



Medium Term Plan - Year 1 – Term 5

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 3	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: Manfred the Baddie by John Fardell						
English	<p>Character Description in the form of a Wanted Poster Speech Bubbles</p> <p>Session 1: LO: To understand who a baddie is in a story. Y1EN RC1b, Y1EN RC1a, Y1EN RC2d, Y1EN RC2e, Y1EN W C1d, Y1EN W C2, Y1EN W VGPS1d.</p> <p>Session 2: LO: To form an opinion of a character and justify it. Y1EN RC1b Y1EN RC1a, Y1EN RC2d, Y1EN RC2e, Y1EN W C1a, Y1EN W VGPS1a Y1EN W VGPS1c, Y1EN W VGPS1d, Y1EN W TS3, Y1EN W TS3b.</p>	<p>A ‘Get Well’ card/message-to empathise</p> <p>Session 4: LO: To develop an understanding for the motives of a character. Y1EN RC2, Y1EN RC2a, Y1EN RC1a, Y1EN RC2c, Y1EN RC2d, Y1EN RC2e.</p> <p>Session 5: LO: To explore the thoughts and feelings of characters in the story. Y1EN RC2, Y1EN RC2a, Y1EN RC1a, Y1EN RC2c, Y1EN RC2d, Y1EN RC2e, Y1EN W C1a, Y1EN W C1b, Y1EN W C2, Y1EN W VGPS1a, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d.</p>	<p>Instructions for making a sandwich – to inform</p> <p>Session 7: LO: To design a sandwich for Manfred to make (that I will use as a plan for my writing). Y1EN RC1a, Y1EN RC2c, Y1EN W C1a, Y1EN W TS3b.</p> <p>Session 8: LO: To write instructions for making a sandwich. Y1EN RC1a, Y1EN RC2c, Y1EN RC2d, Y1EN RC2e, 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 9: LO: To ask and answer questions about a text. Y1EN RC1, Y1EN RC2a, Y1EN RC1a, Y1EN RC2c, Y1EN RC2d.</p> <p>Session 10: LO: To create a baddie character for my story. Y1EN RC1, Y1EN RC2a, Y1EN RC1a, Y1EN W C1a, Y1EN W C1b, Y1EN W VGPS1a, Y1EN W VGPS1c, Y1EN W VGPS1.</p>	<p>A comic strip story in the style of Manfred Baddie (sessions 12-15) – to entertain</p> <p>Session 11: LO: To create a goodie character for my story. Y1EN RC1, Y1EN RC2a, Y1EN RC1a, Y1EN W C1a, Y1EN W C1b.</p> <p>Session 12: LO: To plan the beginning, middle and end of a story. Y1EN RC2a, Y1EN RC1a, Y1EN RC2c, Y1EN W C1a, Y1EN W VGPS1a, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d.</p>	<p>A comic strip story in the style of Manfred Baddie</p> <p>Session 13: LO: To write the beginning of a comic strip story. Y1EN RC2a, Y1EN RC1a, Y1EN RC2c, Y1EN RC2d, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1c, Y1EN W C1d, Y1EN W C2, Y1EN W C3.</p> <p>Session 14: LO: To write the middle of a comic strip story. Y1EN RC2a, Y1EN RC1a, Y1EN RC2c, Y1EN RC2d, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1c, Y1EN W C1d, Y1EN W C2, Y1EN W C3, m Y1EN W VGPS1a, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d.</p>



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	<p>Session 3: LO: To describe a character in a story. Y1EN RC1, Y1EN RC1a, Y1EN RC1b, Y1EN RC2c, Y1EN RC2d, Y1EN RC2e, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1c, Y1EN W C1d, Y1EN W C2, Y1EN W C3.</p>	<p>Session 6: LO: To understand the feelings of a main character in a story. Y1EN RC2, Y1EN RC2a, Y1EN RC1a, Y1EN RC2c, Y1EN RC2d, Y1EN RC2e, Y1EN W C1a, Y1EN W C1b, Y1EN W C2, Y1EN W VGPS1a, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d.</p>				<p>Session 15: LO: To write the end of a comic strip story. Y1EN RC2a, Y1EN RC1a, Y1EN RC2c, Y1EN RC2d, Y1EN W C1, Y1EN W C1a, Y1EN W C1b, Y1EN W C1c, Y1EN W C1d, Y1EN W C2, Y1EN W C3, m Y1EN W VGPS1a, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d.</p>
Phonics	<p>Phase 5 Review for Phonics Screening ay play a-e shake ea each e he</p>	<p>Phase 5 Review for Phonics Screening ie pie i-e time o go o-e home</p>	<p>Phase 5 Review for Phonics Screening ue blue rescue ew chew new u-e rude cute aw claw</p>	<p>Phase 5 Review for Phonics Screening ea head ir bird ou cloud oy toy</p>	<p>Phase 5 Review for Phonics Screening i tiger a paper ow snow u unicorn</p>	<p>Phase 5 Review for Phonics Screening ph phone wh wheel ie shield</p>
Maths	<p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Y1:PD1</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Y1:NP1</p>	<p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Y1:NP2</p>	<p>Given a number between 1 and 100, 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>Recognise and know the value of different denominations of coins and notes Y1:M9</p>



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<p>Science</p>	<p>Science: Seasonal changes – spring and summer</p> <p>Lesson 1: Winter to Spring</p> <p>L.O. To describe how day length varies from winter to spring and identify changes in the trees and in clothes that we wear from winter to spring.</p> <p>Y1:Sc: SC1</p> <p>Y1:Sc: SC2</p> <p>Big Idea (Aspect): Processes (Earth) Place (Habitats) Investigation (Questioning) Processes (Pattern seeking)</p>	<p>Science: Seasonal changes – spring and summer</p> <p>Lesson 2: Seasonal Weather (Spring)</p> <p>L.O. To observe and describe the weather in spring and collect and record data about the weather in spring.</p> <p>Y1:Sc: SC2</p> <p>Sc:WS6</p> <p>Big Idea (Aspect): Processes (Earth) Place (Habitats) Investigation (Questioning, Measurement, Investigation, Gather and record data) Creativity (Gather and record data) Processes (Pattern seeking)</p>	<p>Science: Seasonal changes – spring and summer</p> <p>Lesson 3: Spring Walk</p> <p>L.O. To identify signs of spring</p> <p>Y1:Sc: SC1</p> <p>Big Idea (Aspect): Processes (Earth) Place (Habitats) Investigation (Observation) Processes (Pattern seeking, Earth) Nature (Identification & classification)</p>	<p>Science: Seasonal changes – spring and summer</p> <p>Lesson 4: Spring Summer</p> <p>L.O. To describe how day length varies from spring to summer and identify changes in the trees and in clothes that we wear from winter to spring.</p> <p>Y1:Sc: SC1 Y1:Sc: SC2</p> <p>Big Idea (Aspect): Processes (Earth) Place (Habitats) Investigation (Questioning) Processes (Pattern seeking)</p>	<p>Science: Seasonal changes – spring and summer</p> <p>Lesson 5: Seasonal Weather (Summer)</p> <p>L.O. To observe and describe the weather in summer and collect and record data about the weather in summer.</p> <p>Y1:Sc: SC2 Sc:WS6</p> <p>Big Idea (Aspect): Processes (Earth) Place (Habitats) Investigation (Questioning, Measurement, Investigation, Gather and record data) Creativity (Gather and record data) Processes (Pattern seeking)</p>	<p>Science: Seasonal changes – spring and summer</p> <p>Lesson 6: Staying Safe in Summer</p> <p>L.O. To explain how to stay safe in the sun.</p> <p>Y1:Sc: SC2</p> <p>Big Idea (Aspect): Humankind (Staying Safe)</p>
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<p>Geog.</p>	<p>Geography: What is it like to live in Shanghai?</p> <p>Lesson 1: What can we see in our local area?</p> <p>LO: To recognise physical and human features KS1: Ge: HP2,3 and 4</p> <p>Big Idea (Aspects): Place (World, UK, map) Comparison (Compare and contrast) Nature (physical features) Investigation (fieldwork) Humankind (Human features and landmarks)</p>	<p>Geography: What is it like to live in Shanghai?</p> <p>Lesson 2: Can we map our local area?</p> <p>LO: To draw a sketch map KS1: Ge: HP2,3 and 4, SF2 and 3</p> <p>Big Idea (Aspects): Place (UK, map, location and position) Nature (physical features) Investigation (geographical resources) Humankind (Human features and landmarks)</p>	<p>Geography: What is it like to live in Shanghai?</p> <p>Lesson 3: Where in the world is China?</p> <p>LO: To name and locate some continents on a world map KS1: Ge: LK1</p> <p>Big Idea (Aspects): Place (World, UK, map, location and position) Comparison (Compare and contrast) Investigation (geographical resources) Significance (significant places)</p>	<p>Geography: What is it like to live in Shanghai?</p> <p>Lesson 4: What can you see in China?</p> <p>LO: To identify physical and human features of a non-European country KS1: Ge: HP2,3 and 4</p> <p>Big Idea (Aspects): Place (World, UK, map) Comparison (Compare and contrast) Nature (physical features) Investigation (maps and books) Significance (significant places) Humankind (Human features and landmarks)</p>	<p>Geography: What is it like to live in Shanghai?</p> <p>Lesson 5: What is Shanghai like?</p> <p>LO: To describe what it is like in Shanghai. KS1: Ge: PK1</p> <p>Big Idea (Aspects): Place (World, UK, map) Comparison (Compare and contrast) Nature (physical features) Investigation (geographical resources, maps and books) Significance (significant places) Humankind (Human features and landmarks)</p>	<p>Geography: What is it like to live in Shanghai?</p> <p>Lesson 6: How is Shanghai different from our local area?</p> <p>LO: To compare Shanghai to a small area in the UK KS1: Ge: PK1</p> <p>Big Idea (Aspects): Place (World, UK, map) Comparison (Compare and contrast) Nature (physical features) Investigation (maps and books) Significance (significant places) Humankind (Human features and landmarks)</p>
<p>DT</p>	<p>DT: Mechanisms – Wheels and axles.</p> <p>Lesson 1: How do wheels move?</p> <p>LO: To understand how wheels move</p> <p>KS1:DT E 1 KS1:DT E 2</p>	<p>DT: Mechanisms – Wheels and axles.</p> <p>Lesson 2: Fixing broken wheels</p> <p>LO: To identify what stops wheels from turning</p> <p>KS1:DT E 1 KS1:DT E 2</p>	<p>DT: Mechanisms – Wheels and axles.</p> <p>Lesson 3: Designing a vehicle</p> <p>LO: To design a moving vehicle</p> <p>KS1:DT D 1 KS1:DT D 2 Big Idea (Aspects):</p>	<p>DT: Mechanisms – Wheels and axles.</p> <p>Lesson 4: Wacky races</p> <p>LO: To build a moving vehicle</p> <p>KS1:DT M 1 KS1:DT D 2 KS1:DT E 2</p>		

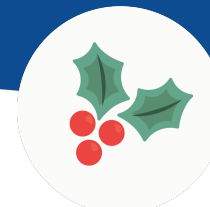


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	<p>Big Idea (Aspects):</p> <p>Processes (mechanisms and movement) Investigation (Investigation) Creativity (Generation of ideas) Materials (Materials for purpose)</p>	<p>Big Idea (Aspects):</p> <p>Processes (mechanisms and movement) Investigation (Evaluate)</p>	<p>Significance (Significant People)</p> <p>Processes (mechanisms and movement) Creativity (Generation of ideas) Creativity (Use of ICT) - Extension Investigation (Investigation) Comparison (Compare & Contrast) Materials (materials for purpose)</p>	<p>Big Idea (Aspects):</p> <p>Processes (mechanisms and movements) Creativity (Generation of ideas) Materials (materials for purpose) Investigation (Evaluate)</p>	
Music	<p>Music: Pitch and tempo</p> <p>Lesson 1: High fliers</p> <p>LO: To understand the concept of pitch. KS1: MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect):</p> <ul style="list-style-type: none"> ▪ Creativity (Performance, Singing, Pulse and rhythm) ▪ Investigation (Listening, Music appreciation) 	<p>Music: Pitch and tempo</p> <p>Lesson 2: Pitch patterns</p> <p>LO: To create a pattern using two pitches. KS1: MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect):</p> <ul style="list-style-type: none"> ▪ Creativity (Composition) ▪ Investigation (Listening) 	<p>Music: Pitch and tempo</p> <p>Lesson 3: Faster than a speeding bullet</p> <p>LO: To understand the concept of tempo. KS1: MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect):</p> <ul style="list-style-type: none"> ▪ Creativity (Composition) ▪ Investigation (Music appreciation) <p>Significance (Significant people)</p>	<p>Music: Pitch and tempo</p> <p>Lesson 4: Superhero theme tune</p> <p>LO: To create a superhero theme tune. KS1: MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect):</p> <ul style="list-style-type: none"> ▪ Creativity (Performance, Composition) 	<p>Music: Pitch and tempo</p> <p>Lesson 5: Final performance</p> <p>LO: To perform confidently as part of a group. KS1: MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect):</p> <ul style="list-style-type: none"> ▪ Creativity (Performance)



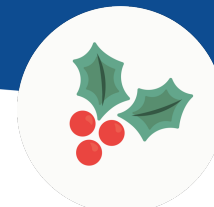
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<p>PE</p>	<p>Rackets, Bats & Balls Lesson 1: In the Puddle</p> <p>LO: To explore hitting a ball, with a racket, towards a target. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Creativity (Evaluation)</p>	<p>Rackets, Bats & Balls Lesson 2: In the Puddle: Making a splash!</p> <p>LO: To explore hitting their ball with power towards a target. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Processes (Athletics) Creativity (Evaluation)</p>	<p>Rackets, Bats & Balls Lesson 3: In the Puddle: Scare the ducks!</p> <p>LO: To will explore hitting their ball with accuracy towards a target. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Sending and Striking) Creativity (Evaluation)</p>	<p>Health & Wellbeing Lesson 1: Agility Lights</p> <p>LO: To understand why they need be agile when they move. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Athletics) Creativity (Evaluation)</p>	<p>Health & Wellbeing Lesson 2 Agility Monsters</p> <p>LO: To move around keeping away from the agility monsters to avoid being caught. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Athletics) Processes (Team Games) Creativity (Evaluation)</p>	<p>Health & Wellbeing Lesson 3: Agility Races</p> <p>LO: To move quickly on the balls of their feet. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Athletics) Processes (Team Games) Creativity (Evaluation)</p>
<p>PSHE</p>	<p>Relationships Lesson 1: Families</p> <p>LO: To identify the members of my family and understand that there are lots of different types of families</p> <ul style="list-style-type: none"> Big Idea (Aspect): Place (Place in world) 	<p>Relationships Lesson 2: Making Friends</p> <p>LO: To identify what being a good friend means to me</p> <ul style="list-style-type: none"> Big Idea (Aspect): Creativity (Vocabulary) 	<p>Relationships Lesson 3: Greetings</p> <p>LO: To know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Wellbeing) 	<p>Relationships Lesson 4: People Who Help Us</p> <p>LO: To know who can help me in my school community</p> <ul style="list-style-type: none"> Big Idea (Aspect): Significance (Significant people) 	<p>Relationships Lesson 5: Being My Own Best Friend</p> <p>LO: To recognise my qualities as a person and a friend</p> <ul style="list-style-type: none"> Big Idea (Aspect): Place (Diversity) 	<p>Relationships Lesson 6: Celebrating My Special Relationships</p> <p>LO: To tell you why I appreciate someone who is special to me</p> <ul style="list-style-type: none"> Big Idea (Aspect): Creativity (Speaking, listening, sharing)



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<p>Computing</p>	<p>Creating media – Digital writing</p> <p>Lesson 1:</p> <p>LO: To use a computer to write</p> <p>KS1: CO 4, 6</p> <p>Big Idea (Aspect):</p> <p>Investigation (Networks) Place (Real world, Digital world) Materials (Software)</p>	<p>Creating media – Digital writing</p> <p>Lesson 2:</p> <p>LO: To add and remove text on a computer</p> <p>KS1: CO 4, 6</p> <p>Big Idea (Aspect):</p> <p>Investigation (Networks) Place (Real world, Digital world) Materials (Software)</p>	<p>Creating media – Digital writing</p> <p>Lesson 3:</p> <p>LO: To identify that the look of text can be changed on a computer</p> <p>KS1: CO 4, 6</p> <p>Big Idea (Aspect):</p> <p>Investigation (Networks) Place (Real world, Digital world) Materials (Software)</p>	<p>Creating media – Digital writing</p> <p>Lesson 4:</p> <p>LO: To make careful choices when changing text</p> <p>KS1: CO 4, 6</p> <p>Big Idea (Aspect):</p> <p>Investigation (Networks) Place (Real world, Digital world) Materials (Software)</p>	<p>Creating media – Digital writing</p> <p>Lesson 5:</p> <p>LO: To explain why I used the tools that I chose</p> <p>KS1: CO 4, 6</p> <p>Big Idea (Aspect):</p> <p>Investigation (Networks) Place (Real world, Digital world) Materials (Software)</p>	<p>Creating media – Digital writing</p> <p>Lesson 6:</p> <p>LO: To compare typing on a computer to writing on paper</p> <p>KS1: CO 4, 6</p> <p>Big Idea (Aspect):</p> <p>Investigation (Networks) Place (Real world, Digital world) Materials (Software)</p>
<p>RE</p>	<p>Creation – Who made the world?</p> <p>Lesson 1:</p> <p>LO: ?</p> <p>Y5: ? Lesson 1</p>	<p>Creation – Who made the world?</p> <p>Lesson 2:</p> <p>LO: ?</p> <p>Y5: ? Lesson 2</p>	<p>Creation – Who made the world?</p> <p>Lesson 3:</p> <p>LO: ?</p> <p>Y5: ? Lesson 3</p>	<p>Creation – Who made the world?</p> <p>Lesson 4:</p> <p>LO: ?</p> <p>Y5: ? Lesson 4</p>	<p>Creation – Who made the world?</p> <p>Lesson 5:</p> <p>LO: ?</p> <p>Y5: ? Lesson 5</p>	<p>Creation – Who made the world?</p> <p>Lesson 6:</p> <p>LO: ?</p> <p>Y5: ? Lesson 6</p>