



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: 5

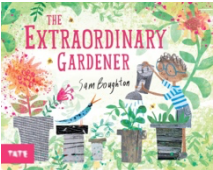
Curriculum focus:
History

Critical Enquiry Question:
How have two individuals influenced our natural world?

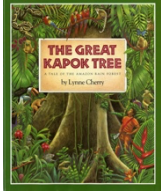
End of Unit Assessment Activity:
Written checkpoint - What impact have David Attenborough and Jethro Tull had on our natural world?

Wow moments: Trip to Wingham (term 6) - Science

Term 5

	Week 1	Week 2	Week 3	Week 4	Week 5
English  	The Extraordinary Gardener - To use adjectives to describe a setting. - To use expanded noun phrases to describe. - To write a simple sentence using full stops, finger spaces and capital letters.	The Extraordinary Gardener - To write a simple sentence using full stops, finger spaces and capital letters. - To compose a sentence orally before writing it. - To use adjectives for description. - To predict what might happen on the basis of what has been read so far. - To use verbs correctly when writing instructions. - To use the conjunction 'because'.	The Extraordinary Gardener - To write a simple sentence using full stops, finger spaces and capital letters. - To compose a sentence orally before writing it. - To write sentences using conjunction 'and' or 'because' - To sequence sentences to form short narratives.	Dear Earth - To discuss dreams and wishes about the future. - To use the conjunction 'and' - To use command sentences to write a set of instructions. - To use past tense verbs to write a travel log. - To write simple sentences using finger spaces, capital letters and full stops.	Dear Earth - To write command sentences. - To use conjunctions to extend command sentences. - To plan an informative leaflet. - To use question marks. - To use adjectives. - To use factual statements.
Reading	Individual reading assessments. Phonics screening preparation. Read Oxford Owl linked to phonics learning.	Phonic Reading Assessments	To infer from a picture (3 days) Reading for pleasure & Individual Readers (2 days)	To infer from a picture (3 days) Reading for pleasure & Individual Readers (2 days)	To be able to retrieve information from an unfamiliar story (3 days) Reading for pleasure & Individual readers (2 days)
Maths	- To understand how to count in 2s - To understand how to count in 5s. - To understand how to count in 10s.	- To know how to recognise equal groups. - To know how to add equal groups. - To know how to make arrays.	- To know how to make doubles. - To know how to make equal groups by grouping. - To know how to make equal groups by sharing.	- To know how to recognise half of a shape or object. - To know how to find half of a shape or object. - To know how to recognise half of a quantity. - To know how to find half of a quantity.	- To know how to recognise a quarter of a shape or object. - To know how to find a quarter of an object or shape. - To know how to recognise quarter of a quantity. - To know how to find quarter of a quantity.
Science	LI: To discover the basic parts of the human body.	LI: To learn about your eyes and sight	LI: To learn about your ears and hearing	LI: To explore the tongue and taste	LI: To explore your sense of touch Lesson 6 LI: Discover how your nose smells
History Jethro Tull & the Seed Drill	To be able to describe what is meant by the term agriculture.	To be able to discuss the significance of Jethro Tull.	To describe how the seed drill worked.	How did Jethro Tull influence our natural world?	Continuous Provision based around Jethro Tull as a significant individual in farming.
DT Smoothies (Smoothie Day)	To be able to identify fruits.	To be able to describe where fruits and vegetables grow.	To be able to practise food preparation skills.	To be able to select ingredients for a recipe.	To be able to apply food preparation skills to a recipe. To be able to evaluate against a design brief

Music		To use voices expressively and creatively by singing songs and speaking chants and rhymes. To experiment with different ways to make sounds on percussion instruments.		To experiment with, create, select and combine sounds, thinking about the pitch, dynamics, timbre, tempo, duration. (musical elements)	
Computing	Internet Safety	To be able to use the direction keys to complete challenges successfully.	To understand how to create and debug a set of instructions (algorithm).	To use the additional direction keys as part of their algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity.	To change the background images in their chosen challenge and save their new challenge.
RE How do we know that new babies are special?	How do we know that babies are special? LI: To think about why new babes are special by exploring beliefs about God as a creator.	What do some Muslim people do to show a new baby is special? LI: To explain why some Muslim people welcome a new baby with the Adhan.	What is Aqiqah and why is it important to some Muslims? LI: To explain how some Muslim people welcome a new baby by investigating Aqiqah.	What is Jatakarma and why is it important to some Hindu people? LI: To describe how some Hindu people welcome a new baby by exploring Jatakarma.	What promises might people make for a new baby? LI: To explore how promises are made during Christian baptism ceremonies. Lesson 6 How are some babies named? LI: To identify why names are sometimes an important part of baby welcoming ceremonies.
PSHE Relationships	To identify the members of my family and understand that there are lots of different types of families.	To identify what being a good friend means to me.	To know appropriate ways of physical contact to greet my friends and know which ways I prefer.	To know who can help me in my school community.	Lesson 5: To recognise my qualities as a person and a friend. Lesson 6: To tell you why I appreciate someone who is special to me.
PE	Indoor – Send and Return Outdoor - Run, Jump and Throw	Indoor – Send and Return Outdoor - Run, Jump and Throw	Indoor – Send and Return Outdoor - Run, Jump and Throw	Indoor – Send and Return Outdoor - Run, Jump and Throw	Indoor – Send and Return Outdoor - Run, Jump and Throw
Forest School					

Term 6							
	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English  	The Bear and the Piano - To order and write simple sentences using full stops, finger spaces and capital letters. - To write compound sentences using 'and'. - To create expounded noun phrases and write them into sentences.	The Bear and the Piano - To write simple sentences in the past tense. - To write simple sentences about emotions. - To use the conjunction 'and' or 'because'. - To sequence and retell a story using pictures. - To plan a story. - To use sentences prompts to write a story. - To use adjectives to describe how a character is feeling.	Trip - Wingham Wildlife Park & Assessment Week 1 - To add -ed to verbs for the past tense. - To identify features of a recount. - To be able to write simple sentences for a recount. - To use the conjunctions 'and' and 'because'.	Trip - Wingham Wildlife Park & Assessment Week 1 - To add -ed to verbs for the past tense. - To identify features of a recount. - To use the conjunctions 'and' and 'because'. - To be able to write simple sentences for a recount. - To be able to recall information from a text to answer questions.	The Great Kapok Tree - To compose a sentence orally before writing it. - To use expanded noun phrases correctly in their sentence. - To use a question mark at the end of a question sentence. - To compose a sentence orally before writing it.	The Great Kapok Tree - To write expanded noun phrases. - I can identify nouns, verbs, and adjectives. - I can use words with the prefix 'un'.	The Great Kapok Tree - To understand the difference between fiction and non-fiction texts. - To begin to know the features of non-fiction texts. - To begin to know the features of non-chronological reports. - To begin to know the features of non-chronological reports.
Reading	Individual reading assessments	PHONICS SCREENING - 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 an 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)	
Maths	- To know how to describe turns. - To know how to describe positions using 'left' and 'right'. - To know how to describe positions using 'forwards' and 'backwards'. - To know how to describe positions using 'above' and 'below'. - To understand ordinal numbers.	- To know how to count from 50 to 100. - To know how to count tens to 100. - To know how to partition numbers within 100 into tens and ones. - To know how to use a number line to 100	- To know how to find 1 more and 1 less than a number up to 100. - To compare numbers with the same number of tens. - To know how to compare two numbers within 100. - To know how to compare any two numbers within 100.	Assessment Week	- To understand that one item can have a value greater than 1. - To understand the value of different coins. - To understand the value of different notes. - To know how to count in coins.	- To know how to order events using time words. - To know the days of the week. - To know the months of the year. - To understand hours, minutes and seconds	- To know how to tell the time to the hour. - To know how to tell the time to the half hour. - To be able to compare time.
Science Animals	To discover animal families.	To learn about the differences between mammals and birds.	To learn about the differences between amphibians, reptiles and fish.	To discover the type of foods living things eat.	To explore the differences between wild animals and pets.	To explain the characteristics of an animal.	
History David Attenborough	To be able to discuss the significance of David Attenborough.	To understand what is meant by the term climate change. To know how David Attenborough helps climate change awarenes	School trip to Wingham Wildlife Park.	To understand what is meant by the term conservation. To know how David Attenborough helps animal conservation.	Checkpoint: How has David Attenborough had an impact on our natural world?	Final Unit Checkpoint Written Checkpoint - What impact have David Attenborough and Jethro Tull had on our natural world?	
Art Sculpture and 3D: Paper play	Tube Towers LI: To roll paper to make 3D sculptures.	3D Drawings LI: To shape paper to make a 3D drawing.	Tree of Life LI: To apply paper-shaping skills to make an imaginative sculpture.	Spider Sculpture (Part 1) LI: To work collaboratively to plan and create a sculpture.	Spider Sculpture (Part 2) To explore ways of painting 3D surfaces to create different effects.		

Music		LI To play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.		LI To respond to music physically. To invent new rhythm patterns. To perform a group piece using composed rhythms.		To play rhythms from notation. To work in groups to compose rhythm patterns and notate them. To perform their compositions for each other.	
Computing Purple Mash	Internet Safety LI: To understand what personal information I need to keep safe.	To understand what instructions are. To predict what will happen when instructions are followed. To understand that computer programs work by following instructions called code.	To use code to make a computer program. To understand what objects and actions are.	To understand what an event is. To use an event to control an object.	To understand what an event is. To begin to understand how code executes when a program is run.	To understand what backgrounds and objects are. To understand how to use the scale attribute (property).	To plan a computer programme. To make a computer programme.
RE Why should we care for others?	What can we learn about caring for others from stories? LI: To explore Christian teachings on caring through stories about Jesus.	Why do people care for others? LI: To identify how and why some people care for others by exploring the Sikh belief in Sewa.	How might Muslim people how it is important to care for others? LI: To investigate why many Muslims believe it is important to care for others by exploring Zakat.	Is giving always the same? To investigate why some ways of caring take more effort and receive less thanks by exploring Tzedakah.	Why might some Humanists choose to care for others? To identify some Humanist beliefs about the importance of caring for others.	What inspires some people to care for others? To explore modern examples of how people use their skills to care for others.	
PSHE Changing Me (SRE)	To start to understand the life cycles of animals and humans. To understand that changes happen as we grow and that this is OK.	To tell you some things about me that have changed and some things about me that have stayed the same. To know that changes are OK and that sometimes they will happen whether I want them to or not	To know how my body has changed since I was a baby To understand that growing up is natural and that everybody grows at different rates	To identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. To respect my body and understand which parts are private.	To understand that every time I learn something new, I change a little bit. To enjoy learning new things.	To tell you about changes that have happened in my life. To know some ways to cope with changes	
PE	Send and return Unit 2 – Indoors Run, Jump and Throw Unit 2 – Outdoors Sports Day practise	Send and return Unit 2 – Indoors Run, Jump and Throw Unit 2 – Outdoors Sports Day practise	Send and return Unit 2 – Indoors Run, Jump and Throw Unit 2 – Outdoors Sports Day practise	Send and return Unit 2 – Indoors Run, Jump and Throw Unit 2 – Outdoors	Send and return Unit 2 – Indoors Run, Jump and Throw Unit 2 – Outdoors	Send and return Unit 2 – Indoors Run, Jump and Throw Unit 2 – Outdoors	Send and return Unit 2 – Indoors Run, Jump and Throw Unit 2 – Outdoors
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