

Fairview Community Primary School 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: 5 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 5							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
English	The Extraordinary Gardener	The Extraordinary Gardener	The Extraordinary Gardener	Bringing the Rain to Kapiti Plain	Bringing the Rain to Kapiti Plain	Bringing the Rain to Kapiti Plain	
	To use adjectives to describe a setting. To use expanded noun phrases to describe. To write a simple sentence using full stops, finger spaces and capital letters.	To write a simple sentence using full stops, finger spaces and capital letters. To compose a sentence orally before writing it. To use adjectives for description. To predict what might happen on the basis of what has been read so far. To use verbs correctly when writing instructions. To use the conjunction 'because'.	To write a simple sentence using full stops, finger spaces and capital letters. To compose a sentence orally before writing it. To write sentences using conjunction 'and' or 'because' To sequence sentences to form short narratives	To spell compound words containing the /ck/ phoneme/ grapheme. To spell compound words containing the /ck/ grapheme/ phoneme in a set of instructions. To create onomatopoeic words and phrases. To order and retell events in a narrative.	To write a simple sentence using full stops, finger spaces and capital letters. To create descriptive sentences To use the conjunctions and and but to create questions. To plan sections in a leaflet	To plan sections in a leaflet To create a non-fiction report based around different themes. To write a simple sentence using full stops, finger spaces and capital letters.	
Reading	Individual reading assessments. Phonics screening preparation. Read Oxford Owl linked to phonics learning.	Phonic Reading Assessments	To infer from a picture (3 days) Reading for pleasure & Individual Readers (2 days)	To infer from a picture (3 days) Reading for pleasure & Individual Readers (2 days)	To be able to retrieve information from an unfamiliar story (3 days) Reading for pleasure & Individual readers (2 days)	To be able to understand vocabulary related to an unfamiliar story. Reading for pleasure & Individual readers (2 days)	
Maths	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.	
Science	To discover the basic parts of the human body.	To learn about your eyes and sight.	To learn about your ears and hearing.	To explore the tongue and taste.	To explore your sense of touch.	To discover how your nose smells.	

History Jethro Tull & the Seed Drill	To be able to describe what is meant by the term agriculture.	To be able to discuss the significance of Jethro Tull.	To describe how the seed drill worked.	How did Jethro Tull influence our natural world?	Continuous Provision based around Jethro Tull as a significant individual in farming.	Continuous Provision based around Jethro Tull as a significant individual in farming.
Art Andy Goldsworthy	To know the artist Andy Goldsworthy and the artwork he creates.	To make my own land art animals. To talk about the artist Andy Goldsworthy.	To be able to make a clay sculpture of a flower.	To explore colour mixing to create new colours.	Outdoor provision activities based on natural sculptures.	Outdoor provision activities based on natural sculptures.
Music	To create a sound picture using untuned percussion and voices.		To create a sound picture using tuned and untuned percussion. To explore how sounds can be written down. (Simple graphic score)		To join in with whole class singing. To listen to unfamiliar music. To rehearse and refine a performance.	
Computing	Internet Safety	To be able to use direction keys.	To understand how to create and debug a set of instructions.	To understand algorithms.	To understand how technology is used in the local community.	To record examples of technology outside of school.
RE Shabbat – Judaism	To know what day of the week is special to you and why.	To suggest activities that a Jewish child might participate in to celebrate Shabbat.	To understand worship in the synagogue during Shabbat.	To know why a Jewish child celebrates Shabbat.	To know how it feels to share special food together.	Continuous provision activites based around Shabbat celebrations.
PSHE Relationships	To identify the members of my family and understand that there are lots of different types of families.	To identify what being a good friend means to me.	To know appropriate ways of physical contact to greet my friends and know which ways I prefer.	To know who can help me in my school community.	To recognise my qualities as a person and a friend.	To tell you why I appreciate someone who is special to me.
PE	Indoor – Send and Return Outdoor - Run, Jump and Throw	Indoor – Send and Return Outdoor - Run, Jump and Throw	Indoor – Send and Return Outdoor - Run, Jump and Throw	Indoor – Send and Return Outdoor - Run, Jump and Throw	Indoor – Send and Return Outdoor - Run, Jump and Throw	Indoor – Send and Return Outdoor - Run, Jump and Throw



Fairview Community Primary School 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	The Bear and the Piano	The Bear and the Piano	Trip - Wingham Wildlife Park & Assessment Week 1	Trip - Wingham Wildlife Park & Assessment Week 1	Dear Earth	Dear Earth	
	To order and write simple sentences using full stops, finger spaces and capital letters.	To write simple sentences in the past tense. To write simple sentences about	To add –ed to verbs for the past tense.	To add –ed to verbs for the past tense.	To discuss dreams and wishes about the future. To write statements about a	To write simple sentences using full stops, finger spaces and capital letters.	
	To write compound sentences using 'and'.	emotions.	To identify features of a recount.	To identify features of a recount.	subject.	To use a conjunction to extend command sentences	
	To create expounded noun phrases and write them into	To use the conjunction 'and' or 'because'.	To be able to write simple sentences for a recount.	To use the conjunctions 'and' and 'because'.	To use command sentences to write a set of instructions.	To plan an information leaflet.	
	sentences.	To sequence and retell a story using pictures.		To be able to write simple sentences for a recount.	To use adjectives to describe. To use imperative verbs to write a	To write an informative leaflet using adjectives and factual statements.	
		To plan a story. To use sentences prompts to write a story. To use adjectives to describe how		To be able to recall information from a text to answer questions.	poem.	To use the conjunctions 'and' and 'because'.	
D 12	1 - 10 2 1 - 1 12	a character is feeling.To infer from a picture (3 days)	To predict from a picture (3)	To retrieve information from an	Discours Described	To understand the meaning of	
Reading	Individual reading assessments	Reading for pleasure & Individual Readers (2 days)	days) Reading for pleasure & Individual readers (2 days)	unfamiliar story (3 days) Reading for pleasure & Individual readers (2 days)	Phonic Reading Assessments	vocabulary in an unfamiliar story (3 days) • Reading for pleasure & Individual readers (2 days)	
Maths	Place Value and numbers to 100	To use a number line to 100. To say 1 more or 1 less than a	Maths Assessment Week	Money	Time	To tell the time to the hour. To tell the time to the half hour.	
	To count from 50-100. To count in 10s to 100. To partition into tens and ones.	given number to 100. To compare number with the same tens. To compare any two numbers.		To understand the value of different coins. To recognise different coins. To recognise different notes. To be able to count using coins.	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.	Consolidation of previous learning.	
Science	To discover animal families.	To learn about the differences between mammals and birds.	To learn about the differences between amphibians, reptiles and fish.	To discover the type of foods living things eat.	To explore the differences between wild animals and pets.	To explain the characteristics of an animal.	
History	To be able to discuss the significance of David Attenborough.	To understand what is meant by the term climate change. To know how David Attenborough helps climate change awarenes	School trip to Wingham Wildlife Park.	To understand what is meant by the term conservation. To know how David Attenborough helps animal conservation.	Checkpoint: How has David Attenborough had an impact on our natural world?	Final Unit Checkpoint Written Checkpoint - What impact have David Attenborough and Jethro Tull had on our natural world?	
Art	To roll paper to make 3D structures.	To shape paper to make a 3D drawing.	To apply paper-shaping skills to make an imaginative sculpture.	To work collaboratively to plan and create a sculpture.	To apply painting skills when working in 3D.		

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.	
Computing	Internet Safety	To understand what instructions are. To predict what will happen when instructions are followed. To understand that computer programs work by following instructions called code.	To use code to make a computer program. To understand what objects and actions are.	To understand what an event is. To use an event to control an object.	To understand what an event is. To begin to understand how code executes when a program is run.	To understand what backgrounds and objects are. To understand how to use the scale attribute (property).
RE Judaism	To understand what forgiveness means.	To begin to undserstand what happens during Rosh Hahanah for Jewish people.	To begin to understand what happens during Yom Kippur for Jewish people.	To understand how important Rosh Hashanah and Yom Kippur are at the synagoge.	To understand why Rosh Hashanah and Yom Kippur are important to Jewish children.	To understand what is needed to achieve a goal and that it takes perseverance.
PSHE	To start to understand the life cycles of animals and humans. To understand that changes happen as we grow and that this is OK.	To tell you some things about me that have changed and some things about me that have stayed the same. To know that changes are OK and that sometimes they will happen whether I want them to or not	To know how my body has changed since I was a baby To understand that growing up is natural and that everybody grows at different rates	To identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. To respect my body and understand which parts are private.	To understand that every time I learn something new, I change a little bit. To enjoy learning new things.	To tell you about changes that have happened in my life. To know some ways to cope with changes
PE	Send and return Unit 2 - Indoors Run, Jump and Throw Unit 2 – Outdoors	Send and return Unit 2 - Indoors Run, Jump and Throw Unit 2 – Outdoors	Send and return Unit 2 - Indoors Run, Jump and Throw Unit 2 – Outdoors	Send and return Unit 2 - Indoors Run, Jump and Throw Unit 2 – Outdoors	Send and return Unit 2 - Indoors Run, Jump and Throw Unit 2 – Outdoors	Send and return Unit 2 - Indoors Run, Jump and Throw Unit 2 – Outdoors
	Sports Day practise	Sports Day practise	Sports Day practise			