



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: 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. The children to write/draw two differences between steam trains and modern trains.

Wow moments:

Visit from Eddie from Southeastern Railway
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	First 3 days -To use labels and captions Week 1 The Naughty Bus -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.	The Naughty Bus -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.	The Naughty Bus -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.	Lost & Found -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.	Lost & Found -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'.	Lost & Found -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.
Reading	Individual reading assessments Reading for enjoyment	Individual reading assessments Reading for enjoyment	Reading for enjoyment ELS Fluency Anthology 1	Reading for enjoyment ELS Fluency Anthology 1	Phonic Reading Assessments	Reading for enjoyment ELS Fluency Anthology 1
Maths Number and Place Value	First 3 days To be able to form numbers to 10 correctly. Week 1 <ul style="list-style-type: none">• To sort objects.• To count objects.• To represent objects to 10.	<ul style="list-style-type: none">• To recognise numbers as words.• To begin counting on from a given number.• To be able to say 1 more than a number within 10.• To be able to count backwards within 10.	<ul style="list-style-type: none">• To be able to say 1 less than a number within 10.• To be able to compare groups by matching.• To be able to compare numbers using fewer, more, same.• To be able to compare numbers using less than, greater than, equal to.	<ul style="list-style-type: none">• To be able to compare numbers using <, > and =.• To be able to order objects.• To be able to order numbers.• To be able to use a number line.	<ul style="list-style-type: none">• To know how to use a part whole model.• To be able to write addition number sentences.• To understand addition fact families.	<ul style="list-style-type: none">• To know number bonds within 10.• To know number bonds within 10 systematically.• To know number bonds to 10.
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 & 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.	End of Unit Checkpoint How did George Stephenson help to change transport? How have trains changed 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		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.
Computing	Internet Safety 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 understand where the home keys are found on a keyboard and why they are important.	To be able to identify keys on the bottom row of a keyboard. To be able to use the correct fingers when selecting keys on the bottom row of a keyboard.	To be able to identify keys on the top row of a keyboard. To be able to use the correct fingers when selecting keys on the top row of a keyboard.	To understand which keys on a keyboard are used with the left hand.
RE The Creation Story Christianity, Judaism & Islam	What is Creation? To identify what creation means in relation to the natural world.	What might some Christian and Jewish people think about Creation? To recognise that some people believe God created the world by listening to the Jewish and Christian creation stories.	What do some Hindu people believe about Creation? To recognise that there are different creation stories to explain how the world began.	What do Creation stories suggest to some people about God? To express ideas about what a creator might be like based on creation stories.	How do some humanists believe the world began? o know that many Humanists use science to understand how the world began.	Where did the world come from? To explore and express ideas about how the world began.
PSHE 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	
PE Gymnastics Attack, Defend, Shoot	Indoor – Gymnastics To perform ‘like’ actions in a sequence. Outdoor – Attack Defend Shoot Unit 1 To hit a target.	Indoor – Gymnastics To carry and set up apparatus safely. Outdoor – Attack Defend Shoot Unit 1 To defend a target.	Indoor – Gymnastics To perform shapes on large and small body parts. Outdoor – Attack Defend Shoot Unit 1 To roll and slide beanbags and balls.	Indoor – Gymnastics To take off, land and use shapes in our jumps. Outdoor – Attack Defend Shoot Unit 1 To work with a partner to score points.	Indoor – Gymnastics To travel on our feet, showing good body tension. Outdoor – Attack Defend Shoot Unit 1 To use attacking and defending skills in a game.	Indoor – Gymnastics To explore how we can create different levels in our performance. Outdoor – Attack Defend Shoot Unit 1 To use attacking and defending skills in a game.
Forest School		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	Week 13
English	Astro Girl 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. To begin to use conjunctions 'and' and 'because.'	Astro Girl To begin to identify homophones in context. To name the features of a non-fiction text – a letter. To use a question mark at the end of a sentence. 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.	Astro Girl To identify the difference between a fiction and non-fiction book, To use a question mark at the end of a sentence. To write in full sentences using full stops and capital letters. To use the conjunctions 'and' and 'because' to extend sentences. To use labels correctly. To revise and use digraphs and trigraphs au, igh and oo. To place things in alphabetical order. To create a glossary for a non-fiction/information book.	The Polar Express To use the past tense correctly. To participate in small group, class and one-to-one discussions, offering their own ideas using recently introduced vocabulary. To use the conjunction 'and' to extend a sentence. To use adjectives to describe.	The Polar Express To participate in small group, class and one-to-one discussions, offering own ideas using recently acquired vocabulary. To use the past tense correctly. To use the conjunctions 'and' and 'because' to extend a sentence. To write sentences to form a short narrative.	Week 12 The Polar Express To use adjectives for simple descriptions. To use the conjunctions 'and' and 'because' to extend a sentence. To use capital letters and full stops. To talk about meaning in a poem. To prepare a poem for a performance.	Christmas Writing 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To understand addition and subtraction fact families. To read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs. 	<ul style="list-style-type: none"> To read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs. To use a number line to subtract. 	<ul style="list-style-type: none"> To understand addition and subtraction fact families. To read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs. 	<ul style="list-style-type: none"> To recognise and name 3D shapes. To be able to sort 3D shapes. 	<ul style="list-style-type: none"> To recognise and name 2D shapes. To be able to sort 2D shapes. 	Week 13 / 14 <ul style="list-style-type: none"> 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
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 Reading for enjoyment	Reading for enjoyment ELS Fluency Anthology 1	Reading for enjoyment ELS Fluency Anthology 1	Reading for enjoyment ELS Fluency Anthology 1	Phonic Reading Assessments	Reading for enjoyment ELS Fluency Anthology 1	Reading for enjoyment ELS Fluency Anthology 1
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	
Art 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.		
Music	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.		

Computing	<p>To use technology safely and respectfully in the context of learning about the SMART rules for Internet safety.</p> <p>To understand how to communicate safely online.</p>	<p>To understand which keys on a keyboard are used with the left hand.</p>	<p>To be able to use the space bar on the computer keyboard.</p>	<p>To practise typing in the Word application.</p> <p>To save a document on the computer.</p>	<p>To practise typing in the Word application.</p> <p>To insert a shape into a word document.</p>	<p>To begin to understand what a computer network is and some of the equipment connected to it.</p>	
RE What do some people believe God looks like? Christmas Christianity, Hinduism and Islam	<p>How might ideas about God be represented?</p> <p>To express ideas about God.</p>	<p>What do some Muslim people belive about God?</p> <p>To explain how some Muslim people express their ideas about God.</p>	<p>What do some Muslim people believe God looks like?</p> <p>To recognise some of the different forms of God in the Hindu worldview.</p>	<p>What do some Christian people believe God looks like?</p> <p>To recognise that many Christian people believe that Jesus is the Son of God and God on Earth.</p>	<p>Do all people share the same belief about what God looks like?</p> <p>To identify how some religious worldviews refer to and represent God.</p>	<p>Why do people have different names for God?</p> <p>To identify and explain different names used for God.</p>	<p>Why is Christmas so important to many Christians?</p> <p>To consider why Christmas is important by exploring the ways it is celebrated.</p> <p>Christmas Performance</p>
PSHE Celebrating Difference	<p>To identify similarities between people in my class.</p> <p>To explain some ways in which I am the same as my friends.</p>	<p>To identify differences between people in my class.</p> <p>To explain some ways I am different from my friends.</p>	<p>To understand what bullying is.</p> <p>To understand how being bullied might feel.</p>	<p>To know some people who I could talk to if I was feeling unhappy or being bullied.</p> <p>To know how to be kind to children who are bullied.</p>	<p>To know how to make new friends.</p> <p>To know how it feels to make a new friend.</p>	<p>To tell you some ways I am different from my friends.</p> <p>To understand these differences make us all special and unique.</p>	
PE	<p>Indoor – Dance</p> <p>Outdoor – Attack Defend Shoot Unit 2</p>	<p>Indoor – Dance Unit 1</p> <p>Outdoor – Attack Defend Shoot Unit 2</p>	<p>Indoor – Dance Unit 1</p> <p>Outdoor – Attack Defend Shoot Unit 2</p>	<p>Indoor – Dance Unit 1</p> <p>Outdoor – Attack Defend Shoot Unit 2</p>	<p>Indoor – Dance Unit 1</p> <p>Outdoor – Attack Defend Shoot Unit 2</p>	<p>Indoor – Dance Unit 1</p> <p>Outdoor – Attack Defend Shoot Unit 2</p>	
Forest School		Braiding using wool/string		Learning how to use a clove hitch		Christmas crafts	