



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

Critical Enquiry Question:

How has transport changed over time?

End of Unit Assessment Activity:

Discussion explaining how transport has changed and improved over time.

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
English	The Naughty Bus To use initial sounds when sounding out unfamiliar words. To begin to sequence events in a story.	The Naughty Bus To begin to use capital letters and full stops. To predict the events and outcomes in a story	The Naughty Bus To begin to use capital letters and full stops. To begin to use story language To begin to plan an alternative story.	Lost & Found To use capital letters and full stops. To punctuate questions with a question mark.	Lost & Found To write instructional sentences. To use capital letters, full stops and begin to use 'because'. To create a noun phrase. (Independent) To use adjectives. (Independent)	Lost & Found To sequence sentences to form short narratives. To recount a story. To retell a story using drama.
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 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.
Science 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.
History 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.	To be able to name important figures in the creation of the steam engine.	To understand why steam engines were built.	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.	To know how George Stephenson helped to change transport over time.
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	N/A	Become familiar with song structures by listening actively to the music. Understand that the menu increases for each day of the week, as a new dish is added. Be able to join in singing most of the song. Practise keeping a steady beat. Take part in activities to help memorise the words. Practise singing the song.	N/A	Practise keeping a steady beat. Listen out for a bass instrument, moving fingers in time. Learn the song <i>Rain is falling down</i> by rote and show the shape of the pitch with actions. <i>Sing Rain is falling</i> to mi-re-do. Practise singing <i>Menu song</i> . Recap singing <i>Rain is falling</i> with 'rain' and body ladder actions. Listen to <i>The herring song</i> and talk about the structure.	N/A	Practise singing the song along with the backing track. Choose instruments to play in the performance and practise accompaniment ideas along with the singing. Plan props and costumes for the performance in the final week. Warm-up. Take part in a dress rehearsal. Take part in a performance – either live to an audience or videoed.

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Term 2						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	<u>Astro Girl</u> To use adjectives for simple description. To use adjectives in descriptive sentences. To begin to use capital letters and full stops.	<u>Astro Girl</u> To begin to use the conjunctions, 'and' and 'because'. To begin to capital letters and full stops. To begin to use a question mark. To understand different writing forms – letter.	<u>Astro Girl</u> 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 understand how to write a fact book.	<u>The Polar Express</u> 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.	<u>The Polar Express</u> 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.	<u>Christmas Writing</u> 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 11 To recognise and name 3D shapes. To be able to sort 3D shapes. Week 12 To recognise and name 2D shapes. To be able to sort 2D shapes.
Science 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.
Reading	Individual reading assessments	Ll: to understand the purpose of vocabulary (3 days) Reading for pleasure & Individual Readers (2 days)	Ll: to retrieve information from a non-fiction text. (3 days) Reading for pleasure & Individual Readers (2 days)	Ll: To infer from a picture (3 days). Reading for pleasure & Individual Readers (2 days)	Phonic Reading Assessments	Individual reading assessments
History 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
DT	To investigate a variety of different vehicles.	To investigate wheels, axles and chassis.	To investigate how to create and decorate the body of a vehicle.	To be able to design our own vehicle.	To be able to make a vehicle based on our designs.	To be able to evaluate our finished vehicle.
Music	Preparation for Christmas Nativity Performance		Preparation for Christmas Nativity Performance		Preparation for Christmas Nativity Performance	
Computing	Ll: 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.	Ll: To learn to access the application Microsoft Word.	Ll: To practise typing in Microsoft Word. To save a document on the computer.	Ll: To safely search for images online and insert into a document.	Ll: To safely search for images online and insert into a document.	Ll: To open and edit and print a saved document.
RE 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

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