



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
Terms: 3 & 4

Curriculum focus:
Geography – Where We Live

Critical Enquiry Question:

What are human and physical features of the UK?

End of Unit Assessment Activity:

Drawing examples of human and physical features.

Wow moments:

Walk in the local area observing human and physical features.

Term 3					
	Week 1	Week 2	Week 3	Week 4	Week 5
English	<p>First 2 Days</p> <ul style="list-style-type: none">To use full stops and capital letters in a sentence. <p>Billy & The Beast</p> <ul style="list-style-type: none">To use capital letters and full stops.To use adjectives to describe.To use question marks to write questions.To make simple inferences.To read and write words with the suffix – ed.To sequence sentences to form short narratives.To explore adjectives with –ful and –less suffixes.To predict what might happen.	<p>Billy & The Beast</p> <ul style="list-style-type: none">To use conjunctions and, but, so and because.To become familiar with key stories and be able to retell them.To use a capital letter and full stop in a sentence.To use the conjunction 'because'.To write simple noun phrases.To use adjectives with the suffixes -ful and -less.	<p>Billy & The Beast</p> <ul style="list-style-type: none">To understand the term singular and plural.To spell words containing the split-vowel digraphsTo write commands.To plan an alternative ending to a story.To sequence sentences to form short narratives	<p>The Sea Saw</p> <ul style="list-style-type: none">To make inferences on the basis of what is being said and done.To be able to apply the suffix -ing where no change is needed to the root word.To begin to punctuate a sentence using a question mark.To be able to use the conjunction 'and'.To use adjectives to describe.To use a capital letter and full stop to punctuate a sentence.	<p>The Sea Saw</p> <ul style="list-style-type: none">To spell the days of the week.To be able to join words and join clauses using 'and'.To use the prefix un–.Explain clearly their understanding of what is read to them.To discuss word meanings, linking new meanings to those already known.To name the letters of the alphabet.To identify initial phonemes in words.To make inferences on the basis of what is being said and done.
Reading	Individual reading assessments	To infer from a picture (3 days) Reading for pleasure & Individual Readers (2 days)	To predict from a picture (3 days) Reading for pleasure & Individual readers (2 days)	To retrieve information from a unfamiliar story (3 days) Reading for pleasure & Individual readers (2 days)	Phonic Reading Assessments
Maths	<p>First 2 days</p> <p>To count within 20. To understand 10.</p> <p>Week 1</p> <p>To understand 11, 12, 13 To understand 14,15,16 To understand 17, 18,19 To understand 20 To understand one more and one less.</p>	<p>To use a number line to 20. To estimate on a number line to 20. To compare numbers to 20. To order numbers to 20.</p>	<p>To add by counting on from 20. To add ones using number bonds. To find and make number bonds to 20. To begin to know doubles to 20. To understand using near doubles.</p>	<p>To subtract ones using number bonds. To subtract by counting back. To subtract by finding the difference. To begin to understand related addition and subtraction facts.</p>	<p>To understand missing number problems. To count from 20 to 50. To understand 30, 40, 50. To understand groups of tens and ones.</p>
Science	Seasonal Changes	To understand there are four seasons.	To understand the changes that take place in Autumn.	To understand the changes that take place in Winter.	To understand the changes that take place in Spring. To understand the changes that take place in Summer.
Geography	Our Local Area	To use aerial photographs and plan perspectives to recognise landmarks. To make a simple map and add key features.	To use observation to identify the main features of the area around the school. To make a simple map and add key features.	To know where I live and be able to tell someone my address. To know what I like and do not like about the place I live.	To know the difference between a human and a physical feature. To use observation to identify the main features of the area around the school. To use aerial photographs to locate places.

<p>Art</p> <p>Alma Thomas / George Seurat</p>	<p>To find out who Alma Thomas was and explore her style of art.</p> <p>To describe the artwork, they can see and give an opinion about the work of an artist.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</p>	<p>To find out who George Seurat was and explore his style of art.</p> <p>To describe the artwork, they can see and give an opinion about the work of an artist.</p> <p>To introduce a “sketchbook” as being a place to record.</p>	<p>To use drawing and painting to develop and share their ideas, experiences, and imagination.</p>	<p>To use drawing and painting to develop and share their ideas, experiences, and imagination.</p>
<p>Music</p>		<ul style="list-style-type: none"> March in time with Colonel Hathi’s herd of elephants. Listen to and talk about how instruments sound like animals. Sing along to the counting (and possibly the verse) at the same time as marching. 		<ul style="list-style-type: none"> Understand that instruments can have different timbres (sound different to each other). Describe characteristics of march music. Compose some marching music and perform it. 	
<p>Computing</p> <p>Computational Thinking/ Communication and Collaboration</p>	<p>Internet Safety – Online relationships</p> <p>To identify ways that I can put information on the internet.</p> <p>To recognise some ways in which the internet may be used to communicate.</p>	<p>Digital Images</p> <p>To take a photograph using a camera.</p>	<p>Digital Images</p> <p>To retrieve digital content.</p>	<p>Digital Images</p> <p>To retrieve digital content.</p>	<p>Digital Images</p> <p>To manipulate digital content.</p> <p>Lesson 6 Digital Images To manipulate digital content. To be able to use the keyboard.</p>
<p>RE</p> <p>Christianity</p> <p>Jesus as a friend</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p>	<p>Engagement</p> <p>To know how to show friendship.</p> <p>To know why we need friends.</p>	<p>Investigation</p> <p>To know why Christians believe Jesus is a good friend to them.</p> <p>To begin to know how Jesus showed friendship through Bible stories.</p>	<p>Investigation</p> <p>To begin to know how Jesus showed friendship through Bible stories.</p> <p>To know if this friendship was always easy.</p>	<p>Evaluation</p> <p>To begin to discuss feelings of people from the Bible stories.</p> <p>To know how easy or hard it was for Jesus to show friendship to the people in the Bible stories.</p>	<p>Expression</p> <p>To know what we value about our friends.</p>
<p>PSHE</p> <p>Dreams and Goals</p>	<p>To set simple goals.</p>	<p>To set a goal and work out how to achieve it.</p>	<p>To understand how to work well with partner.</p>	<p>To tackle a new challenge and understand this might stretch my learning.</p>	<p>To identify obstacles which make it more difficult to achieve my new challenge. To work out how to overcome them.</p> <p>Lesson 6 To explain how I felt when I succeeded in a new challenge and how I celebrated it.</p>
<p>PE</p>	<p>Indoor – Dance</p> <p>Outdoor – Hit, run, and catch Unit 1</p>	<p>Indoor – Dance</p> <p>Outdoor – Hit, run, and catch Unit 1</p>	<p>Indoor – Dance</p> <p>Outdoor – Hit, run, and catch Unit 1</p>	<p>Indoor – Dance</p> <p>Outdoor – Hit, run, and catch Unit 1</p>	<p>Indoor – Dance</p> <p>Outdoor – Hit, run, and catch Unit 1</p>

Term 4						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	The House Held up by Trees <ul style="list-style-type: none"> To rehearse a range of subject- specific vocabulary To ask a range of questions To use noun phrases to describe in role To use capital letters and full stops To adjectives to describe. To use different sentence types to create an advertisement. 	The House Held up by Trees <ul style="list-style-type: none"> To caption pictures about a lifecycle To use past tense verbs in sentences (using 'ed'). To use some adverbials to sequence To use capital letters and full stops To sequence events and caption pictures 	The House Held up by Trees (2 lessons) / WBD / Science Day / Assessment Week / PPA <ul style="list-style-type: none"> To write answers to questions about trees. To use adjectives to describe. To use capital letters and full stops. To use the conjunction 'because'. 	Iggy Peck Architect / Assessment Week <ul style="list-style-type: none"> To predict what might happen on the basis of what is known so far. To use a range of adjectives to describe. To punctuate sentences using a capital letter and a full stop. To make inferences on the basis of what is being said and done. To use command sentences to give advice. To use adjectives to describe. To use full stops and capital letters. To use a capital letter for names of people and the personal pronoun 'I'. 	Iggy Peck Architect <ul style="list-style-type: none"> To be able to identify nouns. To write a character description. To label parts of a building using adjectives and nouns. To use full stops and capital letters. To use adjectives to describe. 	Iggy Peck Architect <ul style="list-style-type: none"> To write facts about interesting buildings and structures. To use the conjunction 'but' in a sentence. To use conjunctions to compare (but). To use adjectives to describe. To use full stops and capital letters. To use capital letters for proper nouns.
Maths	To count from 20 to 50. To understand 20, 30, 50 To count by making groups of tens. To understand groups of tens and ones. To begin to partition into tens and ones.	To use a number line to 50. To estimate on a number line to 50. To know one more and one less.	Maths Assessment week	To compare lengths and heights. To measure length using objects. To measure length in centimetres.	To understand heavier and lighter. To measure mass. To compare mass. To understand full and empty.	To compare volume. To measure capacity. To compare capacity.
Science Plants	To understand that seeds grow into plants.	To identify the basic parts of a plant or tree.	To know the difference between deciduous and evergreen trees.	To know that fruit trees and vegetables are varieties of plants.	To understand that different plants can grow in the same environment.	To record the growth of a plant.
Reading	Individual reading assessments	To infer from a picture (3 days) Reading for pleasure & individual readers (2 days)	To predict from a picture (3 days) Reading for pleasure & Individual readers (2 days)	To retrieve information from a unfamiliar story (3 days) Reading for pleasure & individual readers (2 days)	Phonic Reading Assessments	To understand the meaning of vocabulary in an unfamiliar story (3 days) Reading for pleasure & individual readers (2 days)
Geography The UK	To be able to identify the countries and capital cities of the UK.	To be able to identify features and characteristics of the countries of the UK. To know the names of the 3 main seas that surround the United Kingdom.	To know the difference between a human and a physical feature (city and countryside).	To identify the human features (landmarks) of London.	To use basic geographical vocabulary to refer to, beaches, coasts, and cliffs (physical and human features).	To keep a weather chart and answer questions about the weather.
DT Design & build a model of a tree house	To explore different types of treehouses and identify their shapes and features.	I can use temporary methods to join (e.g. glue or masking tape).	I can generate ideas based on my own knowledge and experiences, explaining what I could make. I can make a simple plan before making.	I can choose appropriate resources and tools. I can make my design using appropriate techniques.	I can use simple finishing techniques to improve the appearance of my product.	I can discuss strengths of my product. I can talk about what I might change next time and why.
Music	Perform short copycat rhythm patterns accurately, led by the teacher.		Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns based on words / sentences, such as		Walk, move or clap a steady beat, changing the speed of the beat as the tempo of the music changes.	

	Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.		Ca-ter- pil- lar crawl		Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.	
Computing Computational Thinking/ Communication and Collaboration	Internet Safety – Online communication To explore how to use email to safely communicate	Computer science To begin to understand what an algorithm is. To create instructions using pictures.	Computer science To begin to explain why it is important to be precise when writing an algorithm	Computer science To be able to program a Bee-Bot to move.	Computer science To be able to debug a Bee-Bot.	Computer science To be able to program a sequence to make a Bee-Bot move.
RE Christianity Easter - Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Engagement To know why special people deserve a special welcome.	Investigation To begin to know the Easter story up to Palm Sunday.	Investigation To know how Jesus was welcomed to Jerusalem.	Investigation To explain how Christians might welcome Jesus into their town today. To know that Christians believe Jesus is special because they believe he is the Son of God.	Evaluation To begin to know the whole Easter story including the death and resurrection of Jesus.	Expression To know who is special to us. To know why this person is worthy of a special welcome.
PSHE Healthy Me	To understand the difference between being healthy and unhealthy. To know some ways to keep myself healthy.	To know how to make healthy lifestyle choices.	To know how to keep myself clean and healthy. To understand how germs cause disease/ illness.	To understand that medicines can help me if I feel poorly, and I know how to use them safely.	To know how to keep safe when crossing the road. To know people who can help me to stay safe.	To tell you why I think my body is amazing. To identify some ways to keep my body safe and healthy.
PE	Indoor – Gymnastics - Unit 2 To perform longer movement phrases and link with confidence Outdoor – Attack, defend and shoot - Unit 2 – To recognise rules and strategies in order to apply them in competitive and cooperative games.	Indoor – Gymnastics - Unit 2 To perform longer movement phrases and link with confidence. Outdoor – Attack, defend and shoot - Unit 2 – To recognise rules and strategies in order to apply them in competitive and cooperative games.	Indoor – Gymnastics - Unit 2 To perform longer movement phrases and link with confidence. Outdoor – Attack, defend and shoot - Unit 2 – To recognise rules and strategies in order to apply them in competitive and cooperative games.	Indoor – Gymnastics - Unit 2 To perform longer movement phrases and link with confidence. Outdoor – Attack, defend and shoot - Unit 2 – To recognise rules and strategies in order to apply them in competitive and cooperative games.	Indoor – Gymnastics - Unit 2 To perform longer movement phrases and link with confidence. Outdoor – Attack, defend and shoot - Unit 2 – To recognise rules and strategies in order to apply them in competitive and cooperative games.	Indoor – Gymnastics - Unit 2 To perform longer movement phrases and link with confidence. Outdoor – Attack, defend and shoot - Unit 2 – To recognise rules and strategies in order to apply them in competitive and cooperative games.