



Subject	Week 1 4.11.19	Week 2 11.11.19	Week 3 18.11.19	Week 4 25.11.19
Events/Trips			Trip to clumber/rufford – aspiration – work of a ranger	
English	<p>A ticket around the world.</p> <p>Non fiction</p> <p>NC:</p> <ul style="list-style-type: none"> <li>-ask relevant questions to extend their understanding and knowledge participate in discussions, presentations, performances, roleplay/improvisations and debates</li> <li>-consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<p>A ticket around the world.</p> <p>IW – Fact File</p> <p>Non fiction</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>-leaving spaces between words</li> <li>-joining words and joining clauses using "and"</li> <li>- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<p>The Lion King – Kindness Poem.</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- use relevant strategies to build their vocabulary</li> <li>- 'composition'</li> <li>- discuss what they have written with the teacher or other pupils.</li> </ul>	<p>The Lion King</p> <p>IW – Setting Description.</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- Using 'and' in a sentence.</li> <li>- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> </ul>
Phonics/Spelling	Letters and Sounds	Letters and Sounds	Letters and Sounds	Letters and Sounds
Maths	<p>Addition and Subtraction</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- represent and use number bonds and related subtraction facts within 20.</li> <li>- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</li> </ul>	<p>Shape 2D</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- recognise and name common 2-D and 3-D shapes, including:                             <ul style="list-style-type: none"> <li>- 2-D shapes</li> </ul> </li> </ul>	<p>Shape 3D</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- recognise and name common 2-D and 3-D shapes, including: 3-D shapes</li> </ul>	<p>Place Value to 20.</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- read and write numbers from 1 to 20 in numerals and words.</li> </ul>
Topic –	<p>Science – Animals Including Humans.</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;</li> <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores;</li> <li>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul>	<p>Working Scientifically (on animals)</p> <p>NC:</p> <ul style="list-style-type: none"> <li>-Asking simple questions and recognising that they can be answered in different ways;</li> <li>- Observing closely, using simple equipment;</li> <li>- Performing simple tests;</li> <li>- Identifying and classifying;</li> <li>- Using their observations and ideas to suggest answers to questions;</li> <li>- Gathering and recording data to help in answering questions.</li> </ul>	<p>Geography (Christopher Columbus)</p> <p>NC:</p> <ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;</li> <li>- Name and locate the world's seven continents and five oceans;</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to</li> </ul>	<p>Music Focus – Performance on Travel (1 lesson)</p> <p>NC:</p> <p>The children develop their performance skills and learn songs about travel and transport around the world.</p> <ul style="list-style-type: none"> <li>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>- Play tuned and untuned instruments musically;</li> </ul>



			<p>describe the location of features and routes on a map.</p>	<ul style="list-style-type: none"> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>- Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>History (Christopher Columbus)  <b>Christopher Columbus</b></p> <ul style="list-style-type: none"> <li>- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</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 – Around the world in 35 days

Subject	Week 5 2.12.19	Week 6 9.12.19	Week 7 16.12.19
Events/Trips	Books and Biscuits.	Hedgehog talk. Visitor in school.	Invite Duncan Dave in
English	We're going on a lion hunt.	Assessment Week  IW – The Gruffalo	Instructions – Christmas Decorations.
Phonics/Spelling	Letters and Sounds	Phonics Screen Practice. TA to deliver lessons for each class. T to deliver phonics screener practice.	Letters and Sound  Analysis of Phonics Screeners.
Maths	Place Value to 20.	Assessment Week	Place Value to 20.
Topic –	ICT (2 Lessons)  NC: - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  DT <b>Design</b> - Design purposeful, functional, appealing products for themselves and other users based on design criteria; - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	DT <b>Make</b> - Select from and use a range of tools (plis and equipment) to perform practical tasks [for example, cutting, shaping, joining and finishing]; - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <b>Evaluate</b> - Explore and evaluate a range of existing products; - Evaluate their ideas and products against design criteria.  RE Pupils explore stories and celebrations of, for example, Christmas, Hanukkah, finding out about what the stories told at the festivals mean, e.g. through hearing stories, talking about 'big days', learning from festive food, enacting celebrations, learning from artefacts or welcoming visitors to talk about their festivals (A1);	RE  • Pupils select examples of religious artefacts from Christianity and Judaism that interest them, raising lists of questions about them and finding out what they mean and how they are used in festivals and for example in prayer and worship at the synagogue and church (A3); • They respond to questions about being generous and being thankful (B1); • 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 so different? (C2).
P.E (2 sessions per week)	Real PE		

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