Medium Term Planning - Year Group: 1 Teacher: Karen Peters

2020	Week 1 2.11.20 Guy Fawkes Remembrance	Week 2 9.11.20 Children in Need Film phonics for Parents	Week 3 16.11.20 Anti-bullying week	Week 4 23.11.20	Week 5 30.11.20	Week 6 7.12.20 Assessment Week	Week 7 14.12.20
English	Knock! Knock! Open the door	Knock! Knock! Open the door	Knock! Knock! Open the door	How to wash a woolly mammoth	How to wash a woolly mammoth	How to wash a woolly mammoth	
Cross-curricular English							
Whole Class Reading Enrichment	Non Fiction – Hedgehogs and migrating birds	Dogger Toy Boat	Anti-bullying stories STOP	Traditional Tales	Traditional Tales	Little Robin Red Breast Christmas Poems	Christmas Stories
Maths	Addition and Subtraction within 10 cont.	Addition and Subtraction within 10 cont. Subtraction — how many left? Breaking apart Counting back + and — fact families	Addition and Subtraction within 10 cont. • Find the difference • Compare statements • Assessment • Elicitation	• Recognise and name shapes • Recognise and name 3D shapes • Sort 2D shapes • Patterns with 2D and 3D shapes	Place Value within 20	Place Value within 20	Assessment Week
Cross-curricular Maths				Ordinal Numbers	Ordinal Numbers	Ordinal Numbers	
Science	Explorify activities related to previous science topic on materials and the autumn.						
History	Bonfire Night Events beyond living memory that are significant nationally or globally 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 NC Objectives: Lesson 1 - Can I tell you some facts about Guy Fawkes? Can I talk about what he looked like and the clothes he wore? Can I pick some items that Guy Fawkes might have used in 1605? Can I tell the difference between objects that Guy Fawkes could have used when he lived, compared with what he might have used today? Lesson 2 - Can I tell you some of the key facts of the Gunpowder Plot; such as who was involved, when and why it happened? Can I put the events of the Gunpowder Plot into the correct order? Can I create my own booklet of the story of the Gunpowder Plot? Lesson 3 - Can I talk about what I notice in photographs and pictures of bonfire nights from the past? Can I recite the 'Remember' rhyme about the Gunpowder Plot? Can I tell you some interesting facts about the Gunpowder Plot? (verbal, role play, poster) Big Question: What has changed since our grandparents were young? Changes within living memory. (Where appropriate, these should be used to reveal aspects of change in national life.) NC Objectives: Can they put up to three objects in chronological order (recent history)?; Can they use words and phrases like: 'old', 'new' and 'a long time ago'?; Can they tell me about things that happened when they were little?; Do they know that some objects belonged to the past? Can they ask and answer questions about old and new objects? Can they spot old and new objects? Can they answer questions using an artefact/ photograph provided?; Can they give a plausible explanation about what an object was used for in the past? (Editable knowledge mat –. To be sent home at start of term.)						
	Changes within living memo NC Objectives: Can they put when they were little?; Do th Can they ask and answer que plausible explanation about	ry. (Where appropriate, these up to three objects in chronolo tey know that some objects be estions about old and new obje what an object was used for in	should be used to reveal asper gical order (recent history)?; C longed to the past? cts?; Can they spot old and ne the past?	an they use words and phrases			

				grandparents' were			
				young?			
	The Gunpowder Plot	Introduce Big Question Introduce timelines and homework	What were school's like without computers and electronic screens?	What were board games like when my grandparents' were young?	Linked to DT	Linked to DT	
	Why we remember the Gunpowder Plot	Questions to ask about when our grandparents' were young	What was on television for children when my grandparents' were young?	Interview grandparent Virtual Interview	Linked to DT	Reflection: Would you have preferred to grow up as a child when your grandparents did?	
Geography	-	-			-		
Art							
& Technology	should work in a range of rel When designing and making, Design design purposefu templates, mock-ups and Make select from and u select from and u Evaluate explore and evalu evaluate their ide Technical knowledge build structures, e	evant contexts [for example, the pupils should be taught to: I, functional, appealing production, where appropriate, informations are a range of tools and equipmese a wide range of materials are a range of existing productions and products against design exploring how they can be made		nd playgrounds, the local coming playgrounds, the local coming play the series of the local coming play the series of the series	munity, industry and the wider nerate, develop, model and cor joining and finishing]	environment]. mmunicate their ideas throug	
Design		-	-	-	3 sessions	2 sessions	
& Technology							
RE	What do Christians believe God is like?						
PSHE Be friendly – Be wise	Understand how we make friends	Understand why we sometimes fall out with our friends	Develop strategies to manage angry feelings	Develop strategies to prevent bullying	To keep safe at home	To know how to cross the road safely	
PE	Coached Session and Fun Fit	Coached Session and Fun Fit	Coached Session and Fun Fit	Coached Session and Fun Fit	Coached Session and Fun Fit	Coached Session and Fun Fit	Coached Session and Fun Fit
Music	Charranga – Rhythm in the way we walk and the Banana rap	Charranga – Rhythm in the way we walk and the Banana rap	Charranga – Rhythm in the way we walk and the Banana rap	Charranga – Rhythm in the way we walk and the Banana rap	Charranga – Rhythm in the way we walk and the Banana rap	Charranga – Rhythm in the way we walk and the Banana rap	

Cross Curricular Music	Maths songs			Xmas – Sign language	Xmas – Sign language	Xmas – Sign language	
	English Songs			songs	songs	songs	
Computing	E-safety	E-safety	E-safety	E-safety	E-safety	E-safety	
	LO: Can I create a set of	LO: Can I create a set of	LO: Can I understand	LO: Can I put 2	LO: Can I plan and test a	LO: Can I record a route?	
	simple instructions? (Left	simple instructions? (Left	fwds, bwds, up and	instructions together to	Beebot journey?		
	and right)	and right)	down?	control a Beebot?			
E-Safety	Going Places 2	ABC searching 2	Keep it Private 2	My creative work 2	Sending e-mail 2	-	-
Value							
Rights Respecting	Play		-	-	-	-	-
British Values	Rule of Law						