



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: 1

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 National Railway
Visit from the RNLI to talk about Grace Darling and water safety.
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 • To sort objects. • To count objects. • To represent objects to 10.	• 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.	• 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.	• 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.	• To know how to use a part whole model. • To be able to write addition number sentences. • To understand addition fact families.	• 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