

## 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: 1 & 2 **Curriculum focus:** 

History – Transport and Toys

## 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.

|                               | Term 1   |   |  |  |  |  |  |
|-------------------------------|--|---|--|--|--|--|--|
|                               | Week 1   | Week 2  | Week 3   | Week 4   | Week 5   | Week 6   |  |
| English                       | 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. |  |
| Reading                       | Individual reading assessments   | Individual reading assessments  | LI: To infer from a picture (3 days) Reading for pleasure & Individual Readers (2 days)                              | LI: To predict from a picture (3 days) Reading for pleasure & Individual readers (2 days)  | Phonic Reading Assessments   | LI: To sequence a familiar story (3 days) Reading for pleasure & Individual readers (2 days)   |  |
| Maths  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.  |  |
| Science 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.   |  |
| History 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.  |  |  |
| Art                           | 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.   |  |  |
| Music                         | 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.  |  |  |  |
| Computing                     | Internet Safety - LI: I know how to<br>use ICT safely at Fairview<br>Sign e-safety form                              | LI: I know the different equipment used for Computing,  | LI: I am learning to use a keyboard to login to a computer independently.  | LI: I can create digital content Colour magic  | LI: I can create digital content Colour magic  | LI: I can create digital content Colour magic  |  |

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

|  | Term 2  |  |  |   |  |   |  |  |
|--|---|--|--|---|--|---|--|--|
|  | Week 7  | Week 8   | Week 9   | Week 10   | Week 11  | Week 12   |  |  |
| English                                | 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 |  |  |
| Maths  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.   | Week 6 To recognise and name 3D shapes. To be able to sort 3D shapes.  Week 7 To recognise and name 2D shapes. To be able to sort 2D shapes.    |  |  |
| Science  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.  |   |  |  |
| Reading                                | Individual reading assessments  | LI: to understand the purpose of vocabulary (3 days) Reading for pleasure & Individual Readers (2 days)  | LI: to retrive information from a<br>non-fiction text.<br>Reading for pleasure & Individual<br>Readers (2 days)  | LI: To infer from a picture (3 days).<br>Reading for pleasure & Individual<br>Readers (2 days)  | Phonic Reading Assessments   | Individual reading assessments  |  |  |
| History                                | 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.   |  |  |

| 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                  | To sing in time with everyone else   | To hold, manipulate and navigate more untuned percussion and a different tuned instrument from term 1    | To listen for musical similarities and differences in classical, popular and Samba music | To compose sound effects  |   |   |
| Computing              | LI: I know what to do to stay safe online.   | LI: To learn to access Microsoft Word.   | LI: To practise typing in Microsoft Word.  | LI: To learn how to save a document.  | LI: To insert an image into a document.                                     | LI: To open and edit a saved document.  |
| RE                     | Engagement   | Investigation  | Investigation  | Evaluation  | Expression  |   |
| Christmas<br>Story     | Children to think about the gifts they have received and gifts that they have given, why are they special? | Tell the christmas story using a children's bible.   | Children to re-tell the Christmas story by making story sticks.                          | Children to think about the gifts that Christians would like to give to Jesus.                                      | Children to draw a gift that they would like to give to baby Jesus.         |   |
| Christianity           |  |  |  |   |   |   |
| PSHE                   | To identify similarities between people in my class. To explain some ways in which I                       | To identify differences between people in my class. To explain some ways I am different from my friends. | To understand what bullying is. To understand how being bullied might feel.              | To know some people who I could talk to if I was feeling unhappy or being bullied.  To know how be kind to children | To know how to make new friends. To know how it feels to make a new friend. | To tell you some ways I am different from my friends. To understand these differences |
| Celebrating Difference | am the same as my friends.   | different from my friends.   |  | who are bullied.  | new mena.   | make us all special and unique.   |
| PE                     | Indoor - Dance   | Indoor - Dance   | Indoor - Dance   | Indoor - Dance  | Indoor - Dance  | Indoor - Dance  |
|                        | Outdoor – Hit, run and catch<br>Unit 1   | Outdoor – Hit, run and catch<br>Unit 1   | Outdoor – Hit, run and catch<br>Unit 1   | Outdoor – Hit, run and catch<br>Unit 1  | Outdoor – Hit, run and catch<br>Unit 1                                      | Outdoor – Hit, run and catch<br>Unit 1  |