



Medium Term Plan - Year 1 – Term 4

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: Where the Wild Things Are by Maurice Sendak						
English	<p>Annotated Story Maps</p> <p>Session 1: LO: To become familiar with the story and key vocabulary: introduce and pre-read the text. Y1EN RC1, Y1EN RC1a, Y1EN RC2c, Y1EN RC2d, Y1EN RC2e.</p> <p>Session 2: LO: To retell the story, sequencing the events in the correct order. Revisit, sequence and retell the story. Y1EN RC1, Y1EN RC1a, Y1EN RC2c, EN SL 8, EN SL 9, Y1EN RW7, Y1EN W VGPS1d.</p> <p>Session 3: LO: To understand the</p>	<p>Session 4: LO: To retell and perform a familiar story through drama and performance: portray character through voice and movement. Y1EN RC2c, Y1EN RC2d, Y1EN RC1, Y1EN RC1d, EN SL 8, EN SL 9, Y1EN W VGPS1c.</p> <p>Session 5: LO: To form letters correctly with the correct series of strokes: the long ladder family. Y1EN W h1a, Y1EN W h1b, Y1EN W h1c, Y1EN W VGPS1a, Y1EN W VGPS1c, Y1EN RC1, Y1EN RW7, Y1EN W VGPS1c, Y2EN W TS1c.</p>	<p>Character Description Missing Poster</p> <p>Session 6: LO: To generate descriptive vocabulary to describe the children’s own wild things. Y1EN W C1, Y1EN W C1a, Y1EN W C1d, Y1EN W C2, Y1EN W C3, Y1EN W C1b, Y1EN W TS3, Y1EN W TS3a, Y1EN W VGPS1b, Y2EN W VGP1a.</p> <p>Session 7: LO: To describe and compare the children’s own wild things and characters from the story. Y1EN W C1, Y1EN W C1a, Y1EN W C1d, Y1EN W C2, Y1EN W C3, Y1EN W C1b, Y1EN W TS3, Y1EN W TS3a, Y1EN W VGPS1b.</p>	<p>Persuasive Letter</p> <p>Session 9: LO: To write a persuasive letter to the wild things. Y1EN RC2d, Y1EN RC2e, Y1EN RC1c, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1d, Y1EN W C2, Y1EN W C3, Y1EN W VGPS1a, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d,</p> <p>Session 10: LO: To form letters correctly with the correct series of</p>	<p>Retelling the Story with Innovation</p> <p>Session 11: LO: To plan a new version of the story: generate ideas for change. Y1EN RC1c, Y1EN RC3, Y1EN W C2, Y1EN W C3, Y1EN W C1, Y1EN W C1a, Y1EN W C1d, Y1EN W VGPS1a, Y1EN W VGPS1b, Y1EN W VGPS1c, Y2EN W VGP2a, Y1EN W VGPS1c.</p> <p>Session 12: LO: To write a new version of the story. Y1EN RC1c, EN SL 9, Y1EN W C2, Y1EN W C3, Y1EN W C1c, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1d, Y1EN W VGPS1a,</p>	<p>Session 14: LO: To design a front cover and write a blurb for an original book. Y1EN RC1a, Y1EN RC2d, Y1EN RC2e, Y1EN RC2c, Y1EN RC3, Y1EN W C2, Y1EN W C3, Y1EN W VGPS1c, Y1EN W VGPS1b, Y1EN W TS3, Y1EN W TS3a.</p> <p>Session 15: LO: To form letters correctly with the correct series of strokes: the curly caterpillar family – focus: c, a, d, e and g, introduce: q and f. Y1EN W h1a, Y1EN W h1b, Y1EN W h1c, Y1EN W h1c, Y1EN W VGPS1a, Y1EN W VGPS1c, Y1EN RW7, Y1EN</p>



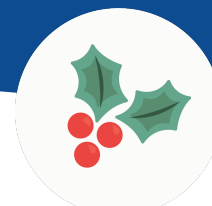
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	<p>story, retrieve information, infer from the text, explain understanding and predict what might happen next.</p> <p>Y1EN RC2a, Y1EN RC4, Y1EN RC1a, Y1EN RC2c, Y1EN RC1c, Y1EN RC1d, Y1EN RC1f, EN SL 8, EN SL 9, Y1EN W TS4, Y1EN W TS5.</p>		<p>Session 8: LO: To describe the character of Max: appearance, personality and behaviour.</p> <p>Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1d, Y1EN W C2, Y1EN W C3, Y1EN W VGPS1a, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W TS3, Y1EN W TS3b, Y1EN W VGPS1c, Y1EN W VGPS1b.</p>	<p>strokes: the long ladder family – focus y and j.</p> <p>Y1EN W h1a, Y1EN W h1b, Y1EN W h1c, Y1EN W h1e, Y1EN W VGPS1a, Y1EN W VGPS1c, Y1EN RW7, Y1EN RW4, Y1EN W VGPS1d, Y1EN W TS1b.</p>	<p>Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d, Y1EN W TS3.</p> <p>Session 13: LO: To complete, edit and improve the writing of own stories.</p> <p>Y1EN RC1c, EN SL 9, Y1EN W C2, Y1EN W C3, Y1EN W C1c, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1d, Y1EN W VGPS1a, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d, Y1EN W TS3, Y1EN W TS3b.</p>	<p>RW4, Y1EN W VGPS1c, Y1EN W TS3, Y1EN W TS4.</p>
Phonics	<p>Little Wandle Letters and Sounds Revised Phase 5</p> <p>/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk</p> <p>Tricky Words: once laugh</p>	<p>Little Wandle Letters and Sounds Revised Phase 5</p> <p>/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*</p> <p>Tricky Words: because eye</p>	<p>Little Wandle Letters and Sounds Revised Phase 5</p> <p>/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there</p>	<p>Little Wandle Letters and Sounds Revised Phase 5</p> <p>/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor</p>	<p>Little Wandle Letters and Sounds Revised Phase 5</p> <p>/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p>	<p>Little Wandle Letters and Sounds Revised Phase 5</p>
Maths	<p>Compare, describe and solve practical problems involving mass/weight</p> <p>Y1:M2</p>	<p>Compare, describe and solve practical problems involving capacity and volume</p> <p>Y1:M3</p>	<p>Solve one-step problems multiplication by calculating the answer using concrete objects, pictorial representations and arrays</p>	<p>Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays</p>	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Y1:F1</p>	<p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Y1:F2</p>



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	Measure and begin to record mass/weight Y1:M6	Measure and begin to record capacity and volume Y1:M7	with the support of the teacher. Y1:MD1	with the support of the teacher. Y1:MD1		
Science	<p>Science: Plants</p> <p>Lesson 1: Making Observations</p> <p>L.O. To describe and compare plants, seeds and bulbs.</p> <p>Sc:WS1 Y1:Sc: P2</p> <ul style="list-style-type: none"> Big Idea (Aspect): Nature (Identification & classification, Parts & function) Change (Living Things) Investigation (Questioning, Investigation, Observation) 	<p>Science: Plants</p> <p>Lesson 2: The Parts of a Plant</p> <p>L.O. To name and compare the parts of plants.</p> <p>Sc:WS6 Y1:Sc: P1</p> <ul style="list-style-type: none"> Big Idea (Aspect): Nature (Identification & classification, Parts & function) Change (Living Things) Investigation (Observation) 	<p>Science: Plants</p> <p>Lesson 3: Garden and Wild Plants</p> <p>L.O. To identify and name some common garden and wild plants.</p> <p>Y1:Sc: P1</p> <ul style="list-style-type: none"> Big Idea (Aspect): Nature (Identification & classification, Parts & function) Change (Living Things) Investigation (Observation) 	<p>Science: Plants</p> <p>Lesson 4: Terrific Trees</p> <p>L.O. To identify and name some common trees.</p> <p>Sc:WS4 Y1:Sc: P1</p> <ul style="list-style-type: none"> Big Idea (Aspect): Nature (Identification & classification, Parts & function) Change (Living Things) Investigation (Observation) Processes (Pattern Seeking, Earth) 	<p>Science: Plants</p> <p>Lesson 5: Fruit and Vegetable Plants</p> <p>L.O. To name, sort and compare some common fruit and vegetable plants.</p> <p>Y1:Sc: P2</p> <ul style="list-style-type: none"> Big Idea (Aspect): Nature (Identification & classification, Parts & function) Change (Living Things) Investigation (Observation, Gather and Record) Creativity (Gather and record Data) 	<p>Science: Plants</p> <p>Lesson 6: Comparing Plants</p> <p>L.O. To name and compare some common plants and trees.</p> <p>Sc:WS2 Sc:WS5</p> <ul style="list-style-type: none"> Big Idea (Aspect): Nature (Identification & classification, Parts & function) Change (Living Things) Investigation (Observation, Gather and Record) Creativity (Gather and record Data)
History	<p>History: How have toys changed?</p> <p>Lesson 1: What is your favourite toy? Y2 T4 L1-6</p> <p>L.O. To discuss a favourite toy.</p>	<p>History: How have toys changed?</p> <p>Lesson 2: Did your parents and grandparents play with the same toys as you?</p>	<p>History: How have toys changed?</p> <p>Lesson 3: What were toys like in the past?</p>	<p>History: How have toys changed?</p> <p>Lesson 4: What is similar and different about toys now and in the past?</p> <p>L.O. To compare toys from the past with modern toys.</p>	<p>History: How have toys changed?</p> <p>Lesson 5: How have teddy bears changed over time?</p>	<p>History: How have toys changed?</p> <p>Lesson 6: How have toys changed?</p> <p>L.O. To know how toys have changed over time.</p>



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	<p>KS1: Hi 1</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): Significance (Significant Events) 	<p>L.O. To find out what toys our parents and grandparents played with.</p> <p>KS1: Hi 1</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): Change (changes over time) Humankind (everyday life) Materials (artefacts and sources) 	<p>L.O. To investigate what toys were like up to 100 years ago.</p> <p>KS1: Hi 1</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): Change (changes over time) Humankind (everyday life) Materials (artefacts and sources) Investigation (investigate and interpret evidence) 	<p>KS1: Hi 1</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): Change (changes over time) Humankind (everyday life) Materials (artefacts and sources) Investigation (investigate and interpret evidence) Comparison (compare and contrast) 	<p>L.O. To investigate how teddy bears have changed over time.</p> <p>KS1: Hi 1</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): Investigation (investigate and interpret evidence) Comparison (compare and contrast) Change (changes over time) 	<p>KS1: Hi 1</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): Investigation (investigate and interpret evidence) Comparison (compare and contrast) Change (changes over time) Humankind (everyday life)
<p>Art</p>	<p>Art: Painting and Mixed Media – Colour splash</p> <p>Lesson 1: Making colours</p> <p>LO: To investigate how to mix secondary colours</p> <p>KS1:AD2 KS1:AD3</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): Materials (Paint) 	<p>Art: Painting and Mixed Media – Colour splash</p> <p>Lesson 2: Painting with colour</p> <p>LO: To apply knowledge of colour mixing when painting</p> <p>KS1:AD2 KS1:AD3</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): Materials (Paint) Significance (Significant people, artwork and movements) 	<p>Art: Painting and Mixed Media – Colour splash</p> <p>Lesson 3: Printing with paint</p> <p>LO: To explore colour when printing</p> <p>KS1:AD1 KS1:AD3</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): Materials (Paint) Materials (Print) 	<p>Art: Painting and Mixed Media – Colour splash</p> <p>Lesson 4: Exploring colour mixing</p> <p>LO: To experiment with paint mixing to make a range of secondary colours</p> <p>KS1:AD2 KS1:AD3</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): Materials (Paint) 	<p>Art: Painting and Mixed Media – Colour splash</p> <p>Lesson 5: Clarice Cliff plates</p> <p>LO: To apply their painting skills when working in the style of an artist</p> <p>KS1:AD1 KS1:AD4</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): Materials (Paint) Significance (Significant people, artwork and movements) Creativity (Creation) 	



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<p>Music</p>	<p>Music: Timbre and rhythmic patterns</p> <p>Lesson 1: Character voices</p> <p>LO: To use voices expressively to speak and chant.</p> <p>KS1:MU1, MU2, MU3, MU4</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Creativity (Performance, Singing, Composition) ▪ Investigation (Music appreciation) 	<p>Music: Timbre and rhythmic patterns</p> <p>Lesson 2: Starting with instruments</p> <p>LO: To select suitable instrumental sounds to represent a character.</p> <p>KS1:MU1, MU2, MU3, MU4</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Creativity (Performance, Composition) 	<p>Music: Timbre and rhythmic patterns</p> <p>Lesson 3: Rhythms</p> <p>LO: To compose and play a rhythm.</p> <p>KS1:MU1, MU2, MU3, MU4</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Creativity (Pulse and rhythm, Composition) 	<p>Music: Timbre and rhythmic patterns</p> <p>Lesson 4: Responding to music</p> <p>LO: To recognise how timbre is used to represent characters in a piece of music.</p> <p>KS1:MU1, MU2, MU3, MU4</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Investigation (Listening, Music appreciation) <p>Significance (Significant people)</p>	<p>Music: Timbre and rhythmic patterns</p> <p>Lesson 5: Keeping the pulse</p> <p>LO: To keep the pulse using untuned instruments.</p> <p>KS1:MU1, MU2, MU3, MU4</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): ▪ Creativity (Performance, Pulse and rhythm) ▪ Investigation (Listening, Music appreciation) 	
<p>PE</p>	<p>Gymnastics Body Parts</p> <p>Lesson 1: Introducing ‘small’ body parts</p> <p>LO: To move using the ‘small’ parts of their body.</p> <p>KS2:PE1</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p>	<p>Gymnastics Body Parts</p> <p>Lesson 2: Introducing ‘big’ body parts</p> <p>LO: To move using the ‘big’ parts of their body.</p> <p>KS2:PE1</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p>	<p>Gymnastics Body Parts</p> <p>Lesson 3: Creating shapes using ‘big’ and ‘small’ body parts.</p> <p>LO: To create balances using ‘big’ and ‘small’ body parts.</p> <p>KS2:PE1</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p>	<p>Team Building</p> <p>Lesson 1: Avoid the traps</p> <p>LO: To communicate with their partner to complete the challenge.</p> <p>KS2:PE2</p> <p>Big Idea (Aspect): Processes (Outdoor Adventurous Activities) Creativity (Evaluation)</p>	<p>Team Building</p> <p>Lesson 2: Cross the swamp</p> <p>LO: To create and apply simple tactics to complete the challenge.</p> <p>KS2:PE2</p> <p>Big Idea (Aspect): Processes (Outdoor Adventurous Activities) Creativity (Evaluation)</p>	<p>Team Building</p> <p>Lesson 3: Toxic Waste</p> <p>LO: To work as a team to successfully complete the challenge.</p> <p>KS2:PE2</p> <p>Big Idea (Aspect): Processes (Outdoor Adventurous Activities) Creativity (Evaluation)</p>



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<p>PSHE</p>	<p>Healthy Me</p> <p>Lesson 1: Being Healthy</p> <p>LO: To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Healthy lifestyles) 	<p>Healthy Me</p> <p>Lesson 2: Healthy Choices</p> <p>LO: To know how to make healthy lifestyle choices</p> <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Healthy lifestyles) 	<p>Healthy Me</p> <p>Lesson 3: Clean and Healthy</p> <p>LO: To know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Healthy lifestyles) 	<p>Healthy Me</p> <p>Lesson 4: Medicine Safety</p> <p>LO: To understand that medicines can help me if I feel poorly and I know how to use them safely</p> <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Staying safe) 	<p>Healthy Me</p> <p>Lesson 5: Road Safety</p> <p>LO: To know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Staying safe) 	<p>Healthy Me</p> <p>Lesson 6: Happy, Healthy Me</p> <p>LO: To tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Staying safe)
<p>Computing</p>	<p>Data and information – Grouping data</p> <p>Lesson 1:</p> <p>LO: To label objects</p> <p>KS1: CO 4, 6</p> <p>Big Idea (Aspect): Place (Digital World) Nature (Real world)</p>	<p>Data and information – Grouping data</p> <p>Lesson 2:</p> <p>LO: To identify that objects can be counted</p> <p>KS1: CO 4, 6</p> <p>Big Idea (Aspect): Place (Digital World) Nature (Real world)</p>	<p>Data and information – Grouping data</p> <p>Lesson 3:</p> <p>LO: To describe objects in different ways</p> <p>KS1: CO 4, 6</p> <p>Big Idea (Aspect): Place (Digital World) Nature (Real world)</p>	<p>Data and information – Grouping data</p> <p>Lesson 4:</p> <p>LO: To count objects with the same properties</p> <p>KS1: CO 4, 6</p> <p>Big Idea (Aspect): Place (Digital World) Nature (Real world)</p>	<p>Data and information – Grouping data</p> <p>Lesson 5:</p> <p>LO: To compare groups of objects</p> <p>KS1: CO 4, 6</p> <p>Big Idea (Aspect): Place (Digital World) Nature (Real world)</p>	<p>Data and information – Grouping data</p> <p>Lesson 6:</p> <p>LO: To answer questions about groups of objects</p> <p>KS1: CO 4, 6</p> <p>Big Idea (Aspect): Place (Digital World) Nature (Real world)</p>



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RE	Believing – What can we learn from sacred books?	Believing – What can we learn from sacred books?	Believing – What can we learn from sacred books?	Believing – What can we learn from sacred books?	Believing – What can we learn from sacred books?	Believing – What can we learn from sacred books?
	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