



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: 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	Week 6
English	Recount Wednesday – Friday To orally rehearse sentences. To use capital letters and full stops. To use a time conjunction to recount an event.	Iggy Peck Architect To predict what might happen on the basis of what has been read/shown so far. To use adjectives in a simple sentence. To begin to understand what a 'noun' is. To participate in discussion about what is read to them, taking turns, and listening to what others say.	Iggy Peck Architect To predict what might happen on the basis of what has been read/shown so far. To listen and respond appropriately to adults and their peers. To compose a sentence orally before writing it. To make inferences on the basis of what is being said and done. To begin to understand what a proper noun is.	In the Deep Dark Wood To use adjectives in a simple sentence. To compose a sentence orally before writing it. To make predictions based on what has been read so far. To use capital letters and full stops in a sentence.	In the Deep Dark Wood To become very familiar with key stories, retelling them and considering their particular characteristics. To be able to use 'and' correctly in a simple sentence. To compose a sentence orally before writing it. To be able to use a question mark correctly. To use adjectives in a simple sentence. □ To punctuate sentences using a capital letter and a full stop.	In the Deep Dark Wood Clearly explain their understanding of what is read to them. Compose a sentence orally before writing it. Making inferences on the basis of what is being said and done. To punctuate sentences using a capital letter and a full stop.
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)
Maths Number and Place Value	To count within 20. To understand 10. To understand 11, 12, 13	To count within 20. To understand 10. To understand 11, 12, 13	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.	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 subtract using number bonds. To subtract by counting back. To subtract by finding the difference. To solve missing number problems.
Science Winter & Autumn	To describe how the weather changes across the seasons.	To observe and describe the weather in autumn and winter.	To describe how day length varies in autumn and winter.	To explore the trees and plants in autumn/winter.	To explain how the environment changes in winter.	To explain how some animals adapt in winter.
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.	

[illegible]

Term 4						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	Embarked (Film Unit) To begin to use expanded noun phrases. I am learning to use the five senses for description of a setting. I am learning to use the conjunction 'but' to join parts of a sentence. I am learning to convey a character's thoughts and feelings in writing.	Embarked (Film Unit) To make inferences about what a character is thinking or feeling. To begin to recognise expanded noun phrases in text. To add descriptive language and conjunctions to my writing. World Book Day To make inferences about what a character is thinking or feeling.	Assessment Week	The Sea Saw To use a capital letter and full stop to punctuate a sentence To be able to apply the suffix -ing where no change is needed to the root word To write commands To begin to punctuate a sentence using a question mark	The Sea Saw To use the prefix un- To compose a sentence orally before writing it To be able to join words and join clauses using 'and' To discuss word meanings, linking new meanings to those already known o make inferences on the basis of what is being said and done	The Sea Saw To sequence sentences to form short narratives To say out loud what they are going to write about To sequence sentences to form short narratives To leave spaces between words To use capital letters and full stops
Maths Addition, Subtraction and Shape	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 numberline to 50. To estimate on a numberline to 50. To know one more and one less.	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 Spring & Summer	To understand changes in spring and summer.	To be able to observe closely using equipment.	To know how seasons and weather affect daylight hours in the UK.	To be able to observe changes across the four seasons.	To observe and describe weather with associated seasons.	
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		Show the difference between a rhythm and a pitch pattern. Remember and perform rhythm and pitch patterns.		Show the difference between a rhythm and a pitch pattern. Remember and perform rhythm and pitch patterns.		Show the difference between a rhythm and a pitch pattern. Remember and perform rhythm and pitch patterns.

		Use electronic keyboards to capture, change and combine sounds. Explore some symbols to show musical sounds.		Use electronic keyboards to capture, change and combine sounds. Explore some symbols to show musical sounds.		Use electronic keyboards to capture, change and combine sounds. Explore some symbols to show musical sounds.
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's 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 specail 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.