



Subject	Week 1: 2.9.19	Week 2: 9.9.19	Week 3: 16.9.19	Week 4: 23.9.19
Events/Trips		Local Visit?		
English	Recount – Morning Routine <b>IW</b> – Morning Routine. TA – Dreams Display – composing a sentence.  <b>NC:</b> -give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. -listen and respond appropriately to adults and their peers  'Getting to know the children and classroom'.	The Way Back Home  Writing an effective sentence.  <b>NC:</b> - use relevant strategies to build their vocabulary - 'composition' -discuss what they have written with the teacher or other pupils	The Way Back Home <b>IW</b> – Character Description of the boy.  <b>NC:</b> - use relevant strategies to build their vocabulary - 'composition' -discuss what they have written with the teacher or other pupils -write from memory simple sentences dictated by the teacher including CEW. -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	The Way Back Home.  Writing an effective sentence.  <b>NC:</b> - use relevant strategies to build their vocabulary - 'composition' -discuss what they have written with the teacher or other pupils -write from memory simple sentences dictated by the teacher including CEW. -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Phonics/Spelling	Letters and Sounds	Letters and Sounds	Letters and Sounds	Letters and Sounds
Maths	Place Value to 10.  <b>NC:</b> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Place Value to 10.  <b>NC:</b> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Place Value to 10.  <b>NC:</b> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Place Value to 10.  <b>NC:</b> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Topic –	History - Timeline  <b>NC:</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Geography – Local Area  <b>NC:</b> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	RE –  <b>NC:</b> Myself <ul style="list-style-type: none"> <li>• Pupils hear three moral stories, for example from Christians, Jewish people and humanists. They think and talk about whether they are saying the same things about how we should behave (A3);</li> <li>• Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does it show? (B2);</li> <li>• Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all</li> </ul>	Science – The Human Body  <b>NC:</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.



			<p>so different? (C2);</p> <ul style="list-style-type: none"> <li>• Linking to English, pupils ask questions about goodness, and create simple sentences that say what happens when people are cheerful, honest, kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, untruthful, unfair or mean (C3).</li> </ul>	
<p>P.E (2 sessions per week)</p>	<p>Real PE</p>			

2019 – 2020 Medium Term Planning

Year Group: 1

Term: Autumn 1 – This is me.



Subject	Week 5: 30.9.19	Week 6: 7.10.19	Week 7: 14.10.19
Events/Trips		Visitor in school – Health Visitor Dentist. Focus – What they do.	
English	Senses Poetry  NC - ask relevant questions to extend their understanding and knowledge - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Senses Poetry Lunchbox IW – a poem.  NC - ‘composition’ - read their writing aloud clearly enough to be heard by their peers and the teacher. - participate in discussions, presentations, performances, roleplay/improvisations and debates	The Human Body – Fact File We need a book !  NC - ask relevant questions to extend their understanding and knowledge - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use relevant strategies to build their vocabulary
Phonics/Spelling	Letters and Sounds	Phonics Screen Practice. TA to deliver lessons for each class. T to deliver phonics screener practice.	Letters and Sounds  Analysis of Phonics Screeners
Maths	Addition and Subtraction  NC: read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Addition and Subtraction  NC: read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Addition and Subtraction  NC: read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
Topic –	Science – The Human Body Working Scientifically  NC: Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Performing simple tests; Identifying and classifying; Using their observations and ideas to suggest answers to questions; Gathering and recording data to help in answering questions.	Art – Self Portraits Develop sketching skills David Hockney  NC: - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.	DT – Healthy Eating - Fruit Kebab/Salad  NC: DT1/1.1 Design DT1/1.2 Make DT1/1.3 Evaluate use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.
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