



Medium Term Plan - Year 1 – Term 1

Horton Kirby CE Primary School is incredibly passionate about ensuring that our children have **opportunities** to develop their **curiosity** through an **aspirational** and **diverse** curriculum which has been developed and adapted to meet the needs of all of our children and community. We provide a rich, broad and balanced curriculum that celebrates individuality, diversity and builds procedural knowledge to nurture talent and prepare children for the challenges and rewards of life and the wider world. Our school values of Respect, Responsibility, Resilience and Reflection are embedded into our curriculum.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: Oi Frog!						
English	<p>Information page about Frogs</p> <p>Session 1: LO: To find out about frogs. Y1EN RC4, Y1EN RC1a, Y1EN RC2b, Y1EN W C1d, Y1EN W C2, Y1EN W C3, Y1EN W VGPS1c.</p> <p>Session 2: LO: To write an information page about frogs for a non-fiction book. Y1EN W VGPS1c, Y1EN RC1a, Y1EN W C1d, Y1EN W C2, Y1EN W C3, Y1EN W VGPS1c.</p> <p>Session 3: LO: To understand the differences between</p>	<p>Session 4: LO: To write a letter from the cat to the other animals explaining on what everyone should sit on. Y1EN RC2c, EN W VGPS1c, Y1EN RC1a, Y1EN RC2b, Y1EN RC2d, Y1EN W C2, Y1EN W VGPS1d.</p> <p>Session 5: LO: To sequence the events of a story. Y1EN RC1a, Y1EN RC2c, Y1EN RC2e, Y1EN RC2b, Y1EN W C2, Y1EN W VGPS1c, Y1EN W TS2, Y1EN W TS2a</p>	<p>Letter of Complaint</p> <p>Session 6: LO: To understand why we have rules. Y1EN RC1a, Y1EN RC2c, Y1EN RC2d, Y1EN RC2b, Y1EN W C2, Y1EN W VGPS1d.</p> <p>Session 7: LO: To understand what an adjective is. Y1EN RC1a, Y1EN RC2c, Y1EN RC2d, Y1EN RC2b, Y1EN W.</p> <p>Session 8: LO: To write a letter of complaint to the frog from one of the animals in the story.</p>	<p>A rhyming story in the style of Oi Frog!</p> <p>Session 9: LO: To identify and explore rhyming words. Y1EN RC1a, Y1EN RC2b, Y1EN W TS2b, Y1EN W TS4.</p> <p>Session 10: LO: To identify and explore rhyming words.</p>	<p>A rhyming story in the style of Oi Frog!</p> <p>Session 12: LO: To continue planning our own rhyming story. Y1EN RC1a, Y1EN RC2b, Y1EN RC2e, Y1EN W TS2b, Y1EN W TS4.</p> <p>Session 13: LO: To write our own rhyming story in the style of the <i>Oi!</i> Books. Y1EN RC1a, Y1EN RC2b, Y1EN RC2d.</p>	<p>Session 14: LO: To write our own rhyming story in the style of the <i>Oi!</i> Books. Y1EN RC1a, Y1EN RC2b, Y1EN RC2d.</p> <p>Session 15: LO: To celebrate our writing. Y1EN W C1, Y1EN W C1c, Y1EN W C1d, Y1EN W C2, Y1EN W C3, Y1EN W VGPS1a, Y1EN W VGPS1c, Y1EN W VGPS1d</p>



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	<p>characters in a story. (Character Thought Bubbles) Y1EN W VGPS1c, Y1EN RC1a, Y1EN RC2d, Y1EN RC2e, Y1EN W C2, Y1EN W VGPS1c.</p>		<p>Y1EN RC1a, Y1EN RC2c, Y1EN RC2d, Y1EN RC2b, Y1EN RC2e, Y1EN W C2, Y1EN W VGPS1d.</p>	<p>Y1EN RC1a, Y1EN RC2b, Y1EN RC2e, Y1EN W TS2b, Y1EN W TS4.</p> <p>Session 11:</p> <p>LO: To begin planning for our own rhyming story.</p> <p>Y1EN RC1a, Y1EN RC2b, Y1EN RC2e, Y1EN W TS2b, Y1EN W TS4.</p>		
Phonics	<p>Little Wandle Letters and Sounds Revised Review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Review Phase 2-4 Tricky Words</p>	<p>Little Wandle Letters and Sounds Revised air er /z/ s –es words with two or more digraphs e.g. queen thicker</p> <p>Review Phase 2-4 Tricky Words</p>	<p>Little Wandle Letters and Sounds Revised Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</p> <p>Review Phase 2-4 Tricky Words</p>	<p>Little Wandle Letters and Sounds Revised Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p> <p>Review Phase 2-4 Tricky Words</p>	<p>Little Wandle Letters and Sounds Revised Review longer words</p> <p>Review Phase 2-4 Tricky Words</p>	<p>Little Wandle Letters and Sounds Revised Consolidation</p>
Maths	<p>Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number. Y1:NP1</p> <p>Count, read and write numbers to 10 in numerals; count in</p>	<p>Given a number between 1 and 10, identify one more and one less. Y1:NP3</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less</p>	<p>Read and write numbers from 1 to 10 in numerals and words. Y1:NP5</p>	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Y1:AS1</p> <p>Represent and use number bonds and related subtraction facts within 10 Y1:AS2</p>	<p>Add and subtract one-digit numbers to 10, including zero Y1:AS3</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number</p>	<p>Recognise and name 2-d shapes [for example, rectangles (including squares), circles and triangles] Y1:S1</p>



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	<p>multiples of twos, fives and tens. Y1:NP2</p>	<p>than (fewer), most, least. Y1:NP4</p>			<p>problems such as $7 = \square - 9$. Y1:AS4</p>	
Science	<p>Science: Everyday materials</p> <p>Lesson 1: Naming Materials</p> <p>LO: To identify and name different materials. Y1:Sc: EM2</p> <ul style="list-style-type: none"> Big Idea (Aspect): Investigation (Observation) Comparison (Physical things) 	<p>Science: Everyday materials</p> <p>Lesson 2: Objects and Materials</p> <p>LO: To tell the difference between an object and the materials it is made from. Y1:Sc: EM1</p> <ul style="list-style-type: none"> Big Idea (Aspect): Investigation (Observation) Investigation (Questioning) Comparison (Physical things) 	<p>Science: Everyday materials</p> <p>Lesson 3: Properties</p> <p>LO: To describe the properties of everyday materials. Y1:Sc: EM1</p> <ul style="list-style-type: none"> Big Idea (Aspect): Investigation (Observation) Comparison (Physical things) 	<p>Science: Everyday materials</p> <p>Lesson 4: Testing Properties</p> <p>LO: To identify which materials have certain properties. Y1:Sc: EM3</p> <ul style="list-style-type: none"> Big Idea (Aspect): Materials (Properties and Uses) Creativity (Gather & record data) Investigation (Measurement, Questioning, Investigation, Observation, Gather & record data) Comparison (Physical things) 	<p>Science: Everyday materials</p> <p>Lesson 5: Umbrella Investigation</p> <p>LO: To test different materials and use what I have learnt to make a decision. Sc:WS2, Sc:WS3, Sc:WS5</p> <ul style="list-style-type: none"> Big Idea (Aspect): Investigation (Observation, Questioning, Measurement, Investigation, Gather & record data) Comparison (Physical things) Materials (Properties and Uses) Creativity (Gather & record data) 	<p>Science: Everyday materials</p> <p>Lesson 6: Sorting</p> <p>LO: To sort objects by their properties. Y1:Sc: EM4</p> <ul style="list-style-type: none"> Big Idea (Aspect): Investigation (Observation, Gather & record data) Comparison (Physical things) Creativity (Gather & record data)
Geog.	<p>Geography: What is it like here?</p> <p>Lesson 1: Where in the world are we?</p>	<p>Geography: What is it like here?</p> <p>Lesson 2: What can we see in our classroom?</p>	<p>Geography: What is it like here?</p> <p>Lesson 3: What can we find in our school grounds?</p>	<p>Geography: What is it like here?</p> <p>Lesson 4: Where are the different places in our school?</p>	<p>Geography: What is it like here?</p> <p>Lesson 5: How do we feel about our playground?</p>	<p>Geography: What is it like here?</p> <p>Lesson 6: Can we make our playground even better?</p>

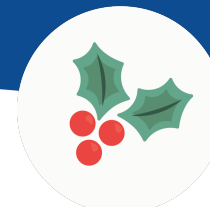


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	<p>LO: To locate the school on an aerial photograph. KS1: Ge: HP2 and 3, SF3</p> <p>▪ Big Idea (Aspect): Place (UK) Nature (Physical features) Investigation (Geographical resources) Humankind (Human features and landmarks)</p>	<p>LO: To create a map of the classroom. KS1: Ge: SF3</p> <p>▪ Big Idea (Aspect): Place (UK/Position/Map) Investigation (Geographical resources and observation)</p>	<p>LO: To locate key features of the playground. KS1: Ge: SF2, 3 and 4</p> <p>▪ Big Idea (Aspect): Place (UK/Position/Map) Nature (Physical features) Investigation (Geographical resources, fieldwork, observation, maps) Humankind (Human features and landmarks)</p>	<p>LO: To draw a simple map. KS1: Ge: SF3</p> <p>▪ Big Idea (Aspect): Place (UK/Position/Map) Nature (Physical features) Investigation (Geographical resources, fieldwork, observation, maps) Significance (significant places) Humankind (Human features and landmarks)</p>	<p>LO: To investigate how we feel about our playground. KS1: Ge: SF3</p> <p>▪ Big Idea (Aspect): Place (Position/Map) Investigation (fieldwork) Significance (significant places)</p>	<p>LO: To create a design to improve our playground. KS1: Ge: SF3</p> <p>▪ Big Idea (Aspect): Place (Position/Map) Nature (Physical features and environment) Investigation (Geographical resources and fieldwork) Significance (significant places) Humankind (Human features and landmarks)</p>
DT	<p>DT: Making a moving story book</p> <p>Lesson 1: Exploring sliders and movement.</p> <p>LO: To explore making mechanisms</p> <p>KS1:DT E 1 KS1:DT TK 2</p> <p>▪ Big Idea (Aspect): Processes (Mechanisms and Movement) Investigation (Investigation)</p>	<p>DT: Mechanisms – Making a moving story book</p> <p>Lesson 2: Design</p> <p>LO: To design a moving story book</p> <p>KS1:DT D 1 KS1:DT D 2</p> <p>▪ Big Idea (Aspect): Creativity (Generation of ideas) Processes (Mechanisms and Movement)</p>	<p>DT: Mechanisms – Making a moving story book</p> <p>Lesson 3: Construction</p> <p>LO: To construct a moving picture</p> <p>KS1:DT M 1 KS1:DT M 2</p> <p>▪ Big Idea (Aspect): Creativity (Generation of ideas) Processes (Mechanisms and Movement) Investigation (Investigation)</p>	<p>DT: Mechanisms – Making a moving story book</p> <p>Lesson 4: Testing and evaluation</p> <p>LO: To evaluate my finished product</p> <p>KS1:DT E 1 KS1:DT E 2</p> <p>▪ Big Idea (Aspect): Processes (Mechanisms and Movement) Investigation (Evaluate)</p>		



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		Materials (Materials for purpose)	Materials (Materials for purpose) <i>Investigation (Evaluate)</i>			
Music	<p>Music: Musical Vocabulary</p> <p>Lesson 1: Pulse and tempo: Dive into danger!</p> <p>L.O. To learn the musical vocabulary: pulse and tempo. KS1:MU2, MU3, MU4</p> <p>Big Idea (Aspect):</p> <ul style="list-style-type: none"> Creativity (Performance, Pulse and rhythm) 	<p>Music: Musical Vocabulary</p> <p>Lesson 2: Dynamics and timbre: Underwater world</p> <p>L.O. To explain what dynamics and timbre are. KS1:MU2, MU3, MU4</p> <p>Big Idea (Aspect):</p> <ul style="list-style-type: none"> Creativity (Performance, Pulse and rhythm) 	<p>Music: Musical Vocabulary</p> <p>Lesson 3: Pitch and rhythm: Underwater world</p> <p>L.O. To explain what pitch and rhythm are. KS1:MU2, MU3, MU4</p> <p>Big Idea (Aspect):</p> <ul style="list-style-type: none"> Creativity (Performance, Pulse and rhythm) 	<p>Music: Musical Vocabulary</p> <p>Lesson 4: Texture and structure: Coral reef</p> <p>L.O. To explain what texture and structure are. KS1:MU2, MU3, MU4</p> <p>Big Idea (Aspect):</p> <ul style="list-style-type: none"> Creativity (Performance, Pulse and rhythm) 	<p>Music: Musical Vocabulary</p> <p>Lesson 5: Musical vocabulary</p> <p>L.O. To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre. KS1:MU2, MU3, MU4</p> <p>Big Idea (Aspect):</p> <ul style="list-style-type: none"> Creativity (Pulse and rhythm) Investigation (Music appreciation) 	
PE	<p>Ball Skills Hands 1 Lesson 1: Ready, Steady, Aim</p> <p>LO: To roll their ball with accuracy. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Sending and Striking)</p>	<p>Ball Skills Hands 1 Lesson 2: Golf: Hole in one</p> <p>LO: To roll the ball with accuracy towards a target. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Creativity (Evaluation)</p>	<p>Ball Skills Hands 1 Lesson 3: Beat the Goalie</p> <p>LO: To stop the ball with their hands. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking)</p>	<p>Ball Skills Hands 1 Lesson 4: Through the Gate</p> <p>LO: To use their hands to stop the ball. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect):</p>	<p>Ball Skills Hands 1 Lesson 5: Piggy in the middle</p> <p>LO: To pass the ball with accuracy and control away from the defender. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect):</p>	<p>Ball Skills Hands 1 Lesson 6: Truck and trailer</p> <p>LO: To pass the ball with accuracy and control to their partner. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect):</p>



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	Creativity (Evaluation)		Processes (Team Games) Creativity (Evaluation)	Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)
PSHE	Being me in my World Lesson 1: Special and Safe LO: To know how to use my Jigsaw Journal ▪ Big Idea (Aspect): Humankind (wellbeing)	Being me in my World Lesson 2: My Class LO: To understand the rights and responsibilities as a member of my class ▪ Big Idea (Aspect): Place (Place in the world)	Being me in my World Lesson 3: Rights and Responsibilities LO: To understand the rights and responsibilities for being a member of my class ▪ Big Idea (Aspect) ▪ :Significance (Relationships)	Being me in my World Lesson 4: Rewards and Feeling Proud LO: To know my views are valued and can contribute to the Learning Charter Big Idea (Aspect): Investigation (Issues, evidence, ideas)	Being me in my World Lesson 5: Consequences LO: To recognise the choices I make and understand the consequences ▪ Big Idea (Aspect): Investigation (Issues, evidence, ideas)	Being me in my World Lesson 6: Owning our Learning Charter LO: To understand my rights and responsibilities within our Learning Charter ▪ Big Idea (Aspect): Nature (Rights of others)
Computing	Computing systems and networks – Technology around us Lesson 1: LO: To identify technology KS1: CO 4, 5, 6 Big Idea (Aspect): Place (Digital world, Real World)	Computing systems and networks – Technology around us Lesson 2: LO: To identify a computer and its main parts KS1: CO 4, 5, 6 Big Idea (Aspect): Materials (Hardware)	Computing systems and networks – Technology around us Lesson 3: LO: To use a mouse in different ways KS1: CO 4, 5, 6 Big Idea (Aspect): Materials (Hardware)	Computing systems and networks – Technology around us Lesson 4: LO: To use a keyboard to type on a computer KS1: CO 4, 5, 6 Big Idea (Aspect): Materials (Hardware)	Computing systems and networks – Technology around us Lesson 5: LO: To use the keyboard to edit text KS1: CO 4, 5, 6 Big Idea (Aspect): Materials (Hardware)	Computing systems and networks – Technology around us Lesson 6: LO: To create rules for using technology responsibly KS1: CO 4, 5, 6 Big Idea (Aspect): Humankind (Staying safe)



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RE	Living – What does it mean to belong to a faith community?	Living – What does it mean to belong to a faith community?	Living – What does it mean to belong to a faith community?	Living – What does it mean to belong to a faith community?	Living – What does it mean to belong to a faith community?	Living – What does it mean to belong to a faith community?
	Lesson 1:	Lesson 2:	Lesson 3:	Lesson 4:	Lesson 5:	Lesson 6:
	LO: ?	LO: ?	LO: ?	LO: ?	LO: ?	LO: ?
	Y5: ? Lesson 1	Y5: ? Lesson 2	Y5: ? Lesson 3	Y5: ? Lesson 4	Y5: ? Lesson 5	Y5: ? Lesson 6