                                                                                                                                                                                                                            | Move to music with instruction, changing movements to match the tempo, pitch or dynamic; talk about                                                                                                                                                | Use actions to retell a story to music; sing and perform a group song                                                                                                                                                                                                                            | Learn how instruments can represent a certain mood, character or action; to experiment                                                                                                                                                            | Create a musical story based upon a familiar routine; use instruments to represent moods or actions; play an                                                                                                                 | Create a musical story based upon a familiar routine; use instruments to represent moods or actions; play an                                                                    |                                                                                                                                                                                                                                                    |  |

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

|                                                                                                                                                                                            |                                                                                                                                                                |                                                                                                                                                      |                                                                                                                                                                                                  |                                                                                                                                                    |                                                                                                                                                                    |                                                                                                                                                                           |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                            | how a piece of music makes you feel                                                                                                                            |                                                                                                                                                      | with the sounds of different instruments                                                                                                                                                         | instrument as part of a group story                                                                                                                | instrument as part of a group story and perform as a group                                                                                                         |                                                                                                                                                                           |  |
| <b>Computing</b><br>Technology:<br>• Children recognise that a range of technology is used in places such as homes and schools<br>• They select and use technology for particular purposes | Beebots – using positional language and a simple program to direct the Beebots.                                                                                | Unit 13 We are digital readers<br>Choosing and opening applications and engaging with digital texts                                                  | Unit 14 We can email<br>Understand that we use email as a means of communication                                                                                                                 | Unit 15 We can blog<br>Communicating with digital text                                                                                             | Unit 16 We can count<br>Program the programmable toy to move forwards and backwards                                                                                | Unit 17 We are designers<br>Controlling a remote controlled toy                                                                                                           |  |
| <b>PE</b><br>Body Management Unit 2<br>Manipulation and Co-ordination Unit 2                                                                                                               | Body Management Unit 2<br>Twisting, turning and beginning to roll<br>Perform roll demonstrating some body control<br>Transition from roll, to crawl to slither | Body Management Unit 2<br>Follow simple instructions to coordinate limbs<br>Show control to hold body shape                                          | Body Management Unit 2<br>Follow jumping patterns<br>Jump in combinations                                                                                                                        | Body Management Unit 2<br>Jump for height on to apparatus<br>Jump accurately and with control<br>Land with control                                 | Body Management Unit 2<br>Travel along a variety of equipment using different modes of locomotion<br>Incorporate stretches, shapes and rolls                       | Body Management Unit 2<br>Perform basic actions learned together with others<br>Perform tuck position on back and rock back and forth                                     |  |
|                                                                                                                                                                                            | Manipulation and Co-ordination Unit 2<br>Take part in a variety of parachute games<br>Listen and follow instructions                                           | Manipulation and Co-ordination Unit 2<br>Take part in a variety of parachute games<br>Listen and follow instructions                                 | Manipulation and Co-ordination Unit 2<br>Use a baton to hit a variety of objects in different ways– to push batons and balls<br>Play simple invasion games using a baton to score and save goals | Manipulation and Co-ordination Unit 2<br>Using batons to steer objects to targets<br>Combine steering with other actions using bilateral movements | Manipulation and Co-ordination Unit 2<br>Practise and perform a variety of skips with and without a rope<br>Recognise the difference between jumps, skips and hops | Manipulation and Co-ordination Unit 2<br>Roll, spin, rotate, throw and catch hoops<br>Work with self and others to control hoops in a variety of ways                     |  |
| <b>RE</b><br>Theme: Easter<br>Concept: Salvation<br>Key Question: What is Easter?<br>Religion: Christianity                                                                                | <b>Signs of Spring</b><br>Walk around the grounds, how has environment changed, plant some seeds                                                               | <b>Spring into Life</b><br>Spring is the season of new life. Pictures of baby animals – what will they grow into.<br>Lifecycle of butterfly/frog etc | <b>Easter (Christian Celebration)</b><br>What do you know about Easter? What makes it special? Who is Easter Special for? Who celebrates and how?                                                | <b>Easter part 2 (Christian Celebration)</b><br>Easter story beginning with Jesus entering Jerusalem on a donkey.                                  | <b>Easter part 3</b><br>Easter story from where Jesus is praying in the Garden of Gethsemane. What do the children think he is praying for?                        | <b>Easter part 4</b><br>Easter story where Jesus is placed on the cross and the symbolism. Show the different symbols of Easter. Miracles, forgiveness and new beginning. |  |

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

|                                                                                                                                                           |                                                                                                              |                                                 |                                                                                                                                                                 |                                                                         |                                                |                                                                         |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------|--|
| <b>PSHE and Citizenship</b><br>Jigsaw- Healthy Me<br>Group dynamics<br>Smoking<br>Alcohol<br>Assertiveness<br>Peer pressure<br>Celebrating inner strength | Know what the word 'healthy' means<br><br>Know some things that they need to do to keep healthy              | Know that they need to exercise to keep healthy | Food glorious food<br>I know which foods are healthy and not so healthy and can make healthy eating choices.<br><br>Know the names for some parts of their body | Know how to help themselves go to sleep and that sleep is good for them | Know when and how to wash their hands properly | Know how to say no to strangers<br><br>Know what to do if they get lost |  |
| <b>MfL</b><br><i>Spanish</i>                                                                                                                              |                                                                                                              |                                                 |                                                                                                                                                                 |                                                                         |                                                |                                                                         |  |
| Visitors                                                                                                                                                  | Community Police visit / Dental nurse or hygienist.                                                          |                                                 |                                                                                                                                                                 |                                                                         |                                                |                                                                         |  |
| Visits                                                                                                                                                    | Minibeast Hunt- local                                                                                        |                                                 |                                                                                                                                                                 |                                                                         |                                                |                                                                         |  |
| REAch2's 11 before 11 Promises                                                                                                                            | <b>Wildlife Warrior</b><br> |                                                 |                                                                                                                                                                 |                                                                         |                                                |                                                                         |  |