



## 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.

### Critical Enquiry Question:

How has the steam engine changed transport?

### End of Unit Assessment Activity:

Discussion explaining how transport has changed as a result of the steam engine.

### Wow moments:

Possible visit from National Railway for safety.

**Year Group: 1**  
**Term: 1 & 2**

**Curriculum focus:**  
History – Transport and Toys

## Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	To begin to use Year 1 provision correctly. To begin to use capital letters and full stops.	To begin to use capital letters and full stops. To predict the events and outcomes in a story To begin to sequence events in a story.	To begin to use capital letters and full stops. To begin to use story language To begin to plan an alternative story	Stanley Stick To begin to use capital letters and full stops. To predict the events and outcomes in a story To segment and blend words with adjacent consonants. To sequence the main events in a story.	To use adjectives for simple description To plan an alternative story based on a known sequence of events. To identify the beginning, middle and end of a story. To begin to understand verbs.	To begin to use capital letters and full stops. To begin to use the –ed suffix To begin to use the past tense To publish a piece of writing.
<b>Reading</b>	<b>Individual reading assessments</b>	<b>Individual reading assessments</b>	Ll: To infer from a picture (3 days) Reading for pleasure & Individual Readers (2 days)	Ll: To predict from a picture (3 days) Reading for pleasure & Individual readers (2 days)	<b>Phonic Reading Assessments</b>	Ll: To sequence a familiar story (3 days) Reading for pleasure & Individual readers (2 days)
<b>Maths</b>  Number and Place Value	To sort objects. To count objects. To represent objects to 10.	To represent objects to 10. To recognise numbers as words. To begin counting on from a given number.	To say 1 more than a given number. To count backwards. To say 1 less than a given number.	To compare numbers using greater than, less than and equal to. To be able to use the symbols >, < and =.	To be able to order objects. To be able to order numbers. To be able to use a number line.	To use a part whole model to add. To write addition number sentences.
<b>Science</b>  Senses and Materials	To know which part of the body is associated with our senses.	To know which part of the body is associated with our senses.	To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	To distinguish between objects and the materials they are made from.	To describe the properties of a variety of everyday materials.	To group together a variety of everyday materials based on their simple physical properties.
<b>History</b>  Steam Engines	To recap what we already know about steam engines. To begin to learn about steam engines and what they are used for.	To be able to name important figures from the creation of the steam engine.	To understand why steam engines were built.	To understand the importance of the steam engine.	To understand the importance of the steam engine.	
<b>Art</b>	To understand why an artist shows people with different facial expressions.	To use clues in paintings to begin to understand the people in the painting and the time period.	To understand who the artist LS Lowry was and the techniques he used.	To use Lowry techniques.	To use Lowry techniques.	
<b>Music</b>	To sing at the same pitch as everyone else.	To hold, manipulate and navigate untuned percussion, and one tuned instrument.	To listen to classical, popular and world music.	To improvise question and answer phrases.		
<b>Computing</b>	<b>Internet Safety - Ll: I know how to use ICT safely at Fairview</b> Sign e-safety form	Ll: I know the different equipment used for Computing,	Ll: I am learning to use a keyboard to login to a computer independently.	Ll: I can create digital content. - Colour magic	Ll: I can create digital content. - Colour magic	Ll: I can create digital content. - Colour magic

<b>RE</b>  Creation  Christianity	<b>Engagement</b>  Children to take part in a scavenger hunt and find 5 natural objects.	<b>Engagement</b>  Children to create something of their own.	<b>Investigation</b>  Looking at images of the environment children to question Who created this and where did it come from?	<b>Investigation</b>  Tell the Christian Creation Story – Genesis chapter 1.	<b>Evaluation</b>  Do Christians think God wants them to look after the world? What do you think about this and why?	<b>Expression</b>  Children to reflect on how they think people should treat the world?
<b>PSHE</b>  Being me in my world	To feel special and safe in my class.	To understand the rights and responsibilities as a member of my class. To know that I belong to my class.	To understand the rights and responsibilities of being a member of my class. To know how to make my class a safe place for everybody to learn.	To know my views are valued and can contribute to the Learning Charter . To recognise how it feels to be proud of an achievement.	To recognise the choices I make and understand the consequences. To recognise the range of feelings when I face certain consequences.	To understand my rights and responsibilities within our Learning Charter. To understand my choices in following the Learning Charter.
<b>PE</b>	Indoor – Gymnastics  Outdoor – Attack Defend Shoot Unit 1	Indoor – Gymnastics  Outdoor – Attack Defend Shoot Unit 1	Indoor – Gymnastics  Outdoor – Attack Defend Shoot Unit 1	Indoor – Gymnastics  Outdoor – Attack Defend Shoot Unit 1	Indoor – Gymnastics  Outdoor – Attack Defend Shoot Unit 1	Indoor – Gymnastics  Outdoor – Attack Defend Shoot Unit 1

Term 2						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English</b>	To use adjectives for simple description. To use adjectives in descriptive sentences. To begin to use capital letters and full stops. To begin to understand and use similes.	To write in the first person. To begin to capital letters and full stops. To begin to use a capital letter for the pronoun 'I'. To begin to understand speech bubbles. To begin to understand thought bubbles.	To begin to punctuate sentences using a question mark. To begin to use question words - who, what, why, when, how. To compose a sentence orally before writing it. To read aloud their writing to their peers and a visitor.	To use tenses correctly. To participate in small group, class and one-to one discussions, offering their own ideas using recently introduced vocabulary. To use adjectives to describe.	To express ideas and feelings about experiences using full sentences, making use of conjunctions with modelling and support. To discuss a book. To use capital letters and full stops. To talk about meanings in a poem.	To listen to and discuss a poem. To use adjectives for a simple description To check that the text makes sense to them as they read and correct
<b>Maths</b>  Addition, Subtraction and Shape	To understand addition fact families. To know number bonds within 10. To know number bonds within 10 systematically.	To know number bonds to 10. To read, write and interpret mathematical statements involving addition (+) and equals (=) signs.	To be able to solve addition word problems. To be able to find a missing part of a part whole. To be able to find a missing part of a part whole using subtraction.	To understand addition and subtraction fact families. To read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs.	To use a number line to subtract. To read, write and interpret mathematical statements involving subtraction (-), addition (+) and equals (=) signs.	<b>Week 6</b> To recognise and name 3D shapes. To be able to sort 3D shapes.  <b>Week 7</b> To recognise and name 2D shapes. To be able to sort 2D shapes.
<b>Science</b>  Materials (experiments)	To compare a variety of everyday materials to identify if they are waterproof.	To compare a variety of everyday materials to identify if they are absorbent.	To compare a variety of everyday materials to identify if they are magnetic.	To be able to group materials according to their properties (waterproof, absorbent, magnetic and strength).	End of unit assessment.	
<b>Reading</b>	Individual reading assessments	LI: to understand the purpose of vocabulary (3 days) Reading for pleasure & Individual Readers (2 days)	LI: to retrieve information from a non-fiction text. Reading for pleasure & Individual Readers (2 days)	LI: To infer from a picture (3 days). Reading for pleasure & Individual Readers (2 days)	<b>Phonic Reading Assessments</b>	Individual reading assessments
<b>History</b>	To use inference to find out information about a historical figure.	To explain what Grace Darling did and why she's important.	To describe Grace Darling's most significant achievement.	To explore how rescue services have changed over time.	To explore how rescue services have changed over time.	To understand the importance of the steam engine.

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