



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 is it like where we live?

End of Unit Assessment Activity:
A class discussion on our critical question. Then labelling a local area map with today's weather and key features.

Wow moments:
Walk in the local area observing features of Wigmore Park.

Term 3						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Iggy Peck <ul style="list-style-type: none">To predict what might happen on the basis of what is known so far.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 conjunctions to compare.To use a capital letter for names of people and the personal pronoun 'I'.To use adjectives to describe.	Iggy Peck <ul style="list-style-type: none">To use command sentences to give advice.To be able to identify nouns.To write a character description using adjectives.To label parts of a building using adjectives and nouns.To use adjectives to describe.To use full stops and capital letters.	Iggy Peck <ul style="list-style-type: none">To write factual sentences about interesting buildings and structures.To use the conjunction 'but' in a sentence.To use adjectives to describe.To use full stops and capital letters.To use capital letters for proper nouns.	The Magic Bed <ul style="list-style-type: none">To make predictions about a story theme by drawing on own experiences.To make predictions using clues from the text.To write expanded noun phrases to create a description.To identify characters' names (nouns) and use a capital letter for proper nouns.To identify and sequence the key events in a story.To use full stops and capital letters.To use the senses to describe using adjectives.	The Magic Bed <ul style="list-style-type: none">To identify a problem and predict a resolution in a storyTo sequence sentences to form short narratives.To use adjectives to write a detailed descriptionTo write a list using simple conjunctions	The Magic Bed <ul style="list-style-type: none">To write the opening of a story in the first person.To use adjectives and noun phrases to create a setting description.To use adverbs (and adverbials) to make a story exciting.To write a story ending using the consistent past tense.To read back writing to check it makes sense and make simple improvements.
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 Place Value within 20. Addition and subtraction within 20. Place value within 50.	To count within 20. To understand 10. 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.	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 count on within 20. To add ones using number bonds. To know how to make number bonds to 20. To begin to know doubles to 20. To understand how to use doubling facts.	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. To understand missing number problems.	To know how to count forward and backwards between 20 and 50. To know how to show 20, 30, 40 or 50. To know how to makes groups of ten. To know how to describe a number using tens and ones.
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.	To investigate how you can measure rainfall.
Geography Where we live	To locate our school on an aerial photograph.	To create a map of the classroom.	To locate key features of the playground.	To draw a simple map. Walk to Wigmore Park.	To investigate how we feel about our playground.	To create a design to improve our playground.

DT Textiles - Puppets	To join fabrics together using different methods.	To use a template to create my design.	To join fabrics together accurately.	To embellish my design using joining methods.		
Music Sing Up - Musical conversations		To listen with concentration and understanding to recorded music.		To develop understanding of the story behind the music.		To compare different versions of the same piece of music.
Computing Computational Thinking / Communication & Collaboration	Internet Safety – Online relationships To identify ways that I can put information on the internet. To recognise some ways in which the internet may be used to communicate.	Digital Images To take a photograph using a camera.	Digital Images To retrieve digital content.	Digital Images To retrieve digital content.	Digital Images To manipulate digital content.	Digital Images To manipulate digital content. To be able to use the keyboard.
RE Christianity Jesus as a friend	Engagement To know how to show friendship. To know why we need friends. Key Question: Was it always easy for Jesus to show friendship?	Investigation To know why Christians believe Jesus is a good friend to them. To begin to know how Jesus showed friendship through Bible stories.	Investigation To begin to know how Jesus showed friendship through Bible stories. To know if this friendship was always easy.	Evaluation To begin to discuss feelings of people from the Bible stories. To know how easy or hard it was for Jesus to show friendship to the people in the Bible stories.	Expression To know what we value about our friends.	
PSHE Dreams and Goals	To set simple goals.	To set a goal and work out how to achieve it.	To understand how to work well with partner.	To tackle a new challenge and understand this might stretch my learning.	To identify obstacles which make it more difficult to achieve my new challenge. To work out how to overcome them.	To explain how I felt when I succeeded in a new challenge and how I celebrated it.
PE	Indoor – Dance Outdoor – Hit, run, and catch Unit 1	Indoor – Dance Outdoor – Hit, run, and catch Unit 1	Indoor – Dance Outdoor – Hit, run, and catch Unit 1	Indoor – Dance Outdoor – Hit, run, and catch Unit 1	Indoor – Dance Outdoor – Hit, run, and catch Unit 1	Indoor – Dance Outdoor – Hit, run, and catch Unit 1
Forest School	Safely creating shelters on existing structures.		Creating a waterproof shelter.		Safely creating and taking down shelters.	

Term 4						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	Billy and the Beast <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 narrativesTo describe characters using adjectives.To explore adjectives with –ful and –less suffixesTo predict what might happen	Billy and the Beast <ul style="list-style-type: none">To use a capital letter full stop in a sentence.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 full stop in a sentence.To use the conjunction ‘because’.To write simple noun phrasesTo use adjectives with the suffixes -ful and –lessTo use adjectives to describe.	Billy and the Beast <ul style="list-style-type: none">To understand the term singular and plural.To spell words containing the split-vowel digraphs.To write commands.To plan an alternative ending to a story.To sequence sentences to form short narrativesTo begin to edit work.To be able to write a list (ingredients)	Reading Assessment Week	The Sea Saw <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 describeTo use a capital letter and full stop to punctuate a sentence.	The Sea Saw <ul style="list-style-type: none">To spell the days of the weekTo 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 use capital letters and full stops.To adjectives in a sentence.
Maths	To know how to count forwards and backwards between 20 and 50 To know how to show 20, 30, 40, or 50. To know how to make groups of 10. To know how to describe a number using tens and ones.	To know how to partition a number into tens and ones. To know how to use a number line to 50. To know how to estimate where numbers are on a number line. To know how to find 1 more or 1 less than a number up to 50.	Maths Assessment week	To know how to compare lengths and heights. To know how to measure length. To know how to measure length using a ruler.	To know how to compare objects using heavier and lighter To know how tro measure mass. To know how to compare mass.	To know how to describe volume and capacity. To know how to compare volume. To know how to measure capacity. To know how to compare capacity.
Science Plants	To understand that seeds grow into plants.	To identify the basic parts of a plant or tree.	To understand that different plants can grow in the same environment.	To know the difference between deciduous and evergreen trees.	To know that fruit trees and vegetables are varieties of plants.	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 What is the weather like in the UK?	To locate the four countries of the UK.	To identify seasonal changes in the UK.	To identify the four compass directions.	To investigate daily weather patterns.	To identify daily weather patterns in the UK.	To understand how weather changes with each season.
Art Paper Structures	To roll paper to make 3D structures.	To shape paper to make a 3D drawing.	To apply paper-shaping skills to make an imaginative sculpture.	To work collaboratively to plan and create a sculpture.		To apply painting skills when working in 3D.
Music	Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.		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 Ca-ter- pil- lar crawl		Walk, move or clap a steady beat, changing the speed of the beat as the tempo of the music changes. 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.
Forest School		Recapping types of plants (including toxic plants) Nature/scavenger hunt		Looking after gardens Planting seeds Looking for signs of wildlife		Creating habitats for wildlife Looking after gardens