

KS1 – Year One

Year 1 Sapphire and Kyanite	Term 6 Summer 2	Enquiry Theme	Wacky Weather
		Enquiry Question	Is the weather always the same?
Role play	Inside	Garden centre/ Flower shop	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading Predicting what might happen on the basis of what has been read so far Making inferences on the basis of what is being said and done ** refer to LTP for ongoing objectives	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Participate in discussion about what is read to them, taking turns and listening to what others say						
English- writing Composition; vocabulary, grammar and punctuation, linked to foundational skills and knowledge. Write sentences by: Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Genre: Narrative Text(s): <i>Oh the Places You'll Go by Dr Seuss</i> Begin to use a range of sentence starters including time conjunctions to order writing.	Genre: Recount Text(s): <i>Real life experiences – Sports Day</i> Begin to use a range of sentence starters including time conjunctions to order writing.	Genre: Poetry Text(s): <i>Where the Wild Things Are by Maurice Sendak</i> Consolidate any areas from the sentence level progression.				
English- phonics Little Wandle Summer 2 progression	Refer to Little Wandle Scheme for phonics and reading – Summer 2						
English- spelling Apply simple	Refer to Little Wandle Scheme for phonics and spelling – Summer 2						

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spelling rules and guidance.							
English-handwriting Numbers 10-20 spacing Practising ch unjoined Introducing diagonal join to ascender ch Practising ai unjoined Introducing diagonal join, no ascender ai Practising wh unjoined Introducing horizontal join to ascender wh Practising ow unjoined Introducing horizontal join, no ascender ow	Numbers 10-20 Practising ch unjoined	Introducing diagonal join to ascender: ch. Practising unjoined ai	Introducing horizontal join to ascender wh Practising ow unjoined.	Introducing the diagonal join, no ascender – ai Practising wh unjoined.	Introducing horizontal join, no ascender ow	Practising descender and ascenders	
Maths Number: Place Value within 100 Measurement: Money Time	Counting to 100 Comparing and ordering numbers	Counting to 100 Comparing and ordering numbers	Counting to 100 Comparing and ordering numbers	Recognising coins/notes	Recognising coins/notes	Time to o'clock.	Time to the half hour
Maths-Foundational Facts	Name a variety of 2D and 3D shapes	Name a variety of 2D and 3D shapes	Recognise all coins	Recognise all coins	Consolidation/ Assessment based gap filling	Consolidation/ Assessment based gap filling	
Science: seasons Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Observe and describe the weather and natural world in summer. Making systematic observations outdoors using drawings and photographs.	Compare summer weather with other seasons using the year's data. Drawing conclusions – using the year's weather records to identify patterns across seasons.	Describe how day length varies across the seasons, with summer having the longest days. Comparing secondary data about sunrise and sunset across the year. Noting changes in natural light over the school day.	Observe how plants and animals change in summer compared to other seasons. Comparing summer outdoor observations to those from earlier in the year.	Record and present summer weather observations over a period of time. Gathering and recording weather data over five days. Recording data – completing a weather diary and simple pictogram.	Draw conclusions about how weather and the natural world change across the four seasons. Drawing conclusions – using the year's collected observations to identify patterns and make summary statements about each season.	Consolidation
History							
Geography Use geographical language to describe places (river, wood, hills, stream) Talk about a place where the weather is different e.g. Australia, north pole, south pole etc)	Identify the link between seasons and weather. Name and identify the four seasons	Identify the characteristics of a season. Name and identify the four seasons	Recognise weather patterns in UK Locate weather patterns in the UK	Recognise the impact of a key person for weather	Understand the role of a weather reporter	Analyse weather data of different UK countries Read and interpret data	Consolidation

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Talk about seasonal changes in the weather Use different sources of information to find out about different weather	Identify weather types	Identify weather types	Identify weather symbols and understand their meaning				
Art and design							
Design and Technology Super Smoothie (Cooking and Nutrition) Richard Reed	Know the names and groups of fruit and vegetables. Know how ingredients lists give information. Know how to carry out taste testing and describe the ingredients	Know where different fruits come from	Know how to create and evaluate a simple survey to determine preferences	Know how we keep healthy and which foods are needed for a healthy diet. Know that fruit contains sugar. Understand what is an allergen.	Know how to design a smoothie from survey feedback. Know how to test and re-evaluate.	Know how to use utensils and equipment safely. Know how to produce a final piece, taking on board feedback and self-evaluation.	Consolidation
Music Musical symbols (Theme: Under the sea) Combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.	Explore tempo changes through movement	Explore how dynamics can be represented by different symbols	Clap simple rhythmic patterns while keeping the pulse	Interpret symbols to demonstrate a pitch pattern	Perform as part of a group to demonstrate dynamics, pitch and rhythm	Consolidation	Consolidation
Computing Unit 6 Programming B- programming animations	Choose a command for a given purpose Find which commands to move a sprite Use commands to move a sprite Compare different programming tools	Show that a series of commands can be joined together Use more than one block by joining them together Use a Start block in a program Run my program	Identify the effect of changing a value Find blocks that have numbers Change the value Say what happens when I change a value	Explain that each sprite has its own instructions Show that a project can include more than one sprite Delete a sprite Add blocks to each of my sprites	Design the parts of a project Choose appropriate artwork for my project Decide how each sprite will move Create an algorithm for each sprite	Use my algorithm to create a program Use sprites that match my design Add programming blocks based on my algorithm Test the programs I have created	
PE Hit, Catch, Run Unit 2 Run, Jump, Throw Unit 2	Hit, Catch, Run Unit 2: Catch a ball over short distance	Hit, Catch, Run Unit 2: Begin to hit a ball with power	Hit, Catch, Run Unit 2: Position ourselves in the path of the ball	Hit, Catch, Run Unit 2: Field the ball to a base	Hit, Catch, Run Unit 2: Catch a high ball	Hit, Catch, Run Unit 2: Stop the other team from scoring points	
	Run, Jump, Throw Unit 2:	Run, Jump, Throw Unit 2:	Run, Jump, Throw Unit 2:	Run, Jump, Throw Unit 2:	Run, Jump, Throw Unit 2:	Run, Jump, Throw Unit 2:	

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	Use agile movements in different activities	Recognise start/end of an activity	Develop stamina when running	Develop core strength to improve throwing	Stride and jump for height	Choose the best starting position for running quickly	
RE Enquiry: Does visiting the synagogue help Jewish children feel closer to God? Theme: Prayer and worship.	Talk about my favourite place and say why it is special to me	Know Jerusalem and the synagogue are special to Jews and can say what they might see at the Synagogue.	Talk about the Jewish Holy Book and explain how it is used	Talk about special clothing Jews wear when visiting the synagogue	Start to explain feelings when I visit a place that is special to me Explain what happens when Jews visit the synagogue for worship and prayer	Think about how the synagogue might give special feelings to Jews, and include similar features in a special place I have designed	
PSHE and Citizenship Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning about change	Know that animals including humans have a life cycle	Know that people grow up at different rates and that is normal	Know that changes happen when we grow up	Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these	Know that learning brings about change	Know who to ask for help if they are worried or frightened	Consolidation
MfL							
Visits/ visitors	Windsor Castle Visit						
REAch2 11 before 11 Promises	Create Something Amazing 						