



Medium Term Plan - Year 1 – Term 6

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: The Queen's Hat / The Queen's Handbag by Steve Antony						
English	<p>A prediction - Who is the 'someone special' that the Queen is going to see?</p> <p>Sequencing the events in the story</p> <p>Speech bubbles</p> <p>Writing in role as the wind</p> <p>Session 1: LO: To predict what might happen based on what they know. Y1EN RC2e, EN SL 4, EN SL 1.</p> <p>Session 2: LO: To predict what might happen based on what they know.</p>	<p>A diary entry – Retelling the story as a chosen character</p> <p>Session 6: LO: To analyse language and discuss the importance of using the right words. Y1EN RC1b.</p> <p>Session 7: LO: To create a plan for a diary by sequencing events. Y1EN W C1a, EN SL 9, EN SL 4, Y1EN RW7</p> <p>Session 8 LO: To write a diary entry for a character of their choice. Y1EN W h1b, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d.</p>	<p>Own versions of the story – A shorter piece based in the school community, and a longer piece based on a location of choice</p> <p>Session 9: LO: To plan and write their own version of <i>The Queen's Hat</i>/a page of a class narrative. Y1EN W h1b, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W C1d.</p> <p>Session 10: LO: To write a narrative/page of a class story. Y1EN W h1b, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W C1d.</p>	<p>Session 11: LO: To compare and contrast Steve Antony's style. Y1EN RC2e, Y1EN W VGPS2, Y1EN W VGP1, EN SL 9.</p> <p>Session 12: LO: To talk about language and word choices. Y1EN RC2a, Y1EN RC3, Y1EN RC4.</p> <p>Session 13: LO: To use inference and retrieval skills to answer questions. Y1EN RC4, Y1EN W TS1a, Y1EN RC2d.</p>	<p>Alliterative animals, and what does the Queen have in her handbag?</p> <p>Session 14: LO: To write grammatically accurate sentences in role as the sneaky swan. Y1EN W VGP1, Y1EN W VGPS1d, Y1EN W VGPS1b, Y1EN RW7.</p> <p>Session 15: LO: To explain what is happening in the final pages and explore what characters may be saying. Y1EN RC2d, EN SL 1, EN SL 6, EN SL 9.</p> <p>Session 16:</p>	<p>Why I stole the Queen's handbag – Writing in role as the sneaky swan</p> <p>Writing in role as the sneaky swan.</p> <p>Session 17: LO: To use noun phrases for description. Y1EN W VGPS1b, EN SL 5, Y1EN W C1d.</p> <p>Session 18-20: LO: To write in the style of Steve Antony. Y1EN W VGPS1b, EN SL 5, Y1EN W C1d.</p>



Medium Term Plan - Year 1 – Term 6

	<p>EN SL 9, Y1EN RW1, Y1EN W VGPS1a, Y1EN W C1a.</p> <p>Session 3: LO: To sequence what happens in the story. Y1EN RC4, Y1EN RC1b, EN SL 6.</p> <p>Session 4: LO: To be able to skim and scan a text and to write simple sentences about the wind. Y1EN W h1b, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d.</p> <p>Session 5: LO: To write a grammatically accurate question and to use the conjunction 'and'. Y1EN W h1b, Y1EN W VGPS1b, Y1EN W VGPS1c, Y1EN W VGPS1d.</p>				<p>LO: To further contrast the two books and to discuss and record similarities and differences. Y2EN RC2d, Y1EN W VGP1. Y2EN W VGP2a.</p>	
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Medium Term Plan - Year 1 – Term 6

<p>Phonics</p>	<p>Little Wandle Letters and Sounds Revised Phase 5 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer</p> <p>Tricky Words: busy beautiful pretty hour</p>	<p>Little Wandle Letters and Sounds Revised Phase 5 /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large</p> <p>Tricky Words: move improve parents shoe</p>	<p>Little Wandle Letters and Sounds Revised Phase 5 /sh/ ti ssi si ci potion mission mansion delicious</p>	<p>Little Wandle Letters and Sounds Revised Phase 5 /or/ augh our oar ore daughter pour oar more review</p>	<p>Little Wandle Letters and Sounds Revised Phase 5 Review</p>	<p>Little Wandle Letters and Sounds Revised Phase 5 Review</p>
<p>Maths</p>	<p>Recognise and know the value of different denominations of coins and notes Y1:M9</p>	<p>Recognise and use language relating to dates, including days of the week, weeks, months and years Y1:M11</p>	<p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Y1:M10</p>	<p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Y1:M12</p> <p>Measure and begin to record time (hours, minutes, seconds) Y1:M8</p>	<p>Compare, describe and solve practical problems involving time. Y1:M4</p>	<p>Teaching of any objectives not yet approached.</p> <p>Consolidation</p>
<p>Science</p>	<p>Science: Scientists and Inventors.</p> <p>Lesson 1: Lego</p> <p>L.O. To describe the properties of Lego and think about why Lego is made out of plastic. Y1:Sc: EM3 Sc:WS5 ▪ Big Idea (Aspect): Significance (Significant People)</p>	<p>Science: Scientists and Inventors.</p> <p>Lesson 2: Mae Jamison</p> <p>L.O. To ask questions about Mae Jamison and find out the answers. Sc:WS1 ▪ Big Idea (Aspect): Significance (Significant People, Significant Events) Investigation (Questioning)</p>	<p>Science: Scientists and Inventors.</p> <p>Lesson 3: Zoos</p> <p>L.O. To compare the bodies of different animals and sort them into different groups Sc:WS4 ▪ Big Idea (Aspect): Significance (Significant People, Significant Events) Place (Habitats)</p>	<p>Science: Scientists and Inventors.</p> <p>Lesson 4: Sensory Garden</p> <p>L.O. To name different plants and make a chart to show our favourite plants. Y1:Sc: A3 Sc:WS6 Y1:Sc: P1 ▪ Big Idea (Aspect): Nature (Identification & classification)</p>	<p>Science: Scientists and Inventors.</p> <p>Lesson 5: Measuring the Weather</p> <p>L.O. To observe and describe the weather and measure and record information about rain Y1:Sc: A3 Y1:Sc: SC2 Sc:WS6 ▪ Big Idea (Aspect):</p>	<p>Science: Scientists and Inventors.</p> <p>Lesson 7: Wrapping up Warm</p> <p>L.O. To test which items keep us warm and describe the properties of materials that keep us warm. Y1:Sc: EM4 Sc:WS3 ▪ Big Idea (Aspect): Nature (Survival)</p>



Medium Term Plan - Year 1 – Term 6

	<p>Comparison (Physical Things) Investigation (Observation) Materials (Properties and Uses)</p>		<p>Nature (Identification & classification, Survival)</p>	<p>Living things) Investigation (Report & conclude) Place (Habitats) Processes (Earth) Significance (Significant People)</p>	<p>Processes (Pattern Seeking, Earth) Investigation (Report & conclude, Questioning, Measurement, Investigation, Gather & record data) Creativity (Report & conclude, Gather & record data) Significance (Significant People)</p> <p>Lesson 6: At the Vets</p> <p>L.O. To describe how vets look after animals and identify parts of animals' bodies Sc:WS4</p> <ul style="list-style-type: none"> Big Idea (Aspect): Nature (Identification & classification, Survival) Humankind (Staying safe Healthy Lifestyle) 	<p>Investigation (Investigation, Questioning, Measurement, Observation, Gather & record data) Creativity (Gather & record data) Processes (Pattern Seeking, Earth) Comparison (Physical Things) Place (Habitats) Humankind (Staying safe) Significance (Significant People) Materials (Identification and Classification, Properties and Uses)</p> <p>Lesson 8: Super Senses</p> <p>L.O. To describe what Linda Buck found out about how we smell things and to be able to identify smells. Y1:Sc: A4</p> <ul style="list-style-type: none"> Big Idea (Aspect): Significance (Significant People)
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Medium Term Plan - Year 1 – Term 6

<p>History</p>	<p>History: How have explorers changed the world?</p> <p>Lesson 1: What is an explorer?</p> <p>L.O. To know what an explorer is. KS1: Hi 1, 2, 3</p> <p>Big Idea (Aspect): Significance (significant people) Creativity (communication)</p>	<p>History: How have explorers changed the world?</p> <p>Lesson 2: Where have explorers travelled and when?</p> <p>L.O. To recognise the achievements of different explorers. KS1: Hi 1, 2, 3</p> <p>Big Idea (Aspect): Significance (significant people and events) Change (Changes over time)</p>	<p>History: How have explorers changed the world?</p> <p>Lesson 3: Who was Christopher Columbus and what did he do?</p> <p>L.O. To record events on a timeline. KS1: Hi 1, 2, 3</p> <p>Big Idea (Aspect): Significance (significant people and events) Humankind (everyday life) Change (Changes over time and chronology)</p>	<p>History: How have explorers changed the world?</p> <p>Lesson 4: Who was Matthew Henson and what did he do?</p> <p>L.O. To use photographs to find out about the past. KS1: Hi 1, 2, 3</p> <p>Big Idea (Aspect): Significance (significant people) Materials (Artefacts and Sources) Investigation (Investigate and interpret evidence) Humankind (Everyday Life) Change (Changes over time)</p>	<p>History: How have explorers changed the world?</p> <p>Lesson 5: How has exploration changed?</p> <p>L.O. To recognise changes and similarities (continuities) over time. KS1: Hi 1, 2, 3</p> <p>Big Idea (Aspect): Significance (significant people and events) Change (Changes over time) Comparison (Compare and Contrast)</p>	<p>History: How have explorers changed the world?</p> <p>Lesson 6: How can we remember them?</p> <p>L.O. To describe the significance of some people and events within history. KS1: Hi 1, 2, 3</p> <p>Big Idea (Aspect): Significance (significant people and events) Change (Changes over time) Creativity (Report and Conclude)</p>
<p>Art</p>	<p>Art: Craft & Design – woven wonders</p> <p>Lesson 1: Is it art?</p> <p>LO: To know that art can be made in different ways. KS1:AD2 KS1:AD4</p> <p>Big Aspect:</p>	<p>Art: Craft & Design – woven wonders</p> <p>Lesson 2: Wool wrapping</p> <p>LO: To choose, measure, arrange and fix materials. KS1:AD1 KS1:AD3 KS1:AD4</p> <p>Big Aspect:</p>	<p>Art: Craft & Design – woven wonders</p> <p>Lesson 3: Exploring thread</p> <p>LO: To explore plaiting, threading and knotting techniques. KS1:AD1 KS1:AD3</p> <p>Big Aspect:</p>	<p>Art: Craft & Design – woven wonders</p> <p>Lesson 4: Warp and weft</p> <p>LO: To learn how to weave. KS1:AD1 KS1:AD3 KS1:AD4</p> <p>Big Aspect:</p>	<p>Art: Craft & Design – woven wonders</p> <p>Lesson 5: Fibre art</p> <p>LO: To combine techniques in a woven artwork. KS1:AD1 KS1:AD3</p> <p>Big Aspect:</p>	

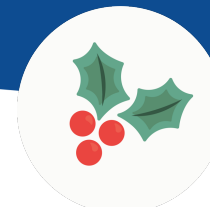


Medium Term Plan - Year 1 – Term 6

	<p>Creativity (Generation of ideas)</p>	<p>Significance (Significant people, artwork and movement)</p> <p>Creativity (Creation)</p> <p>Materials (Fabric and paper)</p>	<p>Significance (Significant people, artwork and movement)</p> <p>Creativity (Creation)</p> <p>Materials (Fabric and paper)</p>	<p>Materials (Fabric and paper)</p> <p>Comparison (Compare & Contrast)</p>	<p>Materials (Fabric and paper)</p> <p>Creativity (Creation)</p> <p>Creativity (Evaluation)</p>	
Music	<p>Music: Vocal and body sounds</p> <p>Lesson 1: The sea: Vocal and body sounds</p> <p>LO: To understand that music can be used to represent an environment. KS1:MU1, MU2, MU3, MU4</p> <p>Big Aspect: Creativity (Composition) Investigation (Listening, Music appreciation)</p>	<p>Music: Vocal and body sounds</p> <p>Lesson 2: Vocal and body sounds: Embodying the sea</p> <p>LO: To understand how music can represent changes in an environment. KS1:MU1, MU2, MU3, MU4</p> <p>Big Aspect: Creativity (Composition) Investigation (Listening)</p>	<p>Music: Vocal and body sounds</p> <p>Lesson 3: Vocal and body sounds: Musical treasure hunt</p> <p>LO: To select instruments to match seaside sounds. KS1:MU1, MU2, MU3, MU4</p> <p>Big Aspect: Creativity (Composition)</p>	<p>Music: Vocal and body sounds</p> <p>Lesson 4: Vocal and body sounds: Seaside story</p> <p>LO: To recognise and use dynamics and tempo. KS1:MU1, MU2, MU3, MU4</p> <p>Big Aspect: Creativity (Performance, Composition)</p>	<p>Music: Vocal and body sounds</p> <p>Lesson 5: Vocal and body sounds: Seaside soundscape</p> <p>LO: To write music down and perform from a graphic score. KS1:MU1, MU2, MU3, MU4</p> <p>Big Aspect: Creativity (Performance, Notation)</p>	



Medium Term Plan - Year 1 – Term 6



<p>PE</p>	<p>Running Lesson 1: Beat the Clock</p> <p>LO: To understand why we need to accelerate when running. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Athletics) Creativity (Evaluation)</p>	<p>Running Lesson 2: Fishes and sharks</p> <p>LO: To avoid being caught by the sharks by accelerating into space. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Athletics) Creativity (Evaluation)</p>	<p>Running Lesson 3: Running in a team: Relay Races</p> <p>LO: To understand why they need to work as a team when running. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Athletics) Creativity (Evaluation)</p>	<p>Jumping Lesson 1: Kangaroo Skip</p> <p>LO: To skip using different pathways. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Athletics) Creativity (Evaluation)</p>	<p>Jumping Lesson 2: Jumping Circuit</p> <p>LO: To perform the correct jump at the relevant station. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Athletics) Creativity (Evaluation)</p>	<p>Jumping Lesson 3: Team jumping competition: Speed</p> <p>LO: To jump quickly maintaining the correct technique. KS2:PE1</p> <p>Big Idea (Aspect): Processes (Athletics) Creativity (Evaluation)</p>
<p>PSHE</p>	<p>Changing Me Lesson 1: Life cycles</p> <p>LO: To start to understand the life cycles of animals and humans</p> <p>▪ Big Idea (Aspect): Change (Life Changes) Change (Physical Development)</p>	<p>Changing Me Lesson 2: Changing Me</p> <p>LO: To tell you some things about me that have changed and some things about me that have stayed the same</p> <p>▪ Big Idea (Aspect): Change (Life Changes)</p>	<p>Changing Me Lesson 3: My Changing Body</p> <p>LO: To tell you how my body has changed since I was a baby</p> <p>▪ Big Idea (Aspect): Change (Physical Development)</p>	<p>Changing Me Lesson 4: Boys' and Girls' Bodies</p> <p>LO: To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p> <p>▪ Big Idea (Aspect): Change (Physical Development)</p>	<p>Changing Me Lesson 5: Learning and Growing</p> <p>LO: To understand that every time I learn something new I change a little bit</p> <p>▪ Big Idea (Aspect): Change (Life Changes)</p>	<p>Changing Me Lesson 6: Coping with Changes</p> <p>LO: To tell you about changes that have happened in my life</p> <p>▪ Big Idea (Aspect): Change (Life Changes)</p>



Medium Term Plan - Year 1 – Term 6



<p>Computing</p>	<p>Programming B - Programming animations</p> <p>Lesson 1:</p> <p>LO: To choose a command for a given purpose</p> <p>KS1: CO 1, 2, 3, 4</p> <p>Big Idea (Aspect):</p> <p>Humankind (Digital Citizenship) Investigation (Data and computational thinking) Place (Digital world) Processes (Physical Interactions)</p>	<p>Programming B - Programming animations</p> <p>Lesson 2:</p> <p>LO: To show that a series of commands can be joined together</p> <p>KS1: CO 1, 2, 3, 4</p> <p>Big Idea (Aspect):</p> <p>Humankind (Digital Citizenship) Investigation (Data and computational thinking) Place (Digital world) Processes (Physical Interactions)</p>	<p>Programming B - Programming animations</p> <p>Lesson 3:</p> <p>LO: To identify the effect of changing a value</p> <p>KS1: CO 1, 2, 3, 4</p> <p>Big Idea (Aspect):</p> <p>Humankind (Digital Citizenship) Investigation (Data and computational thinking) Place (Digital world) Processes (Physical Interactions)</p>	<p>Programming B - Programming animations</p> <p>Lesson 4:</p> <p>LO: To explain that each sprite has its own instructions</p> <p>KS1: CO 1, 2, 3, 4</p> <p>Big Idea (Aspect):</p> <p>Humankind (Digital Citizenship) Investigation (Data and computational thinking) Place (Digital world) Processes (Physical Interactions)</p>	<p>Programming B - Programming animations</p> <p>Lesson 5:</p> <p>LO: To design the parts of a project</p> <p>KS1: CO 1, 2, 3, 4</p> <p>Big Idea (Aspect):</p> <p>Humankind (Digital Citizenship) Investigation (Data and computational thinking) Place (Digital world) Processes (Physical Interactions)</p>	<p>Programming B - Programming animations</p> <p>Lesson 6:</p> <p>LO: To use my algorithm to create a program</p> <p>KS1: CO 1, 2, 3, 4</p> <p>Big Idea (Aspect):</p> <p>Humankind (Digital Citizenship) Investigation (Data and computational thinking) Place (Digital world) Processes (Physical Interactions)</p>
<p>RE</p>	<p>Living – How should we care for the world and others and why does it matter?</p> <p>Lesson 1:</p> <p>LO: ?</p> <p>Y5: ? Lesson 1</p>	<p>Living – How should we care for the world and others and why does it matter?</p> <p>Lesson 2:</p> <p>LO: ?</p> <p>Y5: ? Lesson 2</p>	<p>Living – How should we care for the world and others and why does it matter?</p> <p>Lesson 3:</p> <p>LO: ?</p> <p>Y5: ? Lesson 3</p>	<p>Living – How should we care for the world and others and why does it matter?</p> <p>Lesson 4:</p> <p>LO: ?</p> <p>Y5: ? Lesson 4</p>	<p>Living – How should we care for the world and others and why does it matter?</p> <p>Lesson 5:</p> <p>LO: ?</p> <p>Y5: ? Lesson 5</p>	<p>Living – How should we care for the world and others and why does it matter?</p> <p>Lesson 6:</p> <p>LO: ?</p> <p>Y5: ? Lesson 6</p>