



**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.

**Critical Enquiry Question:**

What is it like where we live?

**End of Unit Assessment Activity:**

End of term 3 – labelling features on an aerial map.

End of term 4 – tell our teacher what to wear depending on the weather and season.

End of unit terms 3 and 4 – make a video weather forecast in small groups.

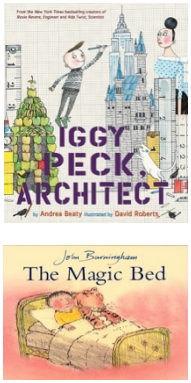
**Wow moments:**

Walk in the local area observing features of Wigmore Park.

**Year Group:** 1  
**Terms:** 3 & 4

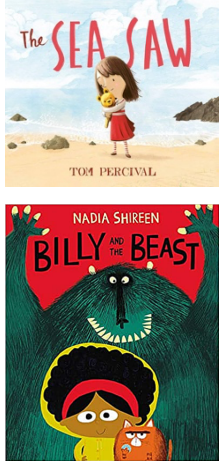
**Curriculum focus:**  
Geography – Where We Live

**Term 3**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>English</b> 	<b>Iggy Peck</b> <ul style="list-style-type: none"> <li>To predict what might happen on the basis of what is known so far.</li> <li>To punctuate sentences using a capital letter and a full stop.</li> <li>To make inferences on the basis of what is being said and done.</li> <li>To use conjunctions to compare.</li> <li>To use a capital letter for names of people and the personal pronoun 'I'.</li> <li>To use adjectives to describe.</li> </ul>	<b>Iggy Peck</b> <ul style="list-style-type: none"> <li>To use command sentences to give advice.</li> <li>To be able to identify nouns.</li> <li>To write a character description using adjectives.</li> <li>To label parts of a building using adjectives and nouns.</li> <li>To use adjectives to describe.</li> <li>To use full stops and capital letters.</li> </ul>	<b>Iggy Peck</b> <ul style="list-style-type: none"> <li>To write factual sentences about interesting buildings and structures.</li> <li>To use the conjunction 'but' in a sentence.</li> <li>To use adjectives to describe.</li> <li>To use full stops and capital letters.</li> <li>To use capital letters for proper nouns.</li> </ul>	<b>The Magic Bed</b> <ul style="list-style-type: none"> <li>To make predictions about a story theme by drawing on own experiences.</li> <li>To make predictions using clues from the text.</li> <li>To write expanded noun phrases to create a description.</li> <li>To identify characters' names (nouns) and use a capital letter for proper nouns.</li> <li>To identify and sequence the key events in a story.</li> <li>To use full stops and capital letters.</li> <li>To use the senses to describe using adjectives.</li> </ul>	<b>The Magic Bed</b> <ul style="list-style-type: none"> <li>To identify a problem and predict a resolution in a story</li> <li>To sequence sentences to form short narratives.</li> <li>To use adjectives to write a detailed description</li> <li>To write a list using simple conjunctions</li> </ul>	<b>The Magic Bed</b> <ul style="list-style-type: none"> <li>To write the opening of a story in the first person.</li> <li>To use adjectives and noun phrases to create a setting description.</li> <li>To use adverbs (and adverbials) to make a story exciting.</li> <li>To write a story ending using the consistent past tense.</li> <li>To read back writing to check it makes sense and make simple improvements.</li> </ul>
<b>Reading</b>	<b>Individual reading assessments</b>	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)	<b>Phonic Reading Assessments</b>	
<b>Maths</b>	<ul style="list-style-type: none"> <li>To understand 20</li> <li>To understand one more and one less than numbers within 20.</li> <li>To use a number line to 20.</li> </ul>	<ul style="list-style-type: none"> <li>To estimate on a number line to 20.</li> <li>To compare numbers to 20 using &lt;, &gt; and =.</li> <li>To order numbers to 20.</li> </ul>	<ul style="list-style-type: none"> <li>To count on within 20.</li> <li>To add ones using number bonds.</li> <li>To know how to make number bonds to 20.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to know doubles to 20.</li> <li>To understand how to use doubling facts.</li> <li>To subtract ones using number bonds.</li> </ul>	<ul style="list-style-type: none"> <li>To subtract by counting back.</li> <li>To subtract by finding the difference.</li> <li>To begin to understand related addition and subtraction facts.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand related addition and subtraction facts.</li> <li>To understand missing number problems.</li> </ul>
<b>Science</b>  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.
<b>Geography</b>  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.

<b>DT</b> 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.		
<b>Music</b> 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.
<b>Computing</b> 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.
<b>RE</b> What is God's job?  <i>Islam</i> <i>Judaism</i> <i>Christianity</i> <i>Hinduism</i> <i>Zoroastrianism</i>	<b>How do the 99 names of God show what Muslims believe about God?</b>  LI: To investigate different beliefs about God through exploring the 99 names of Allah.	<b>Why have some people decided to trust in God?</b>  LI: To identify what a Jewish story teaches about a special relationship with God.	<b>What does the Tenak say about God?</b>  LI: To describe what some people believe about God using Jewish scripture.	<b>What do some people believe God might do as a person?</b>  LI: To describe what some people believe about God using a Christian story.	<b>What do some Hindu people believe about God?</b>  LI: To describe what some Hindus believe about God's different forms and the Trimurti.	<b>What do some Zoroastrian people believe about God?</b>  LI: To explore some Zoroastrian beliefs about God through their creation story.
<b>PSHE</b> 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.
<b>PE</b>	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
<b>Forest School</b>		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
<b>English</b> 	<b>The Sea Saw</b> <ul style="list-style-type: none"> <li>To make inferences on the basis of what is being said and done.</li> <li>To be able to apply the suffix -ing where no change is needed to the root word.</li> <li>To begin to punctuate a sentence using a question mark.</li> <li>To be able to use the conjunction 'and'.</li> <li>To use adjectives to describe</li> <li>To use a capital letter and full stop to punctuate a sentence.</li> </ul>	<b>The Sea Saw</b> <ul style="list-style-type: none"> <li>To spell the days of the week</li> <li>To be able to join words and join clauses using 'and'.</li> <li>To use the prefix un-.</li> <li>Explain clearly their understanding of what is read to them.</li> <li>To discuss word meanings, linking new meanings to those already known.</li> <li>To name the letters of the alphabet.</li> <li>To identify initial phonemes in words.</li> <li>To use capital letters and full stops.</li> <li>To use adjectives in a sentence.</li> </ul>	<b>The Sea Saw</b> <ul style="list-style-type: none"> <li>To begin to understand alliteration</li> <li>To explore how a character might be feeling.</li> <li>To use alliteration when writing a sentence.</li> <li>To place words in alphabetical order.</li> </ul>	<b>Billy and the Beast</b> <ul style="list-style-type: none"> <li>To use capital letters and full stops.</li> <li>To use adjectives to describe.</li> <li>To use question marks to write questions.</li> <li>To make simple inferences.</li> <li>To read and write words with the suffix - ed.</li> <li>To sequence sentences to form short narratives</li> <li>To describe characters using adjectives.</li> <li>To explore adjectives with -ful and -less suffixes</li> <li>To predict what might happen</li> </ul>	<b>Billy and the Beast</b> <ul style="list-style-type: none"> <li>To use a capital letter full stop in a sentence.</li> <li>To use conjunctions and, but, so and because.</li> <li>To become familiar with key stories and be able to retell them.</li> <li>To use a capital letter full stop in a sentence.</li> <li>To use the conjunction 'because'.</li> <li>To write simple noun phrases</li> <li>To use adjectives with the suffixes -ful and -less</li> <li>To use adjectives to describe.</li> </ul>	<b>Billy and the Beast</b> <ul style="list-style-type: none"> <li>To understand the term singular and plural.</li> <li>To spell words containing the split-vowel digraphs.</li> <li>To write commands.</li> <li>To plan an alternative ending to a story.</li> <li>To sequence sentences to form short narratives</li> <li>To begin to edit work.</li> <li>To be able to write a list (ingredients)</li> </ul>
<b>Maths</b>	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.	<b>Maths Assessment week</b>	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 to 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.
<b>Science</b> 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.
<b>Reading</b>	<b>Individual reading assessments</b>	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)	<b>Phonic Reading Assessments</b>	To understand the meaning of vocabulary in an unfamiliar story (3 days) Reading for pleasure & individual readers (2 days)
<b>Geography</b> 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.
<b>Art</b> Colour Splash!	To investigate how to mix secondary colours.	To apply knowledge of colour mixing when painting.	To explore colour when printing.	To experiment with paint mixing to make a range of secondary colours.	To apply their painting skills when working in the style of an artist.	
<b>Music</b>	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.	
<b>Computing</b> Computational Thinking / Communication & Collaboration	<b>Internet Safety – Online communication</b>  To explore how to use email to safely communicate	<b>Computer science</b>  To begin to understand what an algorithm is. To create instructions using pictures.	<b>Computer science</b>  To begin to explain why it is important to be precise when writing an algorithm	<b>Computer science</b>  To be able to program a Bee-Bot to move.	<b>Computer science</b>  To be able to debug a Bee-Bot.	<b>Computer science</b>  To be able to program a sequence to make a Bee-Bot move.
<b>RE</b>  Why should we care for the world?	<b>Who owns the world?</b>  Ll: To explore who might own the world through a creation story.	<b>Who can care for the world?</b>  Ll: To investigate why some people believe got created humans last in the Jewish and Christian creation story.	<b>Why do some people believe we should care for the world?</b>  Ll: To explore the meaning of stewardship by analysing quotes.	<b>What do some Muslim people believe about caring for the world?</b>  Ll: To investigate what some Muslims believe about caring for the world by exploring stories from Muhammad.	<b>What other reasons are there for caring for the world?</b>  Ll: To recognise why some people believe it is important to care for the world by exploring ahimsa.	<b>Why should we care for the world?</b>  Ll: To understand the importance of taking care of the world from different worldviews.  <b>Why is Easter special to many Christians?</b>  Ll: To explore why Easter is a special time for many Christians by learning about the Easter story.
<b>PSHE</b>  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.
<b>PE</b>	<b>Indoor</b> – Gymnastics - Unit 2  <b>Outdoor</b> – Attack, defend and shoot	<b>Indoor</b> – Gymnastics - Unit 2  <b>Outdoor</b> – Attack, defend and shoot	<b>Indoor</b> – Gymnastics - Unit 2  <b>Outdoor</b> – Attack, defend and shoot	<b>Indoor</b> – Gymnastics - Unit 2  <b>Outdoor</b> – Attack, defend and shoot	<b>Indoor</b> – Gymnastics - Unit 2  <b>Outdoor</b> – Attack, defend and shoot	<b>Indoor</b> – Gymnastics - Unit 2  <b>Outdoor</b> – Attack, defend and shoot
<b>Forest School</b>		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