

KS1 – Year One

Year 1 Sapphire and Kyanite	Term 4 Spring 2	Enquiry Theme	London's Calling
		Enquiry Question	What's special about our capital city?
Role play	Inside	Castle/ Dungeon/ Palace	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading Predicting what might happen on the basis of what has been read so far ** refer to LTP for ongoing objectives	Shared Texts- writing Class read- Pie Corbett Reading Spine or 50 Recommended Reads List Guided- group targets and texts						
English- writing Composition; 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>The Snail and the Whale</i> Identify and write an adjective after a being verb. Identify and write lists of two adjectives after a being verb.		Genre: Letter Text(s): <i>The Day the Crayons Quit</i> Identify and write expanded noun phrases.		Genre: Letter Text(s): <i>Real life experiences</i> Identify and write a past tense action verb. Identify and write a past tense being verb.		
English- Phonics Little Wandle	Little Wandle scheme – phase 5 (with additional catch groups for Phase 2 onwards)						
English- spelling Name the letters of the alphabet: Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound.	Refer to Little Wandle Letters and Sounds scheme for progression spellings.						

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Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Apply simple spelling rules and guidance Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs							
English-handwriting Practising long-legged giraffe letters, one armed robot letter and curly caterpillar letters Practising zig zag monster letters Writing words zz Mixing all of the letter families Practising all of the capital letters Practising all of the numbers 0-9 Writing words with ck and qu Practising long vowel phonemes ai, igh, oo Practising vowels with adjacent consonants ee, oa, oo	Practising long-legged giraffe letters, one armed letters, and curly caterpillar letters Practising zig zag letters	Writing words with double zz Mixing all of the letter families	Practising with capital letters Practising 0-9	Writing words with ck and qu Practising long vowel phonemes ai, ee, igh, ea, oo, ue, oa, ay,	Practising vowels with adjacent consonants: ee, oa, oo	Recap of letters found tricky	
Maths Place Value: Within 50 Measurement: Length and Height Measurement: Mass and Volume	Place value within 50 Counting to 50, groups of 10	Place value within 50 Partitioning with tens and ones, number lines to 50, estimating and 1 more and 1 less	Length and height Compare height and length and height	Length and height Using objects and introducing centimetres	Mass and volume Heavier and lighter, measuring mass and comparing mass	Mass and volume Full and empty, compare volume, measuring capacity and comparing capacity	
Maths-Foundational Facts	Count forwards and backwards up to 50	Count forwards and backwards up to 50	Find 1 more/ 1 less of any number to 50	Find 1 more/ 1 less of any number to 50	Partition numbers into 1s and 10s	Partition numbers into 1s and 10s	
Science Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Understand the basic structure of plants. Record observations using drawings and labelled drawings.	Observe plants in our local area. Use a camera to take photographs to record observations using drawings and simple written comparisons.	Identify suitable Identify and name wild plants. Use a checklist to record observations in writing; record observations using drawings and labels.	Identify and name garden plants. Record observations using drawings and labelled drawings.	Identify and compare evergreen and deciduous trees. Record comparisons in writing and take photographs to support observations.	Understand how humans use plants. Record observations using drawings and writing.	
History							

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Geography Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map. Use and construct basic symbols in a key.	Identify the characteristics of the four countries and capital cities of the UK.	Identify the word culture and how it links to the British Isles.	Explore tourist areas of the UK.	Understand what an Atlas is and how to use one.	Explore the continent of Europe.	Explore the continent of Europe and identify human and physical features.	
Art and design							
Design and Technology Bridges – Structures Isambard Kingdom Brunel	Know how to identify similarities and differences between bridge shapes and designs. Know about the work of Isambard Kingdom Brunel.	Know where bridges are in the local environment and identify what they are used for.	Know through exploring which materials would be appropriate to use for purpose. Know which tools could be used when sketching design ideas.	Understand what makes a bridge strong. Know which materials are stronger than others by testing and evaluating.	Know how to design and make two different types of bridges to test. Know simple constants in a text.	Know how to produce a final piece, after testing a prototype, taking on board feedback and self-evaluation.	
Music Sound patterns (Theme: Fairytales) Introduction to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	Explore and change dynamics using the voice	Experiment with different sounds using a single instrument	Read simple rhythmic patterns comprising of one beat sounds and one beat rests	Play sound patterns in time with the pulse using a visual stimulus	Show awareness of different roles when performing in a group performance	Consolidation lesson.	
Computing Unit 4 Data and information- grouping data	Label objects Describe objects using labels Match objects to groups Identify the label for a group of objects	Identify that objects can be counted Count objects Group objects Count a group of objects	Describe objects in different ways Describe an object Describe a property of an object Find objects with similar properties	Count objects with the same properties Group similar objects Group objects in more than one way	Compare groups of objects Choose how to group objects Describe groups of objects Record how many objects are in a group	Answer questions about groups of objects Decide how to group objects to answer a question Compare groups of objects	

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				Count how many objects share a property		Record and share what I have found	
PE Attack, defend and shoot Unit 2 Gymnastics Unit 2	Attack, defend and shoot Unit 2: Find our pulse on our wrist	Attack, defend and shoot Unit 2: Move side to side to defend the goal	Attack, defend and shoot Unit 2: Bounce a ball with control to ourselves	Attack, defend and shoot Unit 2: Aim at different targets	Attack, defend and shoot Unit 2: Adapt to a game with changing rules	Attack, defend and shoot Unit 2: Play in the best defensive position in a game	
	Gymnastics Unit 2: Move on, off and over apparatus	Gymnastics Unit 2: Rock on different parts of the body	Gymnastics Unit 2: Perform spins and turns at different levels	Gymnastics Unit 2: Perform actions at the same time as a class (unison)	Gymnastics Unit 2: Perform controlled actions at different times than others (canon)	Gymnastics Unit 2: Create a sequence with a partner	
RE Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Theme: Salvation, God the Son – continuation of introduction to the Trinity.	Think about qualities in people I admire	Explain why Jesus might have been special or important to the people around him	Retell some of the Easter story (Before and during Palm Sunday)	Retell some of the Easter story (Palm Sunday to Easter Sunday)	Talk about a person, I admire To recall parts of the Easter story and recognise some symbols in the story	Talk about a person, I admire and say why I admire them	
PSHE and Citizenship Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Know the difference between being healthy and unhealthy Know some ways to keep healthy	Know how to make healthy lifestyle choices	Know that all household products, including medicines, can be harmful if not used properly	Know that medicines can help them if they feel poorly	Know how to keep safe when crossing the road Know about people who can keep them safe	Know about people who can keep them safe	
Visits/ visitors	Windsor Castle						
REAch2 11 before 11 Promises	Create Something Amazing 						