



Medium Term Plan - Year 1 – Term 3

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: Mole's Star by Britta Teckentrup						
English	<p>Sentence Work based on Reading Questions</p> <p>Session 1: LO: To build background knowledge about moles. EN SL 1, EN SL 2, Y1EN RW3, Y1EN RW4, Y1EN RC2, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1d, Y1EN W VGPS1a, Y1EN W VGPS1c, Y1EN W VGPS1d, Y1EN W VGPS1e</p> <p>Session 2: LO: To make predictions about a story. EN SL 1, EN SL 2, EN SL 4, EN SL 7, Y1EN RC1a, Y1EN RC2, Y1EN RC2a, Y1EN RC2e, Y1EN RC3.</p> <p>Session 3:</p>	<p>Personal narrative about making wishes</p> <p>Session 4: LO: To understand the use of the prefix 'un-'. Y1EN RW1, Y1EN RW3, Y1EN RW4, Y1EN W TS1a, Y1EN W TS3, Y1EN W TS3a, Y1EN W TS3b, Y1EN W h1a, Y1EN W h1b, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W VGP1, Y1EN W VGPS1a, Y1EN W VGPS1c, Y1EN W VGPS1d, Y1EN W VGPS1e.</p> <p>Session 5: LO: To write about a personal wish. EN SL 1, EN SL 2, EN SL 4, Y1EN RW1, Y1EN RW3, Y1EN RW4, Y1EN RC1, Y1EN RC1a, Y1EN RC1b, Y1EN RC2, Y1EN</p>	<p>Letter of apology</p> <p>Session 6: LO: To work in role to understand a character's feelings. EN SL 1, EN SL 2, EN SL 7, EN SL 9, Y1EN RC1f, Y1EN RC2, Y1EN RC2c, Y1EN RC2d, Y1EN RC3. Y1EN RC4, Y1EN W TS4.</p> <p>Session 7: LO: To plan a letter of apology. EN SL 4, Y1EN RW3, Y1EN RC1, Y1EN RC2a, Y1EN RC2d, Y1EN RC3, Y1EN RC4, Y1EN W C1, Y1EN W C1a, Y1EN W C1b.</p>	<p>Letter of apology</p> <p>Session 8: LO: To write a letter of apology. Y1EN RW7, Y1EN RC1, Y1EN RC2, Y1EN W TS1a, Y1EN W TS1b, Y1EN W TS3b, 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 C3, Y1EN W C2, Y1EN W VGP1, Y1EN W VGPS1a, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d, Y1EN W VGPS1e, Y1EN W VGPS2.</p>	<p>Designing and Making a Poster</p> <p>Session 11: LO: To design and make a poster. Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1d, Y1EN W C2, Y1EN W C3.</p> <p>Session 12: LO: To add the suffix '-ed' and express personal opinions about <i>Mole's Star</i>. EN SL 1, EN SL 2, EN SL 4, EN SL 5, EN SL 8, EN SL 9, Y1EN RW3 Y1EN RC1, Y1EN RC1a, Y1EN RC3, Y1EN RC4, Y1EN W TS3b.</p>	<p>Non-Chronological Report</p> <p>Session 13: LO: To use headings to sort information. Y1EN RW1, Y1EN RW3, Y1EN RW4, Y1EN RC2, Y1EN RC2b, Y1EN RC2c.</p> <p>Session 14: LO: To plan a non-chronological report. EN SL 1, Y1EN RW1, Y1EN RW3, Y1EN W TS3, Y1EN W TS3a, Y1EN W C1, Y1EN W C1a, Y1EN W C1b.</p> <p>Session 15: LO: To write a non-chronological report. Y1EN W TS1a, Y1EN W TS1b, Y1EN W TS4, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1c, Y1EN W C1d, Y1EN W C2, Y1EN</p>



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	<p>LO: To begin to understand a character.</p> <p>EN SL 1, EN SL 4, Y1EN RW1, Y1EN RW3, Y1EN RW4, Y1EN RC2, Y1EN RC2a, Y1EN RC2c, Y1EN RC2d, Y1EN RC2e, Y1EN RC3, Y1EN W TS3, Y1EN W TS3b, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1d.</p>	<p>RC3, Y1EN RC4, Y1EN W C1, Y1EN W C1b, Y1EN W C1d, Y1EN W VGP1, Y1EN W VGPS1a, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d, Y1EN W VGPS1e</p>		<p>Session 9: LO: To summarise a story.</p> <p>EN SL 6, EN SL 8, EN SL 9, Y1EN RW1, Y1EN RW3, Y1EN RW4, Y1EN RC1, Y1EN RC1b, Y1EN RC3, Y1EN RC4.</p> <p>Session 10: LO: To use retrieval skills in reading.</p> <p>Y1EN RW1, Y1EN RW3, Y1EN RW4, Y1EN RW5, Y1EN RW6, Y1EN RW7, Y1EN RC2, Y1EN RC2b</p>		<p>W C3, Y1EN W VGP1, Y1EN W VGPS1a, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d, Y1EN W VGPS1e, Y1EN W VGPS2.</p>
Phonics	<p>Little Wandle Letters and Sounds Revised Phase 5 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder</p> <p>Tricky Words: any many again</p>	<p>Little Wandle Letters and Sounds Revised Phase 5 /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone</p> <p>Tricky Words: who whole where two</p>	<p>Little Wandle Letters and Sounds Revised Phase 5 /l/ le al apple metal /s/ c ice /v/ ve give</p> <p>Tricky Words: school call different</p>	<p>Little Wandle Letters and Sounds Revised Phase 5 /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p> <p>Tricky Words: thought through friend work</p>	<p>Little Wandle Letters and Sounds Revised Phase 5 Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p>	<p>Little Wandle Letters and Sounds Revised Consolidation</p>



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Maths	<p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Y1:AS4</p>	<p>Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number. Y1:NP1</p> <p>Count, read and write numbers to 50 in numerals; count in multiples of twos, fives and tens. Y1:NP2</p>	<p>Given a number between 1 and 50, 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 50 in numerals and words. Y1:NP5</p>	<p>Compare, describe and solve practical problems involving lengths and heights. Y1:M1</p> <p>Measure and begin to record lengths and heights Y1:M5</p>
Science	<p>Science: Animals including humans.</p> <p>Lesson 1: Observing Animals</p> <p>LO: To identify and name some common animals. Y1:Sc: A1, Sc:WS4, Sc:WS5</p> <p>Big Idea (Aspect): Nature (Identification & classification) Investigation (Questioning, Observation) Place (Habitats) Comparison (Physical things)</p>	<p>Science: Animals including humans.</p> <p>Lesson 2: Comparing Animals</p> <p>LO: To describe and compare the structure of a variety of common animals. Y1:Sc: A1, Y1:Sc: A3, Sc:WS4, Sc:WS5, Sc:WS6</p> <p>Big Idea (Aspect): Nature (Identification & classification) Investigation (Questioning, Observation)</p>	<p>Science: Animals including humans.</p> <p>Lesson 3: Animal Diets</p> <p>LO: To identify, name and sort animals that are herbivores, carnivores and omnivores. Y1:Sc: A1, Y1:Sc: A2, Sc:WS4, Sc:WS5, Sc:WS6</p> <p>Big Idea (Aspect): Nature (Identification & classification) Investigation (Questioning, Observation) Place (Habitats) Nature (Survival) Humankind (Staying Safe)</p>	<p>Science: Animals including humans.</p> <p>Lesson 4: The Human Body</p> <p>LO: To name and label the parts of the human body. Y1:Sc: A4, Sc:WS4</p> <p>Big Idea (Aspect): Nature (Identification & classification) Investigation (Questioning)</p>	<p>Science: Animals including humans.</p> <p>Lesson 5: Senses</p> <p>LO: To name the five senses and to perform simple tests to find out more about them. Y1:Sc: A4, Sc:WS3, Sc:WS2, Sc:WS5, Sc:WS6</p> <p>Big Idea (Aspect): Investigation (Questioning, Investigation) Humankind (Staying Safe) Comparison (Phenomena) Processes (Phenomena)</p>	<p>Science: Animals including humans.</p> <p>Lesson 6: Sorting Animals</p> <p>LO: To sort animals according to a criteria. Y1:Sc: A1, Y1:Sc: A2, Y1:Sc: A3, Sc:WS4</p> <p>Big Idea (Aspect): Nature (Identification & classification, Survival) Investigation (Questioning, Observation, Gather & record data) Place (Habitats) Creativity (Gather & record data)</p>



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<p>Geog.</p>	<p>Geography: What is the weather like in the UK?</p> <p>Lesson 1: Where is the UK?</p> <p>LO: To locate the four countries of the UK. KS1: Ge: LK2; KS1: Ge: SF1</p> <p>Big Idea (Aspect): Place (UK and maps) Significance (significant places)</p>	<p>Geography: What is the weather like in the UK?</p> <p>Lesson 2: What are the four seasons?</p> <p>LO: To identify seasonal changes in the UK. KS1: Ge: HP1; KS1: Ge: HP3; KS1: Ge: SF4</p> <p>Big Idea (Aspect): Place (UK and maps) Processes (Climate and weather) Investigation (fieldwork and observation) Materials (Natural and man-made materials) Change (geographical change)</p>	<p>Geography: What is the weather like in the UK?</p> <p>Lesson 3: What are the compass directions?</p> <p>LO: To identify the four compass directions. KS1: Ge: SF2</p> <p>Big Idea (Aspect): Place (UK, position and maps)</p>	<p>Geography: What is the weather like in the UK?</p> <p>Lesson 4: What is the weather like today?</p> <p>LO: To investigate daily weather patterns. KS1: Ge: HP1; KS1: Ge: HP3; KS1: Ge: SF2; KS1: Ge: SF4</p> <p>Big Idea (Aspect): Place (position and maps) Processes (Climate and weather and physical processes) Investigation (fieldwork, observation and data analysis) Change (geographical change)</p>	<p>Geography: What is the weather like in the UK?</p> <p>Lesson 5: Is the weather the same everywhere in the UK?</p> <p>LO: To identify daily weather patterns in the UK. KS1: Ge: HP3; KS1: Ge: SF2; KS1: Ge: SF1</p> <p>Big Idea (Aspect): Place (UK and maps) Processes (Climate and weather) Investigation (maps and books)</p>	<p>Geography: What is the weather like in the UK?</p> <p>Lesson 6: How do people prepare for the weather?</p> <p>LO: To understand how the weather changes with each season. KS1: Ge: HP1</p> <p>Big Idea (Aspect): Place (UK and maps) Processes (Climate and weather and physical processes) Change (geographical change)</p>
<p>DT</p>	<p>DT: Structures / Mechanisms – constructing a windmill.</p> <p>Lesson 1: Designing the structure</p> <p>LO: To include individual preferences and requirements in my design.</p>	<p>DT: Structures / Mechanisms – constructing a windmill.</p> <p>Lesson 2: Assembling the structure</p> <p>LO: To make a stable structure.</p>	<p>DT: Structures / Mechanisms – constructing a windmill.</p> <p>Lesson 3: Assembling the windmill</p> <p>LO: To assemble the components of my structure.</p>	<p>DT: Structures / Mechanisms – constructing a windmill.</p> <p>Lesson 4: Testing and evaluating</p> <p>LO: To evaluate my project and adapt my design.</p>		



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	<p>KS1:DT D 1 KS1:DT D 2 KS1:DT E 1 KS1:DT E 2</p> <p>Big Idea (Aspect): Creativity (Use of ICT) – draw the design on a tablet. Creativity (Generation of ideas) Creativity (Structures) Processes (mechanism and movement) Materials (Materials for purpose)</p>	<p>KS1:DT M 1 KS1:DT M 2 KS1:DT TK 1 KS1:DT E 2</p> <p>Big Idea (Aspect): Creativity (Generation of ideas) Creativity (Structures) Materials (Materials for purpose) Investigation (Evaluation)</p>	<p>KS1:DT M 1 KS1:DT M 2 KS1:DT E 1 KS1:DT TK 1 KS1:DT TK 2</p> <p>Big Idea (Aspect): Creativity (Generation of ideas) Creativity (Structures) Comparison (Compare & Contrast) Processes (mechanism and movement) Materials (Materials for purpose) Investigation (Evaluation)</p>	<p>KS1:DT E 1 KS1:DT E 2 KS1:DT TK 1 KS1:DT TK 2</p> <p>Big Idea (Aspect) Creativity (Generation of ideas) Creativity (Structures) Creativity (Use of ICT) Processes (mechanism and movement) Investigation (Evaluation)</p>		
<p>Music</p>	<p>Music: Classical music, dynamics and tempo</p> <p>Lesson 1: Percussive animals</p> <p>LO: To use percussion and my body expressively in response to music.</p> <p>KS1:MU1, MU2, MU3, MU4</p>	<p>Music: Classical music, dynamics and tempo</p> <p>Lesson 2: Singing animals</p> <p>LO: To sing a song in sections.</p> <p>KS1:MU1, MU2, MU3, MU4</p>	<p>Music: Classical music, dynamics and tempo</p> <p>Lesson 3: Performing animals</p> <p>LO: To perform a song.</p> <p>KS1:MU1, MU2, MU3, MU4</p>	<p>Music: Classical music, dynamics and tempo</p> <p>Lesson 4: Composing animals</p> <p>LO: To use instruments to create different sounds.</p> <p>KS1:MU1, MU2, MU3, MU4</p>	<p>Music: Classical music, dynamics and tempo</p> <p>Lesson 5: The story of the lion</p> <p>LO: To create and choose sounds.</p> <p>KS1:MU1, MU2, MU3, MU4</p>	



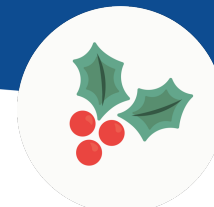
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	<ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Creativity (Performance) ▪ Investigation (Listening, Music appreciation) 	<ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Creativity (Singing) ▪ Investigation (Music appreciation) 	<ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Creativity (Performance, Composition, Pulse and rhythm) ▪ Investigation (Listening) <p>Significance (Significant people)</p>	<ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Creativity (Performance, Singing, Pulse and rhythm) ▪ Investigation (Listening, Music appreciation) <p>Significance (Significant people)</p>	<ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Creativity (Performance, Pulse and rhythm, Composition) ▪ Investigation (Listening, Music appreciation) 	
PE	<p>Games for Understanding Lesson 1: Dodging defenders: Avoiding real defenders.</p> <p>LO: To move around the space avoiding the defenders. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect): Processes (Team Games) Creativity (Evaluation)</p>	<p>Games for Understanding Lesson 2: Galaxy Stars: Attacking principles.</p> <p>LO: To understand where to take treasure from in order to win a game. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect): Processes (Team Games) Creativity (Evaluation)</p>	<p>Games for Understanding Lesson 3: Protect the Treasure: Applying defending.</p> <p>LO: To defenders will prevent the attackers from taking the treasure. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect): Processes (Team Games) Creativity (Evaluation)</p>	<p>Dance Growing Lesson 1 Exploring ‘jump, turn and balance’ movements.</p> <p>LO: To explore creating movement sequences that represent flowers. KS2:PE3</p> <p>Big Idea (Aspect): Processes (Dance) Creativity (Evaluation)</p>	<p>Dance Growing Lesson 2: Creating a plant dance.</p> <p>LO: To explore creating movements and linking them together. KS2:PE3</p> <p>Big Idea (Aspect): Processes (Dance) Creativity (Evaluation)</p>	<p>Dance Growing Lesson 3: Creating rhythm: The lifecycle of the plant.</p> <p>LO: To explore creating movement patterns, whilst keeping a rhythm. KS2:PE3</p> <p>Big Idea (Aspect): Processes (Dance) Creativity (Evaluation)</p>
PSHE	<p>Dreams & Goals</p> <p>Lesson 1: My Treasure Chest of Success</p> <p>LO: To set simple goals</p>	<p>Dreams & Goals</p> <p>Lesson 2: Steps to Goals</p> <p>LO: To set a goal and work out how to achieve it</p>	<p>Dreams & Goals</p> <p>Lesson 3: Achieving Together</p> <p>LO: To understand how to work well with a partner</p>	<p>Dreams & Goals</p> <p>Lesson 4: Stretchy Learning</p> <p>LO: To tackle a new challenge and understand this might stretch my learning</p>	<p>Dreams & Goals</p> <p>Lesson 5: Overcoming Obstacles</p> <p>LO: To tell you about obstacles which make it more difficult to achieve</p>	<p>Dreams & Goals</p> <p>Lesson 6: Celebrating My Success</p> <p>LO: To tell you how I felt when I succeeded in a new</p>



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	<ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Creativity (ocabulary) Humankind (Setting goals) 	<ul style="list-style-type: none"> ▪ Big Idea (Aspect): Creativity (Vocabulary) 	<ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Creativity (Speaking and Listening) Humankind (Wellbeing) 	<ul style="list-style-type: none"> ▪ Big Idea (Aspect): Humankind (Setting goals) 	my new challenge and have ideas to overcome them <ul style="list-style-type: none"> ▪ Big Idea (Aspect): Humankind (Setting goals) 	challenge and how I celebrated it <ul style="list-style-type: none"> ▪ Big Idea (Aspect): Humankind (Setting goals)
Computing Programming A – Moving a robot Lesson 1: LO: To explain what a given command will do KS1: CO 1, 2, 3, 5 Big Idea (Aspect): Investigation (Data and computational thinking) Processes (Physical Interaction)	Programming A – Moving a robot Lesson 2: LO: To act out a given word KS1: CO 1, 2, 3, 5 Big Idea (Aspect): Investigation (Data and computational thinking) Processes (Physical Interaction)	Programming A – Moving a robot Lesson 3: LO: To combine forwards and backwards commands to make a sequence KS1: CO 1, 2, 3, 5 Big Idea (Aspect): Investigation (Data and computational thinking) Processes (Physical Interaction)	Programming A – Moving a robot Lesson 4: LO: To combine four direction commands to make sequences KS1: CO 1, 2, 3, 5 Big Idea (Aspect): Investigation (Data and computational thinking) Processes (Physical Interaction)	Programming A – Moving a robot Lesson 5: LO: To plan a simple program KS1: CO 1, 2, 3, 5 Big Idea (Aspect): Investigation (Data and computational thinking) Processes (Physical Interaction)	Programming A – Moving a robot Lesson 6: LO: To find more than one solution to a problem KS1: CO 1, 2, 3, 5 Big Idea (Aspect): Investigation (Data and computational thinking) Processes (Physical Interaction)	
RE Believing – Who is Jewish and how do they live? Lesson 1: LO: ? Y5: ? Lesson 1	Believing – Who is Jewish and how do they live? Lesson 2: LO: ? Y5: ? Lesson 2	Believing – Who is Jewish and how do they live? Lesson 3: LO: ? Y5: ? Lesson 3	Believing – Who is Jewish and how do they live? Lesson 4: LO: ? Y5: ? Lesson 4	Believing – Who is Jewish and how do they live? Lesson 5: LO: ? Y5: ? Lesson 5	Believing – Who is Jewish and how do they live? Lesson 6: LO: ? Y5: ? Lesson 6	