



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 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.	The Extraordinary Gardener 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'.	The Extraordinary Gardener 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	Bringing the Rain to Kapiti Plain 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.	Bringing the Rain to Kapiti Plain 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	Bringing the Rain to Kapiti Plain 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 understand 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.

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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 To order and write simple sentences using full stops, finger spaces and capital letters. To write compound sentences using 'and'. To create expounded noun phrases and write them into sentences.	The Bear and the Piano To write simple sentences in the past tense. To write simple sentences about emotions. To use the conjunction 'and' or 'because'. To sequence and retell a story using pictures. To plan a story. To use sentences prompts to write a story. To use adjectives to describe how a character is feeling.	Trip - Wingham Wildlife Park & Assessment Week 1 To add -ed to verbs for the past tense. To identify features of a recount. To be able to write simple sentences for a recount.	Trip - Wingham Wildlife Park & Assessment Week 1 To add -ed to verbs for the past tense. To identify features of a recount. To use the conjunctions 'and' and 'because'. To be able to write simple sentences for a recount. To be able to recall information from a text to answer questions.	Dear Earth To discuss dreams and wishes about the future. To write statements about a subject. To use command sentences to write a set of instructions. To use adjectives to describe. To use imperative verbs to write a poem.	Dear Earth To write simple sentences using full stops, finger spaces and capital letters. To use a conjunction to extend command sentences To plan an information leaflet. To write an informative leaflet using adjectives and factual statements. To use the conjunctions 'and' and 'because'.
Reading	Individual reading assessments	<ul style="list-style-type: none">To infer from a picture (3 days)Reading for pleasure & Individual Readers (2 days)	<ul style="list-style-type: none">To predict from a picture (3 days)Reading for pleasure & Individual readers (2 days)	<ul style="list-style-type: none">To retrieve information from an unfamiliar story (3 days)Reading for pleasure & Individual readers (2 days)	Phonic Reading Assessments	<ul style="list-style-type: none">To understand the meaning of vocabulary in an unfamiliar story (3 days)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 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 awareness	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 understand 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 Sports Day practise	Send and return Unit 2 - Indoors Run, Jump and Throw Unit 2 – Outdoors Sports Day practise	Send and return Unit 2 - Indoors Run, Jump and Throw Unit 2 – Outdoors Sports Day practise	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