


<div></div> <div><b>Fairview Community Primary School</b> <b>Medium Term Planner</b> At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of <b>responsible</b> learners who not only demonstrate <b>collaboration</b> and <b>perseverance</b> in their work, but who also show <b>kindness</b>, <b>respect</b>, and <b>honesty</b> towards one another.</div>			<b>Critical Enquiry Question:</b> How have two individuals influenced our natural world?  <b>End of Unit Assessment Activity:</b> Written checkpoint - What impact have David Attenborough and Jethro Tull had on our natural world?  <b>Wow moments:</b> Trip to Wingham (term 6) - Science			
<b>Year Group:</b> 1 <b>Term:</b> 5		<b>Curriculum focus:</b> History				
Term 5						
	<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>English</b>	<b>The Extraordinary Gardener</b>  <div><div></div>To use adjectives to describe a setting.<div></div>To use adjectives to describe a setting.<div></div>To use expanded noun phrases to describe.</div>	<b>The Extraordinary Gardener</b>  <div><div></div>To write a simple sentence using full stops, finger spaces and capital letters.<div></div>To predict what might happen on the basis of what has been read so far.<div></div>To use verbs correctly when writing instructions.<div></div>To use the conjunction 'because'.</div>	<b>The Extraordinary Gardener</b>  <div><div></div>To sequence sentences to form short narratives<div></div>To use the conjunction 'because' to extend sentences.<div></div>To write a simple sentence with capital letters, finger spaces and full stops.</div>	<b>The Great Kapok Tree</b>  <div><div></div>I can invent a story set in a rainforest through drama.<div></div>To write a simple sentence using full stops, finger spaces and capital letters.<div></div>To use expanded noun phrases to describe.</div>	<b>The Great Kapok Tree</b>  <div><div></div>To identify nouns, verbs and adjectives.<div></div>To use adjectives in a sentence.<div></div>To use words with the prefix 'un'.</div>	<b>The Great Kapok Tree</b>  <div><div></div>To sequence sentences to form short narratives<div></div>To write a simple sentence using full stops, finger spaces and capital letters.</div>
<b>Reading</b>	<b>Individual reading assessments</b>	<div><div></div>To infer from a picture (3 days)<div></div>Reading for pleasure &amp; Individual Readers (2 days)</div>	<div><div></div>To predict from a picture (3 days)<div></div>Reading for pleasure &amp; Individual readers (2 days)</div>	<div><div></div>To retrieve information from an unfamiliar story (3 days)<div></div>Reading for pleasure &amp; Individual readers (2 days)</div>	<b>Phonic Reading Assessments</b>	<div><div></div>To understand the meaning of vocabulary in an unfamiliar story (3 days)<div></div>Reading for pleasure &amp; Individual readers (2 days)</div>
<b>Maths</b>	To count in 2s To count in 5s To count in 10s	To recognise equal groups. To add equal groups. To make and understand arrays. To make and understand doubles to double 10.	To make equal groups by grouping. To make equal groups by sharing.	To recognise and find half of an object or shape. To recognise and find half of a quantity.	To recognise and find a quarter of an object or shape. To recognise and find a quarter of a quantity.	To describe turns. To describe position of left and right. To describe position forwards and backwards. To describe position above and below. To undertand and use ordinal numbers.
<b>Science</b>	To identify and describe parts of plants.	To identify and describe parts of a tree.	To identify and name common wild plants	To identify and name some garden plants.	To identify trees by their leaves. LI: To sort deciduous and evergreen leaves.	To say what plants need to grow well and give reasons for my answers.  CHECKPOINT
<b>History</b>	To be able to discuss the significance of Jethro Tull.	To be able to describe what is meant by the term agriculture.  CHECKPOINT	To describe how the seed drill worked.	King Charles' Coronation  History in our lifetime	How did the seed drill improve farming?  CHECKPOINT	Continuous Provision based around Jethro Tull as a significant individual in farming.
<b>Art</b>	To know the artist Andy Goldsworthy	To make my own land art animals. To talk about the artist Andy Goldsworthy.	To create a flower sculpture.	To explore colour mixing to create new colours.	To make a model animal sculpture form clay.	To colour mix appropriate colours for clay animal sculptures.
<b>Music</b>	Improvise question and answer phrases Participate in a group performance Sing with increasing confidence		Improvise question and answer phrases Participate in a group performance Sing with increasing confidence		Improvise question and answer phrases Participate in a group performance Sing with increasing confidence	

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**Medium Term Planner**

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

**Year Group: 1**  
**Term: 6**

**Curriculum focus:**  
History

**Critical Enquiry Question:**  
How have two individuals influenced our natural world?

**End of Unit Assessment Activity:** Written checkpoint - What impact have David Attenborough and Jethro Tull had on our natural world?

**Wow moments:** Trip to Wingham (term 6) - Science

Term 6						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<b>Poetry - Commotion in the Ocean</b>  <input type="checkbox"/> To comment on obvious features of language rhymes. <input type="checkbox"/> To begin to create a rhyming string. <input type="checkbox"/> To begin to appreciate rhymes and poems.	<b>Poetry - Commotion in the Ocean</b>  <input type="checkbox"/> To use simple adjectives to describe. <input type="checkbox"/> To begin to understand acrostic poems. <input type="checkbox"/> To write an acrostic poem using adjectives.	<b>Wingham Trip Recount (and assessment week)</b>  <input type="checkbox"/> To be able to add -ed to verbs for past tense. <input type="checkbox"/> To identify and use features of a recount. <input type="checkbox"/> To use simple adjectives to describe. <input type="checkbox"/> To use connective 'and' and 'because'.	<b>Wingham Trip Recount (and assessment week)</b>  <input type="checkbox"/> To be able to add -ed to verbs for past tense. <input type="checkbox"/> To identify and use features of a recount. <input type="checkbox"/> To use simple adjectives to describe. <input type="checkbox"/> To use connective 'and' and 'because'.	<b>The Book of Butterflies</b>  <input type="checkbox"/> To recall the main points of a narrative in the correct sequence. <input type="checkbox"/> To make new words by adding 'ing' to a root verb. <input type="checkbox"/> To use adjectives for a simple description. <input type="checkbox"/> To sequence sentences into short sections of narrative.	<b>The Book of Butterflies</b>  <input type="checkbox"/> To explain clearly my understanding of my reading and what is read to me. <input type="checkbox"/> To use simple opening phrases. <input type="checkbox"/> To sequence sentences to form short narratives.
Reading	<b>Individual reading assessments</b>	<input type="checkbox"/> To infer from a picture (3 days) <input type="checkbox"/> Reading for pleasure & Individual Readers (2 days)	<input type="checkbox"/> To predict from a picture (3 days) <input type="checkbox"/> Reading for pleasure & Individual readers (2 days)	<input type="checkbox"/> To retrieve information from an unfamiliar story (3 days) <input type="checkbox"/> Reading for pleasure & Individual readers (2 days)	<b>Phonic Reading Assessments</b>	<input type="checkbox"/> To understand the meaning of vocabulary in an unfamiliar story (3 days) <input type="checkbox"/> Reading for pleasure & Individual readers (2 days)
Maths	Place Value and numbers to 100  To count from 50-100. To count in 10s to 100. To partition into tens and ones.	To use a number line to 100. To say 1 more or 1 less than a given number to 100. To compare number with the same tens. To compare any two numbers.	Maths Assessment Week	Money  To understand the value of different coins. To recognise different coins. To recognise different notes. To be able to count using coins.	Time  To understand before and after. To know the days of the week. To know the months of the year. To understand hours, minutes and seconds.	To tell the time to the hour. To tell the time to the half hour.  Consolidation of previous learning.
Science	To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	To identify and name some common animals.	L1: identify and name a variety of common animals that are carnivores, herbivores and omnivores.	L1: To describe how to care for a pets.
History	To be able to discuss the significance of David Attenborough.	To understand how Attenbrough discovered new species	School Trip – Evolution of species workshop	To investigate the impact of David Attenborough's conservation on the natural world	To understand how his significant work has left him with a legacy	Checkpoint: How has David Attenborough had an impact on our natural world?
DT	To be able to create a sliding mechanism.	To be able to use levers to create a moving mechanism.	To investigate and create wheel mechanisms.	To be able to design a picture with a moving mechanism.	To be able to make a moving picture based on a design.	To be able to evaluate a moving picture.
Music	Improvise question and answer phrases Participate in a group performance Sing with increasing confidence Sing in time with others Sing in tune with everyone else.		Improvise question and answer phrases Participate in a group performance Sing with increasing confidence Sing in time with others Sing in tune with everyone else.		Improvise question and answer phrases Participate in a group performance Sing with increasing confidence Sing in time with others Sing in tune with everyone else.	

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