



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: Night Box by Louise Greig and Ashling Lindsey / Orion and the Dark by Emma Yarlett						
English	<p>List Poetry</p> <p>Session 1: LO: To use pictures to make predictions. EN SL 1, EN SL 4, EN SL 7, EN SL 8, EN SL 9, Y1EN RW3, Y1EN RW8, Y1EN RC1, Y1EN RC1a, Y1EN RC2, Y1EN RC2a, Y1EN RC2c, Y1EN RC2e, Y1EN RC3, Y1EN RC4.</p> <p>Session 2: LO: To use the text as a stimulus for describing the contents of a night box. EN SL 1, EN SL 4, EN SL 7, EN SL 8, EN SL 9, Y1EN RC1, Y1EN RC1a, Y1EN RC1b, Y1EN RC2, Y1EN RC1b, Y1EN RC2a, Y1EN RC2d, Y1EN RC3, Y1EN RC4, Y1EN W TS4, Y1EN W h1a, Y2EN W h1c, Y1EN W</p>	<p>Writing in the style of Louise Grieg to describe Night</p> <p>Session 4: LO: To sort and use words that describe how night and day begin. EN SL 3, Y1EN RW1, Y1EN RC1, Y1EN RC1a, Y1EN RC1f, Y1EN RC2, Y1EN RC3, Y1EN RC4, Y1EN W TS1a, Y1EN W TS4, Y1EN W h1a, Y1EN W h1b, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1c, Y1EN W C1d, Y1EN W VGP1, Y1EN W VGPS1a, Y1EN W VGPS1c, Y1EN W VGPS1e, Y1EN W VGPS2.</p> <p>Session 5: LO: To understand a character’s viewpoint and how this might be different to their own.</p>	<p>Writing in role as a character Descriptive Writing (Orion) Personal Narrative</p> <p>Session 6: LO: To make predictions about characters and events. EN SL 1, EN SL 2, EN SL 9, Y1EN RW1, Y1EN RW3, Y1EN RC1, Y1EN RC1b, Y1EN RC2a, Y1EN RC2c, Y1EN RC2d, Y1EN RC2e, Y1EN RC3, Y1EN RC4, Y1EN W TS1a, Y1EN W h1a, Y1EN W h1b, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1c, Y1EN W C1d, Y1EN W C2, Y1EN W C3, Y1EN W VGP1, Y1EN W VGPS1a, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d, Y1EN W VGPS1e, Y1EN W VGPS2.</p>	<p>Session 9: LO: To write about personal experiences of being afraid. EN SL 5, EN SL 8, Y1EN RW2, Y1EN RW4, Y1EN W TS4, Y1EN W h1a, Y1EN W h1b, Y1EN W h1c, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1c, Y1EN W C1d, Y1EN W C2, Y1EN W C3, Y1EN W VGP1, Y1EN W VGPS1a, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d, Y1EN W VGPS1e, Y1EN W VGPS2.</p> <p>Questions (Hot Seating)</p> <p>Session 10: LO: To explore the character</p>	<p>List Writing</p> <p>Session 11: LO: To write a list of places where dark can be found. EN SL 1, EN SL 3 Y1EN RW1, Y1EN RW3, Y1EN RC1, Y1EN RC1b, Y1EN RC1f, Y1EN RC2, Y1EN RC2a, Y1EN RC2c, Y1EN RC2d, Y1EN RC3, Y1EN RC4, Y1EN W TS1a, Y1EN W TS4, Y2EN W h1c, Y1EN W C2, Y1EN W C3, Y1EN W VGPS1a.</p> <p>Session 12: LO: To understand the meaning of new words. EN SL 3, Y1EN RW1, Y1EN RW3, Y1EN RC1f, Y1EN RC2, Y1EN RC3, Y1EN RC4, Y1EN W TS1a, Y1EN W TS2, Y1EN W TS2b.</p>	<p>Narrative – overcoming a fear</p> <p>Session 14: LO: To plan a new story about overcoming a fear. EN SL 5, EN SL 7, EN SL 8, Y1EN RW1, Y1EN RW3, Y1EN W h1a, Y1EN W h1b, Y1EN W h1c, Y1EN W C1a, Y1EN W C1c, Y1EN W VGPS1e.</p> <p>Session 15: LO: To write a new story about overcoming a fear. Y1EN W TS1a, Y1EN W TS1b, Y1EN W h1a, Y1EN W h1b, Y1EN W h1c, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1c, Y1EN W C1d, Y1EN W C2, Y1EN W C3, Y1EN W VGP1, Y1EN W VGPS1a, Y1EN W VGPS1c, Y1EN W VGPS1d,</p>

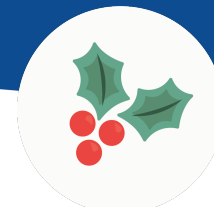


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	<p>Phase 5 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p> <p>Tricky Words: their people oh your</p>	<p>Phase 5 /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he</p> <p>Tricky Words: Mr Mrs Ms ask*</p>	<p>Phase 5 /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute</p> <p>Tricky Words: could would should our</p>	<p>Phase 5 /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield / or/ aw claw</p> <p>Tricky words: house mouse water want</p>	<p>Phase 5 Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p>	Consolidation
Maths	<p>Recognise and name 3-d shapes [for example, cuboids (including cubes), pyramids and spheres]. Y1:S2</p>	<p>Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number. Y1:NP1</p> <p>Count, read and write numbers to 20 in numerals; count in multiples of twos, fives and tens. Y1:NP2</p>	<p>Given a number between 1 and 20, 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 than (fewer), most, least. Y1:NP4</p>	<p>Read and write numbers from 1 to 20 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 20 Y1:AS2</p>	<p>Add and subtract one and two digit numbers to 20, including zero Y1:AS3</p>
Science	<p>Science: Seasonal changes – autumn and winter</p> <p>Lesson 1: Seasons</p> <p>L.O. To describe how the weather changes across the seasons and describe day length in autumn.</p> <p>Y1:Sc: SC1, Y1:Sc: SC2</p> <ul style="list-style-type: none"> Big Idea (Aspect): 	<p>Science: Seasonal changes – autumn and winter</p> <p>Lesson 2: Seasonal Weather (Autumn)</p> <p>L.O. To observe and describe the weather in autumn and collect and record data about the weather.</p> <p>Y1:Sc: SC2, Sc:WS6</p> <ul style="list-style-type: none"> Big Idea (Aspect): 	<p>Science: Seasonal changes – autumn and winter</p> <p>Lesson 3: Autumn Walk</p> <p>L.O. To identify signs of autumn.</p> <p>Y1:Sc: SC1</p> <ul style="list-style-type: none"> Big Idea (Aspect): <p>Processes (Earth, Pattern seeking, Earth)</p> <p>Place (Habitats)</p> <p>Investigation (Observation)</p>	<p>Science: Seasonal changes – autumn and winter</p> <p>Lesson 4: Autumn to Winter</p> <p>L.O. To describe how day length varies from autumn to winter and identify changes in the trees and in clothes that we wear from autumn to winter.</p> <p>Y1:Sc: SC1, Y1:Sc: SC2</p> <ul style="list-style-type: none"> Big Idea (Aspect): 	<p>Science: Seasonal changes – autumn and winter</p> <p>Lesson 5: Seasonal Weather (Winter)</p> <p>L.O. To observe and describe the weather in winter and collect and record data.</p> <p>Y1:Sc: SC2, Sc:WS6</p> <ul style="list-style-type: none"> Big Idea (Aspect): 	<p>Science: Seasonal changes – autumn and winter</p> <p>Lesson 6: Animals in Winter</p> <p>L.O. To explain how some animals adapt in winter</p> <p>Y1:Sc: SC1</p> <ul style="list-style-type: none"> Big Idea (Aspect): <p>Processes (Earth, Pattern seeking)</p>



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	<p>Processes (Earth, Pattern seeking) Place (Habitats) Investigation (Questioning)</p>	<p>Processes (Earth, Pattern seeking) Place (Habitats) Investigation (Questioning, Measurement, Investigation, Gather and record data) Creativity (Gather and record data)</p>	<p>Nature (Identification & classification)</p>	<p>Processes (Earth, Pattern seeking) Place (Habitats) Investigation (Questioning)</p>	<p>Processes (Earth, Pattern seeking) Place (Habitats) Investigation (Questioning, Measurement, Investigation, Gather and record data) Creativity (Gather and record data)</p>	<p>Place (Habitats) Nature (Identification & classification, Survival) Humankind (Staying Safe)</p>
<p>History</p>	<p>History: How am I making history?</p> <p>Lesson 1: What is my history?</p> <p>L.O. To develop an understanding of personal chronology. KS1: Hi 1 Hi 4</p> <p>▪ Big Idea (Aspect): Creativity (Communication) Change (Changes over time) Humankind (Everyday Life)</p>	<p>History: How am I making history?</p> <p>Lesson 2: How can I find out more about myself?</p> <p>L.O. To learn more about my history. KS1: Hi 1 Hi 4</p> <p>▪ Big Idea (Aspect): Creativity (Communication) Change (Changes over time) Humankind (Everyday Life)</p>	<p>History: How am I making history?</p> <p>Lesson 3: How are special events remembered?</p> <p>L.O. To explore how we remember events. KS1: Hi 1 Hi 4</p> <p>▪ Big Idea (Aspect): Humankind (Everyday Life) Comparison (Compare and Contrast)</p>	<p>History: How am I making history?</p> <p>Lesson 4: What was it like for children in the past?</p> <p>L.O. To find out what childhood was like for our parents and grandparents. KS1: Hi 1 Hi 4</p> <p>▪ Big Idea (Aspect): Humankind (Everyday Life) Comparison (Compare and Contrast) Investigation (investigate and interpret evidence)</p>	<p>History: How am I making history?</p> <p>Lesson 5: What have I learnt about childhood in the past?</p> <p>L.O. To compare childhood now with childhood in the past. KS1: Hi 1 Hi 4</p> <p>▪ Big Idea (Aspect): Humankind (Everyday Life) Comparison (Compare and Contrast) Investigation (investigate and interpret evidence)</p>	<p>History: How am I making history?</p> <p>Lesson 6: How am I making history?</p> <p>L.O. To identify that some things change and some things stay the same. KS1: Hi 1 Hi 4</p> <p>▪ Big Idea (Aspect): Humankind (Everyday Life) Comparison (Compare and Contrast) Investigation (investigate and interpret evidence) Creativity (Report and Conclude)</p>



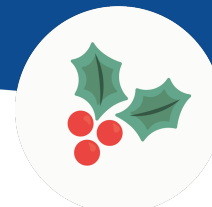
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<p>Art</p>	<p>Art: Drawing – Make your mark</p> <p>Lesson 1: Exploring line</p> <p>LO: To know how to create different types of lines</p> <p>KS1:AD3 KS1:AD4</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Materials (Pencil, Ink, Charcoal and Pen). <p>Significance (Significant people, artwork and movements)</p>	<p>Art: Drawing – Make your mark</p> <p>Lesson 2: Making waves</p> <p>LO: To explore line and mark-making to draw water</p> <p>KS1:AD3</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Materials (Pencil, Ink, Charcoal and Pen). ▪ Significance (Significant people, artwork and movements) ▪ Creativity (Generation of Ideas) ▪ Creativity (Evaluation) 	<p>Art: Drawing – Make your mark</p> <p>Lesson 3: Experimenting with media</p> <p>LO: To draw with different media</p> <p>KS1:AD1 KS1:AD2 KS1:AD3</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Materials (Pencil, Ink, Charcoal and Pen). <p>Significance (Significant people, artwork and movements)</p> <ul style="list-style-type: none"> ▪ Creativity (Creation) ▪ Creativity (Generation of Ideas) 	<p>Art: Drawing – Make your mark</p> <p>Lesson 4: Mark making</p> <p>LO: To develop an understanding of mark making</p> <p>KS1:AD3</p> <p>Big Idea (Aspect):</p> <ul style="list-style-type: none"> ▪ Materials (Pencil, Ink, Charcoal and Pen). <p>Nature (Natural Art)</p> <ul style="list-style-type: none"> ▪ Creativity (Generation of Ideas) ▪ Creativity (Evaluation) 	<p>Art: Drawing – Make your mark</p> <p>Lesson 5: Drawing from observation</p> <p>LO: To apply an understanding of drawing materials and mark-making to draw from observation</p> <p>KS1:AD3</p> <p>Big Idea (Aspect):</p> <ul style="list-style-type: none"> ▪ Materials (Pencil, Ink, Charcoal and Pen). <p>Nature (Natural Art)</p> <ul style="list-style-type: none"> ▪ Creativity (Creation) ▪ Creativity (Generation of Ideas) ▪ Creativity (Evaluation) 	
<p>Music</p>	<p>Music: Pulse and rhythm</p> <p>Lesson 1: My favourite things</p> <p>LO: To use my voice and hands to make music.</p> <p>KS1:MU1, MU2, MU3, MU4</p>	<p>Music: Pulse and rhythm</p> <p>Lesson 2: You've got a friend</p> <p>LO: To clap and play in time to the music.</p> <p>KS1:MU1, MU2, MU3, MU4</p>	<p>Music: Pulse and rhythm</p> <p>Lesson 3: Dance, dance, dance</p> <p>LO: To play simple rhythms on an instrument.</p> <p>KS1:MU1, MU2, MU3, MU4</p>	<p>Music: Pulse and rhythm</p> <p>Lesson 4: Happy</p> <p>LO: To listen to and repeat short rhythmic patterns.</p> <p>KS1:MU1, MU2, MU3, MU4</p>	<p>Music: Pulse and rhythm</p> <p>Lesson 5: Practice makes perfect</p> <p>LO: To understand the difference between pulse and rhythm.</p>	



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	<ul style="list-style-type: none"> Big Idea (Aspect): Creativity (Pulse and rhythm) 	<ul style="list-style-type: none"> Big Idea (Aspect): Creativity (Pulse and rhythm) 	<ul style="list-style-type: none"> Big Idea (Aspect): Creativity (Pulse and rhythm) Investigation (Music appreciation) 	<ul style="list-style-type: none"> Big Idea (Aspect): Creativity (Performance, Singing, Pulse and rhythm) Investigation (Music appreciation) 	<p>KS1:MU1, MU2, MU3, MU4</p> <ul style="list-style-type: none"> Big Idea (Aspect): Creativity (Performance, Pulse and rhythm) Investigation (Music appreciation) 	
PE	<p>Ball Skills Hands 2 Lesson 1: Eiffel Tower</p> <p>LO: To throw their beanbag underarm towards a target. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Athletics) Processes (Team Games) Creativity (Evaluation)</p>	<p>Ball Skills Hands 2 Lesson 2: Blast Off: Throwing Countdown</p> <p>LO: To understand the consequences of inaccurate throws and dropping the ball. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Ball Skills Hands 2 Lesson 3: Beat the Beanbag: Racing Rounders</p> <p>LO: To throw their beanbag underarm to their partner's target (hands). KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Ball Skills Feet Lesson 1: Traffic Lights</p> <p>LO: To dribble their ball around the space keeping control, responding to commands. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Creativity (Evaluation)</p>	<p>Ball Skills Feet Lesson 2: Ice Monsters: Stuck on the spot</p> <p>LO: To dribble their ball around the space avoiding the ice monsters. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Ball Skills Feet Lesson 3: Kick Bowling: Team Competition</p> <p>LO: To kick the ball using the inside of their foot towards a target. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)</p>



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<p>PSHE</p>	<p>Celebrating Difference</p> <p>Lesson 1: The same as...</p> <p>LO: To identify similarities between people in my class</p> <ul style="list-style-type: none"> Big Idea (Aspect): Place (Diversity) 	<p>Celebrating Difference</p> <p>Lesson 2: Different from...</p> <p>LO: To identify differences between people in my class</p> <ul style="list-style-type: none"> Big Idea (Aspect): Place (Diversity) 	<p>Celebrating Difference</p> <p>Lesson 3: What is 'bullying'?</p> <p>LO: To tell you what bullying is</p> <ul style="list-style-type: none"> Big Idea (Aspect): Nature (Rights of others) 	<p>Celebrating Difference</p> <p>Lesson 4: What do I do about bullying?</p> <p>LO: To know some people who I could talk to if I was feeling unhappy or being bullied</p> <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Unacceptable behaviour) Comparison (Compare and contrast) 	<p>Celebrating Difference</p> <p>Lesson 5: Making new friends</p> <p>LO: To know how to make new friends</p> <ul style="list-style-type: none"> Big Idea (Aspect): Significance (Relationships) 	<p>Celebrating Difference</p> <p>Lesson 6: Celebrating difference; celebrating me</p> <p>LO: To tell you some ways I am different from my friends</p> <ul style="list-style-type: none"> Big Idea (Aspect): Creativity (Speaking, listening, Sharing)
<p>Computing</p>	<p>Creating media – Digital painting</p> <p>Lesson 1:</p> <p>LO: To describe what different freehand tools do</p> <p>KS1: CO 4</p> <p>Big Idea (Aspect): Place (Digital world) Materials (Software)</p>	<p>Creating media – Digital painting</p> <p>Lesson 2:</p> <p>LO: To use the shape tool and the line tools</p> <p>KS1: CO 4</p> <p>Big Idea (Aspect): Place (Digital world) Materials (Software)</p>	<p>Creating media – Digital painting</p> <p>Lesson 3:</p> <p>LO: To make careful choices when painting a digital picture</p> <p>KS1: CO 4</p> <p>Big Idea (Aspect): Place (Digital world) Materials (Software)</p>	<p>Creating media – Digital painting</p> <p>Lesson 4:</p> <p>LO: To explain why I chose the tools I used</p> <p>KS1: CO 4</p> <p>Big Idea (Aspect): Place (Digital world) Materials (Software)</p>	<p>Creating media – Digital painting</p> <p>Lesson 5:</p> <p>LO: To use a computer on my own to paint a picture</p> <p>KS1: CO 4</p> <p>Big Idea (Aspect): Place (Digital world) Materials (Software)</p>	<p>Creating media – Digital painting</p> <p>Lesson 6:</p> <p>LO: To compare painting a picture on a computer and on paper</p> <p>KS1: CO 4</p> <p>Big Idea (Aspect): Place (Digital world)</p>



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RE	God – What do Christians believe God is like?	God – What do Christians believe God is like?	God – What do Christians believe God is like?	God – What do Christians believe God is like?	God – What do Christians believe God is like?	God – What do Christians believe God is like?
	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