

EYFS – Reception

|                                  |                    |                  |                                  |         |                                                       |  |
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| Reception<br>Jade and<br>Emerald | Term 3<br>Spring 1 | Enquiry Theme    | Superheroes                      |         |                                                       |  |
|                                  |                    | Enquiry Question | Who does a super job to help me? |         |                                                       |  |
| Role play                        | Inside             | Superhero's Lair |                                  | Outside | Emergency Services base- Fire Station/ Police Station |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                 |                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                     |                                                                                                                 |                                                                                                                   |                                                                                                                                       |
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| 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 (PSSED)</b><br><b>Self-Regulation</b><br>Talk with others to solve conflicts.<br><b>ELG: Managing Self</b><br>See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed).<br><b>ELG: Building Relationships</b><br>Help to find solutions to conflicts and rivalries. | <b>Self-Regulation</b><br>Identify and moderate own feelings socially and emotionally.<br>ZoR                                                   | <b>Self-Regulation</b><br>Identify and moderate own feelings socially and emotionally.<br>ZoR                | <b>Self-Regulation</b><br>Identify and moderate own feelings socially and emotionally.<br>ZoR                                                                                                                                                                                                                                                                                                 | <b>Self-Regulation</b><br>Talking with others to solve problems<br>ZoR                              | <b>Self-Regulation</b><br>Talking with others to solve problems<br>ZoR                                          | <b>Self-Regulation</b><br>Talking with others to solve problems<br>ZoR                                            | <b>Self-Regulation</b><br>Talking with others to solve problems<br>ZoR                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Managing Self</b><br>See themselves as valuable individuals. Exploring talents and setting goals for the year ahead.                         | <b>Managing Self</b><br>See as valuable individuals. Exploring talents and setting goals for the year ahead. | <b>Managing Self</b><br>Identifying when they do and don't need help. Changing for PE                                                                                                                                                                                                                                                                                                         | <b>Managing Self</b><br>Identifying when they do and don't need help. Changing for PE               | <b>Managing Self</b><br>Identifying when they do and don't need help. Introduce strategies to support in class. | <b>Managing Self</b><br>Identifying when they do and don't need help. Introducing strategies to support in class. | <b>ELG: Managing Self</b><br>Identifying when they do and don't need help. Choosing appropriate resources to support with activities. |
|                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Building Relationships</b><br>Form positive attachments to adults and friendships with peers – show sensitivity to own and to others' needs. | <b>Building Relationships</b><br>Express their feelings and consider the feelings of others.<br>ZoR          | <b>Building Relationships</b><br>Express their feelings and consider the feelings of others.<br>ZoR                                                                                                                                                                                                                                                                                           | <b>Building Relationships</b><br>Express their feelings and consider the feelings of others.<br>ZoR | <b>Building Relationships</b><br>Express their feelings and consider the feelings of others.<br>ZoR             | <b>Building Relationships</b><br>Express their feelings and consider the feelings of others.<br>ZoR               | <b>Building Relationships</b><br>Express their feelings and consider the feelings of others.<br>ZoR                                   |
| <b>Physical Development (PD)</b><br>Fine                                                                                                                                                                                                                                                                                                                                                                           | <b>Fine</b><br>Use a comfortable grip with good control when holding pencils                                                                    | <b>Fine</b><br>Use a comfortable grip with good control when holding pencils                                 | <b>Fine</b><br>Use a comfortable grip with good control when holding pencils                                                                                                                                                                                                                                                                                                                  | <b>Fine</b><br>Use a comfortable grip with good control when holding pencils                        | <b>Fine</b><br>Use a comfortable grip with good control when holding pencils                                    | <b>Fine</b><br>Use a comfortable grip with good control when holding pencils                                      | <b>Fine</b><br>Use a comfortable grip with good control when holding pencil                                                           |

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

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| <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p><b>Gross</b></p> <p>Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; toothbrushing; sensible amounts of screen time; good sleep routine; being safe pedestrian.</p>                                                                                                        | <p><b>Gross</b></p> <p>Further develop skills they need to manage school day successfully – lining up, mealtimes and personal hygiene.</p>                                                                    | <p><b>Gross</b></p> <p>Further develop skills they need to manage school day successfully – lining up, mealtimes and personal hygiene.</p>                                      | <p><b>Gross</b></p> <p>Further develop skills they need to manage school day successfully – lining up, mealtimes and personal hygiene.</p>                                      | <p><b>Gross</b></p> <p>Further develop skills they need to manage school day successfully – lining up, mealtimes and personal hygiene.</p>                    | <p><b>Gross</b></p> <p>Further develop skills they need to manage school day successfully – lining up, mealtimes and personal hygiene.</p>                    | <p><b>Gross</b></p> <p>Further develop skills they need to manage school day successfully – lining up, mealtimes and personal hygiene.</p>                                      | <p><b>Gross</b></p> <p>Further develop skills they need to manage school day successfully – lining up, mealtimes and personal hygiene.</p>                                      |
| <p><b>Communication and Language (CL)</b></p> <p><b>Listening, Attention and Understanding</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p><b>Speaking</b></p> <p>Describe events in some detail. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences.</p>                                                                            | <p><b>Listening, Attention and Understanding</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p>                                                                          | <p><b>Listening, Attention and Understanding</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p>                                            | <p><b>Listening, Attention and Understanding</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p>                                            | <p><b>Listening, Attention and Understanding</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p>                          | <p><b>Listening, Attention and Understanding</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p>                          | <p><b>Listening, Attention and Understanding</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p>                                            | <p><b>Listening, Attention and Understanding</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p>                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Speaking</b></p> <p>Describe events using full sentences. Express their ideas and feelings about their experiences over the holidays.</p>                                                               | <p><b>Speaking</b></p> <p>Describe events in full sentences. Offer explanation for how Supertato may capture the Evil Pea.</p>                                                  | <p><b>Speaking</b></p> <p>Retell the story of Supertato using repetition and some of their own words.</p>                                                                       | <p><b>Speaking</b></p> <p>Connect one idea or action to another using a range of connectives (and, because)</p>                                               | <p><b>Speaking</b></p> <p>Connect one idea or action to another using a range of connectives (and, because)</p>                                               | <p><b>Speaking</b></p> <p>Connect one idea or action to another using a range of connectives (and, because)</p>                                                                 | <p><b>Speaking</b></p> <p>Connect one idea or action to another using a range of connectives (and because).</p>                                                                 |
| <p><b>Literacy</b></p> <p><b>Word reading</b></p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p> <p><b>Writing</b></p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> | <p><b>Core Texts:</b> <i>Supertato</i>; <i>Supertato Carnival</i>; <i>Catastro-pea</i></p> <p><b>Wider reading:</b> The Jolly Postman, Non-fiction: Fire Fighters, Doctors, Police, All Through the Night</p> |                                                                                                                                                                                 |                                                                                                                                                                                 |                                                                                                                                                               |                                                                                                                                                               |                                                                                                                                                                                 |                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Word reading</b></p> <p>Blend sounds into words so they can read short words made up of known sounds.</p> <p><b>Phonics</b> Letters and Sounds- Little Wandle Phase 3</p>                               | <p><b>Word reading</b></p> <p>Blend sounds into words so they can read short words made up of known sounds.</p> <p><b>Phonics</b> Letters and Sounds- Little Wandle Phase 3</p> | <p><b>Word reading</b></p> <p>Blend sounds into words so they can read short words made up of known sounds.</p> <p><b>Phonics</b> Letters and Sounds- Little Wandle Phase 3</p> | <p><b>Word reading</b></p> <p>Read some letter groups that represent one sound (digraphs)</p> <p><b>Phonics</b> Letters and Sounds- Little Wandle Phase 3</p> | <p><b>Word reading</b></p> <p>Read some letter groups that represent one sound (digraphs)</p> <p><b>Phonics</b> Letters and Sounds- Little Wandle Phase 3</p> | <p><b>Word reading</b></p> <p>Read some common exception words from Phase 2 and Phase 3 Letters and Sounds.</p> <p><b>Phonics</b> Letters and Sounds- Little Wandle Phase 3</p> | <p><b>Word reading</b></p> <p>Read some common exception words from Phase 2 and Phase 3 Letters and Sounds.</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 influenced by their range of books.</p>                                                                               | <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p>                                                 | <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p>                                                 | <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p>                               | <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p>                               | <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p>                                                 | <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p>                                                 |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Writing - Supertato</b><br>Write some letters correctly.                                                                                                                                                                                                            | <b>Writing – Supertato</b><br>Form lower case and capital letters correctly.                                                                                                                                                                                                                                                  | <b>Writing - Supertato</b><br>Form lower case and capital letters correctly.        | <b>Writing</b><br>Spell words by identifying the sounds and then writing the sound with letter/s.                                                                                                                                                                                                                                       | <b>Writing</b><br>Spell words by identifying the sounds and then writing the sound with letter/s.                                                                                                                                                                                                                                               | <b>Writing</b><br>Spell words by identifying the sounds and then writing the sound with letter/s.                                                                                                                                                                            | <b>Writing</b><br>Spell words by identifying the sounds and then writing the sound with letter/s.                                                     |
| <b>Writing Foundational Skills/ Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Form lower-case and capital letters correctly.                                                                                                                                                                                                                         | Form lower-case and capital letters correctly.                                                                                                                                                                                                                                                                                | Form lower-case and capital letters correctly.                                      | Spell words by identifying the sounds and then writing the sound with letter/s.<br><br>Write simple phrases and sentences that can be read by others.                                                                                                                                                                                   | Spell words by identifying the sounds and then writing the sound with letter/s.<br><br>Write simple phrases and sentences that can be read by others.                                                                                                                                                                                           | Spell words by identifying the sounds and then writing the sound with letter/s.<br><br>Write simple phrases and sentences that can be read by others.                                                                                                                        | Spell words by identifying the sounds and then writing the sound with letter/s.<br><br>Write simple phrases and sentences that can be read by others. |
| <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.<br>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. | 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>Alive in Five!<br>Introducing Zero<br>Comparing numbers to 5<br>Composition of 4 and 5<br>Understand that zero is one less than 1.<br>Understand that zero means 'nothing there' or 'all gone'.<br>Represent zero using 0. Count back from 5 to zero. | <b>Number</b><br>Alive in Five!<br>Comparing numbers to 5<br>Composition of 4 and 5<br>Compare groups to 5 by counting, lining objects up and comparing their position in the counting order.<br>Compare two sets of identical and non-identical objects.<br>Identify which groups are equal and which has more or less than. | <b>Number</b><br>Alive in Five!<br>Comparing numbers to 5<br>Composition of 4 and 5 | <b>Number</b><br>Growing 6, 7, 8!<br>Making pairs<br>Combining 2 groups. 6, 7 and 8<br>Apply counting principles to count forwards and backwards to eight<br>Represent 6, 7 and 8 in different ways and order them<br>Count out the required number from a larger group<br>Arrange 6, 7 and 8 into smaller groups to support subitising | <b>Number</b><br>Growing 6, 7, 8!<br>Making pairs<br>Combining 2 groups.<br>Combine two groups to find how many there are altogether<br>Combine two groups in many contexts using real objects<br>Subitise where possible to begin to move on from counting each individual object<br>Use part-whole model to show how two groups are combined. | <b>Number</b><br>Growing 6, 7, 8!<br>Making pairs<br>Combining 2 groups.<br>Length and Height<br>Use language to describe length and height<br>Compare length and height of different objects<br>Use specific mathematical vocabulary relating to length, height and breadth | <b>Revision</b>                                                                                                                                       |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                |                                                                                                                                                                |                                                                                                                                                                           | Begin to subitise numbers to 8 using a ten frame to support Order and compare representations noticing the one more/less patterns Relate learning of one more and one less to numbers to 8 Find numbers on a clock |                                                                                                                                                                   | Describe length and height making indirect comparisons using identical objects (e.g. The table is 4 blocks long)                                                 |                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Numerical Patterns</b><br>Link numerals and amounts up to 5. Show the correct number of objects to match a numeral.                                         | <b>Numerical Patterns</b><br>Understand positional language such as 'the bag is under the table'.                                                              | <b>Numerical Patterns</b><br>Discuss routes and locations using words such as 'in front of' and 'behind'.                                                                 | <b>Numerical Patterns</b><br>Describe a sequence of events using words such as first, then, next.                                                                                                                  | <b>Numerical Patterns</b><br>Compare numbers using vocabulary such as 'more than', 'less than'.                                                                   | <b>Numerical Patterns</b><br>Recognise and describe patterns in the environment.                                                                                 | <b>Numerical Patterns</b><br>Identifying and creating repeating patterns. Able to identify and continue repeated patterns.                                             |
| <b>Maths- Foundational Facts</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Subitise numbers on a dice                                                                                                                                     | Subitise numbers on a dice                                                                                                                                     | Subitise numbers on a dice                                                                                                                                                | Recall days of the week and months of the year                                                                                                                                                                     | Recall days of the week and months of the year                                                                                                                    | Recall days of the week and months of the year                                                                                                                   |                                                                                                                                                                        |
| <b>Understanding the World</b><br><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>. Show interest in different occupations. Continue developing positive attitudes about the differences between people.<br>Draw information from a simple map.<br><b>The Natural World</b><br>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live. | <b>Past and Present</b><br>Timelines – children to organise some events using basic chronology. Introduce some historic events from before children were born. | <b>Past and Present</b><br>Timelines – children to organise some events using basic chronology. Introduce some historic events from before children were born. | <b>Past and Present</b><br>Talk about the lives of people around them and their roles in society. Compare police officer from 50 years ago to today. What do they notice? | <b>Past and Present</b><br>Talk about the lives of people around them and their roles in society. Compare fire fighter from 50 years ago to today. What do they notice?                                            | <b>Past and Present</b><br>Talk about the lives of people around them and their roles in society. Compare doctor from 50 years ago to today. What do they notice? | <b>Past and Present</b><br>Talk about the lives of people around them and their roles in society. Compare nurse from 50 years ago to today. What do they notice? | <b>Past and Present</b><br>Talk about the lives of people around them and their roles in society. Compare shop keeper from 50 years ago to today. What do they notice? |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>People, Culture and Communities</b><br>Recognise that people have different beliefs and celebrate                                                           | <b>People, Culture and Communities</b><br>Draw information from a simple map. Supertato – create maps for                                                      | <b>People, Culture and Communities</b><br>Talk about the lives of people around them and their roles in society. Police Officer                                           | <b>People, Culture and Communities</b><br>Talk about the lives of people around them and their roles in society. Fire fighter -                                                                                    | <b>People, Culture and Communities</b><br>Talk about the lives of people around them and their roles in society. Doctor –                                         | <b>People, Culture and Communities</b><br>Talk about the lives of people around them and their roles in society. Nurse –                                         | <b>People, Culture and Communities</b><br>Talk about the lives of people around them and their roles in society. Shop keeper –                                         |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | special times in different ways.                                                                                                                                                                     | supermarkets and use these to hide the Evil Pea.                                                                                                                                                 | – challenge stereotypical/gender assumptions.                                                                                                                                                                                        | challenge stereotypical/gender assumptions.                                                                                                                                                           | challenge stereotypical/gender assumptions.                                                                                                                                                                           | challenge stereotypical/gender assumptions.                                                                                                                                                          | challenge stereotypical/gender assumptions.                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>The Natural World</b><br>Know that there are different countries in the world and talk about differences they have experienced or seen in photos.<br>New Year Celebrations around the world.      | <b>The Natural World</b><br>Talk about differences between materials and changes they may notice. (Freeze vegetables in block of ice – what happens when ice taken out of freezer? - Supertato)  | <b>The Natural World</b><br>Talk about differences between sinking and floating. Make jelly and add some pieces of fruit/vegetables - will they sink or float? What happens to jelly when it is taken out of the fridge? (Supertato) | <b>The Natural World</b><br>Super Seasons.<br>Describe the differences between the four seasons. How do animals behave differently in each season? Why do some animals hibernate in the winter?       | <b>The Natural World</b><br>Know that there are different countries in the world and talk about differences they have experienced or seen in photos.<br>Chinese New Year (Year of the Tiger).                         | <b>The Natural World</b><br>Super Senses – How do we use each of our senses every day? Which sense do we use the most? Do we have a Super Sense?                                                     | <b>The Natural World</b><br>Super Sense Challenge.<br>Children to use different senses to identify a range of objects (touch, taste, feeling)                                                        |
| <b>Expressive Arts and Design</b><br><b>Creating with Materials</b><br>Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.<br><b>Being Imaginative and Expressive</b><br>Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses. | <b>Creating with Materials</b><br>Work collaboratively to create a Superhero Station for the classroom. Selecting and sharing ideas, resources and skills.                                           | <b>Creating with Materials</b><br>Join different materials to create own SuperTato or Super Vegetable.                                                                                           | <b>Creating with Materials</b><br>Develop their own plans for a trap for the Evil Pea and choose which materials to use to create these (junk modelling).                                                                            | <b>Creating with Materials</b><br>Design and develop new storyline for SuperTato in role play.                                                                                                        | <b>Creating with Materials</b><br>Chinese New Year lanterns.                                                                                                                                                          | <b>Creating with Materials</b><br>It's an Emergency! Children to choose which emergency service they wish to represent in Role Play – design and create badges, capes and resources to support play. | <b>Creating with Materials</b><br>It's an Emergency! Children to choose which emergency service they wish to represent in Role Play – design and create badges, capes and resources to support play. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Being Imaginative and Expressive</b><br>Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses. | <b>Being Imaginative and Expressive</b><br>Listen attentively to music, expressing their feelings. Play 5 familiar soundtracks to Superhero programmes/movies. Children to move to the music and | <b>Being Imaginative and Expressive</b><br>Listen attentively to music. Explore using different percussion instruments to accompany Supertato text.                                                                                  | <b>Being Imaginative and Expressive</b><br>Listen attentively to music. Explore using different percussion instruments to create own soundtrack to Superhero story. Record and play back to children. | <b>Being Imaginative and Expressive</b><br>Chinese New Year – introduce children to traditional Chinese music. Is it similar or different to music they hear at home? Describe the music. How does it make them feel? | <b>Being Imaginative and Expressive</b><br>Create their own superhero moves.                                                                                                                         | <b>Being Imaginative and Expressive</b><br>Create their own superhero moves.                                                                                                                         |

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|                                                                                                                                                                              |                                                                                                                                                | describe how it makes them feel?                                                                                                                                         |                                                                                                                                                   |                                                                                                                                   |                                                                                                                                                                                                                         |                                                                                                    |               |
| <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>Week 7</b> |
| <b>Music</b><br>Kapow: Music and Movement<br>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music | Understand why songs have actions; learn some simple Makaton signs to accompany a song                                                         | Explore beat through body movement; express feelings and emotions through movement to music                                                                              | Explore beat through body movement; express feelings and emotions through movement to music                                                       | Explore pitch and tempo through scarf dancing and body movement; express feelings and emotions through movement to music          | Perform action songs to a small audience                                                                                                                                                                                |                                                                                                    |               |
| <b>Computing</b><br>Rising Stars- Switched On ICT EYPS                                                                                                                       | Unit 9<br>We can listen<br>Using technology to communicate verbally                                                                            | Unit 10<br>We can understand instructions<br>Following a recipe                                                                                                          | Unit 11<br>We can understand messages<br>Controlling and using sound                                                                              |                                                                                                                                   | Unit 12<br>We are talkers<br>Using video cameras to record video clips                                                                                                                                                  |                                                                                                    |               |
| <b>PE</b><br>PE HUB<br>Gym Unit 1:<br>Speed, Agility, Travel Unit 1                                                                                                          | Gym Unit 1:<br>Listen and follow teacher's instructions<br>Walk, run and jump<br>Change directions and be still                                | Gym Unit 1:<br>Jump and rebound on and off low apparatus<br>Work with a partner to jump in unison<br>Create a simple sequence of jumps                                   | Gym Unit 1:<br>Balance a beanbag without dropping it<br>Move and roll a ball in different ways with control<br>Work in a team to transfer objects | Gym Unit 1:<br>Move around apparatus<br>Perform a balance<br>Travel using different parts of the body                             | Gym Unit 1:<br>Show awareness of the body, so that limbs can move together and in isolation<br>To copy and repeat simple patterns<br>Copy and repeat simple patterns<br>Coordinate movements involving simple equipment | Gym Unit 1:<br>Perform simple shapes<br>Balance in a variety of ways                               |               |
|                                                                                                                                                                              | Speed, Agility, Travel Unit 1:<br>Move forwards, backwards and sideways at speed<br>Improve speed<br>Demonstrate agility in a variety of games | Speed, Agility, Travel Unit 1:<br>Run safely, both chasing and being chased<br>Awareness of surroundings and things to avoid<br>Control speed and direction when running | Speed, Agility, Travel Unit 1:<br>Change direction when moving<br>Watch others, anticipate and adapt movements                                    | Speed, Agility, Travel Unit 1:<br>Use a variety of ways to start movement<br>Use different ways of stopping movement with control | Speed, Agility, Travel Unit 1:<br>Recognise fast and slow movements<br>Move slowly and quickly, copying others                                                                                                          | Speed, Agility, Travel Unit 1:<br>Show control to stop and perform actions<br>Move and stop on cue |               |

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

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>RE</b><br>How do people celebrate?                                                                                                                                                                                                        | Celebrating New Year<br>What do you think you need to do to achieve your New Year's resolution? | Luna New Year (Chinese Story)<br>How does it make you feel when you work hard and achieve it/not achieve. | Luna New Year (A Chinese Story) cont...<br>How is the New Year celebrated? What do your family do when they have a celebration? | Persian New Year Read (A Nowruz Story)<br>Comparison of winter and spring. Discuss the story | Persian New Year Read (A Nowruz Story) cont...<br>Recap the story and discuss how the winter changes to spring and how New Year is celebrated in different parts of the world. | Holi (A Sananata Dharma Festival)<br>Holi story to be read and discussed with the children. Discuss festival of colour and starting afresh with the start of spring. How is it celebrated? |  |
| <b>PSHE and Citizenship</b><br>Dreams and Goals<br>Hopes and dreams<br>Overcoming disappointment<br>Creating new, realistic dreams<br>Achieving goals<br>Working in a group<br>Celebrating contributions<br>Resilience<br>Positive attitudes | Know what a challenge is<br><br>Know that it is important to keep trying                        | Know what a goal is<br><br>Know how to set goals and work towards them                                    | Know which words are kind                                                                                                       | Know some jobs that they might like to do when they are older                                | Know that they must work hard now in order to be able to achieve the job they want when they are older                                                                         | Know when they have achieved a goal                                                                                                                                                        |  |
| <b>MfL</b><br><i>Spanish</i>                                                                                                                                                                                                                 |                                                                                                 |                                                                                                           |                                                                                                                                 |                                                                                              |                                                                                                                                                                                |                                                                                                                                                                                            |  |
| <b>Visitors</b>                                                                                                                                                                                                                              | Emergency Services to talk to children: Police, Fire, Doctor, Nurses                            |                                                                                                           |                                                                                                                                 |                                                                                              |                                                                                                                                                                                |                                                                                                                                                                                            |  |
| <b>Visits</b>                                                                                                                                                                                                                                | Buddies- get to know you                                                                        |                                                                                                           |                                                                                                                                 |                                                                                              |                                                                                                                                                                                |                                                                                                                                                                                            |  |
| <b>REAch2's 11 before 11 Promises</b>                                                                                                                                                                                                        |                                                                                                 |                                                                                                           |                                                                                                                                 |                                                                                              |                                                                                                                                                                                |                                                                                                                                                                                            |  |