



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 **creative** and **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, and **respect** towards one another.

Year Group: 1
Term: 3

Curriculum focus:
Geography – Where We Live

Critical Enquiry Question:

What is it like where we live?

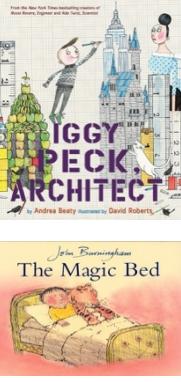
End of Unit Assessment Activity:

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 |
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| English | <p>Iggy Peck</p>  <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. | <p>Iggy Peck</p> <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. | <p>Iggy Peck</p> <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. | <p>The Magic Bed</p> <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. | <p>The Magic Bed</p> <ul style="list-style-type: none"> To identify a problem and predict a resolution in a story. To sequence sentences to form short narratives. To use adjectives to write a detailed description. To write a list using simple conjunctions | <p>The Magic Bed</p> <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 | <ul style="list-style-type: none"> To understand 20 To understand one more and one less than numbers within 20. To use a number line to 20. | <ul style="list-style-type: none"> To estimate on a number line to 20. To compare numbers to 20 using <, > and =. To order numbers to 20. | <ul style="list-style-type: none"> To count on within 20. To add ones using number bonds. To know how to make number bonds to 20. | <ul style="list-style-type: none"> To begin to know doubles to 20. To understand how to use doubling facts. To subtract ones using number bonds. | <ul style="list-style-type: none"> 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. | |
| 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. |

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| 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 Digital Images | Internet Safety – Searching for images online To understand how to safely search for images online. To continue to develop an understanding of how to stay safe online. | 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 What is God's job? Islam Judaism Christianity Hinduism Zoroastrianism | How do the 99 names of God show what Muslims believe about God? To investigate different beliefs about God through exploring the 99 names of Allah. | Why have some people decided to trust in God? To identify what a Jewish story teaches about a special relationship with God. | What does the Tanak say about God? To describe what some people believe about God using Jewish scripture. | What do some people believe God might do as a person? To describe what some people believe about God using a Christian story. | What do some Hindu people believe about God? To describe what some Hindus believe about God's different forms and the Trimurti. | What do some Zoroastrian people believe about God? To explore some Zoroastrian beliefs about God through their creation story. |
| 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. |