



## 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 transport changed over time?

### End of Unit Assessment Activity:

Discussion explaining how transport has changed and improved over time. Then children to write/draw two differences between steam trains and modern trains.

### Wow moments:

Visit from National Railway

Visit from the RNLI to talk about Grace Darling and water safety.

Pyjama Day and hot chocolate as a hook for The Polar Express

## Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<b>The Naughty Bus</b> -To use initial sounds when sounding out unfamiliar words. -To talk about experiences when prompted. -To begin to use capital letters and full stops in a sentence. -To discuss the significance of a book's title and events. - To identify words with the 'ay' phoneme. -To begin to sequence events in a story.	<b>The Naughty Bus</b> -To recount the main events of a story in order. - To plan own version of a narrative. - To explore new settings for a character. -To begin to use capital letters and full stops. - To use adjectives to add detail about a named object.	<b>The Naughty Bus</b> -To begin to use capital letters and full stops in a sentence. -To create own version of a story. -To plan a longer piece of writing. -To sequence sentences to form a short story.	<b>Lost &amp; Found</b> -To make predictions about how to solve a problem in a story. - To punctuate questions with a question mark. - To use adjectives for description. To use a noun phrase to describe a character. -To identify adverbs in a story. -To identify the past tense. - To use capital letters and full stops.	<b>Lost &amp; Found</b> -To write instructional sentences. -To write compound sentences. -To write similes to describe size and shape. -To use adjectives for description. - To use capital letters, full stops and begin to use 'because'.	<b>Lost &amp; Found</b> -To sequence key events from a story. -To retell a story using drama. - To write and sequence a simple story using adverbs. -To sequence sentences to form short narratives.
<b>Reading</b>	<b>Individual reading assessments</b>	<b>Individual reading assessments</b>	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)	<b>Phonic Reading Assessments</b>  To sequence a familiar story (3 days)	To identify and understand vocabulary from a 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 say 1 more than a given number.  To count backwards.  To say 1 less than a given number.	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>  Everyday Materials 1	Identify and name a variety of everyday materials.	Distinguish between an object and the material it is made from.	Describe the properties of everyday materials.	Identify objects that are natural and those that are manmade.	Predict and identify if an object will float or sink.	Explore which materials are best for different objects.
<b>History</b>  George Stephenson and Steam Engines	To think about what we already know about steam engines and trains.  To begin to learn about steam engines and what they are used for.	I can find out about George Stephenson's life and inventions.  I can understand how steam trains changed people's lives in the 19th century.	To understand why steam engines were built and how they improved daily life.	To understand the importance of the steam engine and how trains have changed.	To understand the importance of the steam engine.  To compare the steam train to trains used now.	<b>End of Unit Checkpoint</b>  How did George Stephenson help to change transport?  How have trains changed over time?
<b>DT</b>	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.

<b>Music</b>		To walk/move/clap a steady beat. To listen with concentration to recorded performances. To join in with whole class singing.		To understand that instruments can have different timbres. To compose a piece of march music.		To keep a steady beat, adapting to a changing tempo.To listen with concentration to recorded performances. To move/dance in response to music.
<b>Computing</b>	<b>Internet Safety</b> I know that work I create belongs to me. I know what to do to stay safe online. Sign online safety agreement	To know the different equipment used for computing.	To know how to log on to a computer.	To know how to log on to a computer and log off safely.	I can create digital content – Colour Magic.	I can create digital content – Colour Magic.
<b>RE</b>  The Creation Story   Christianity	<b>Engagement</b>  To identify natural objects in our environment.  To think about who created objects in our natural environment	<b>Investigation</b>  To know the Creation Story - Genesis chapter 1  To know that Christians believe God created the world.	<b>Evaluation</b>  To know if Christians think God wants them to look after the world.	<b>Expression</b>  To know ways we could look after our world.		
<b>PSHE</b>  Being me in my world	I am learning to feel special and safe in my class.  I know how to feel special and safe in my new class.	I am learning to understand the rights and responsibilities as a member of my class.  I 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.	I know my views are valued and can contribute to the learning charter.  I recognise how it feels to be proud of an achievement.	I am learning to recognise the choices I make and understand the consequences.  I recognise the range of feelings when I face certain consequences	
<b>PE</b>  <b>Gymnastics</b> <b>Attack, Defend, Shoot</b>	<b>Indoor – Gymnastics</b> To perform 'like' actions in a sequence.  <b>Outdoor – Attack Defend Shoot Unit 1</b> To hit a target.	<b>Indoor – Gymnastics</b> To carry and set up apparatus safely.  <b>Outdoor – Attack Defend Shoot Unit 1</b> To defend a target.	<b>Indoor – Gymnastics</b> To perform shapes on large and small body parts.  <b>Outdoor – Attack Defend Shoot Unit 1</b> To roll and slide beanbags and balls.	<b>Indoor – Gymnastics</b> To take off, land and use shapes in our jumps.  <b>Outdoor – Attack Defend Shoot Unit 1</b> To work with a partner to score points.	<b>Indoor – Gymnastics</b> To travel on our feet, showing good body tension.  <b>Outdoor – Attack Defend Shoot Unit 1</b> To use attacking and defending skills in a game.	<b>Indoor – Gymnastics</b> To explore how we can create different levels in our performance.  <b>Outdoor – Attack Defend Shoot Unit 1</b> To use attacking and defending skills in a game.
<b>Forest School</b>		Focus activity: Making Nature Crowns  Children to find natural objects to stick to their crowns		Focus activity: Journey Sticks  Children to find natural resources to attach to their sticks using wool		Focus activity: Natural portraits  Children to select natural resources to create self-portraits

Term 2						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12 and 13
<b>English</b>	<b>Astro Girl</b> To make predictions. To orally rehearse sentences. To use adjectives to describe a noun. To make simple inferences. To write commands. To use a question mark at the end of a question. To begin to use capital letters and full stops.	<b>Astro Girl</b> To begin to identify homophones in context. To name the features of a non-fiction text – a letter. To identify the difference between a fiction and non-fiction book. To begin to use the conjunctions, 'and' and 'because'. To begin to use capital letters and full stops.	<b>Astro Girl</b> To compose a sentence orally before writing it. To revise and use digraphs and trigraphs au, igh and oo. To plan for writing. To place things in alphabetical order. To read aloud writing to peers. To write a non-fiction book.	<b>The Polar Express</b> 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.	<b>The Polar Express</b> 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.	<b>Week 12</b> <b>The Polar Express</b> To talk about meanings in a poem. To spell words by identifying sounds in them and representing the sounds with a letter or letters. To prepare a poem for performance.  <b>Week 13</b> <b>Christmas Writing</b> 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 12</b> To recognise and name 3D shapes. To be able to sort 3D shapes.  <b>Week 13</b> To recognise and name 2D shapes. To be able to sort 2D shapes.
<b>Science</b>  Everyday Materials 2	Describe the simple physical properties of everyday materials.	Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Describe the properties of everyday materials.	Describe the simple physical properties of everyday materials.	Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Explore which materials are best for different objects.
<b>Reading</b>	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)	LI: To sequence a story (3 days). Reading for pleasure & Individual Readers (2 days)	<b>Phonic Reading Assessments</b>  LI: To retrieve information from a text. (3 days) Reading for pleasure & Individual Readers (2 days)	<b>Week 12</b> LI: To infer from a picture (3 days). Reading for pleasure & Individual Readers (2 days)  <b>Week 13</b> LI: To understand vocabulary in a text. (3 days). Reading for pleasure & Individual Readers (2 days)
<b>History</b>  Grace Darling and Lifeboats	To understand the differences between Grace's life in the Victorian times and life in the present.	To understand the events of Grace Darling's rescue of the passengers of the Forfarshire.	To be able to sequence the key events in Grace Darling's life.	To understand what the Royal National Lifeboat Institute is.	To know how lifeboats have changed over time.	End of unit checkpoint
<b>Art</b>  Drawing	To know how to create different types of lines.	To explore line and mark making to draw water.	To draw with different media.	To develop an understanding of mark making.	To apply an understanding of drawing materials and mark making to draw from observation.	

<b>Music</b>	Preparation for Christmas Nativity Performance. To listen with attention to detail. To understand tempo, dynamics and pitch.		Preparation for Christmas Nativity Performance. To keep to a beat, varying speed. To create a simple ostinato.		Preparation for Christmas Nativity Performance. To create musical sound effects.	
<b>Computing</b>	To use technology safely and respectfully in the context of learning about the SMART rules for Internet safety.  To understand how to communicate safely online.	To learn to access the application Microsoft Word.	To practise typing in the Word application. To save a document on the computer.	To safely search for images online and insert into a document.	To safely search for images online and insert into a document.	To open and edit and print a saved document.
<b>RE</b> Christmas Story  Christianity	Engagement  To know why gifts that are received and given are special.	Investigation  To begin to learn the Christmas Story from the Christian Bible.	Investigation  To know key parts of the Christmas Story from the Christian Bible.	Evaluation  To think of a gift that a Christian might give to Jesus if he was born today.	Expression  To know why they would give a gift to baby Jesus.	Christmas Performance
<b>PSHE</b>  Celebrating Difference	To identify similarities between people in my class.  To explain some ways in which I am the same as my friends.	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 to be kind to children who are bullied.	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 make us all special and unique.
<b>PE</b>	Indoor – Dance  Outdoor – Balance bikes	Indoor – Dance Unit 1  Outdoor – Balance bikes	Indoor – Dance Unit 1  Outdoor – Balance bikes	Indoor – Dance Unit 1  Outdoor – Balance bikes	Indoor – Dance Unit 1  Outdoor – Balance bikes	Indoor – Dance Unit 1  Outdoor – Balance bikes
<b>Forest School</b>		Braiding using wool/string		Learning how to use a clove hitch		Christmas crafts