

Autumn 1 2019	Week 1 (2 <sup>nd</sup> November)	Week 2 (9 <sup>th</sup> November 2020)	Week 3 (16 <sup>th</sup> November 2020)	Week 4 (23 <sup>rd</sup> November 2020)	Week 5 (30 <sup>th</sup> November 2020)	Week 6 (7 <sup>th</sup> December 2020)	Week 7 (14 <sup>th</sup> December 2020)
<b>English</b>	BOOK FOCUS: Could a penguin ride a bike? BIG WRITE	BOOK FOCUS – Amelia Earhart Elicitation Task – A biography about themselves or somebody they know. Skills - Past tense, subordinating and coordinating conjunctions. Big write - writing a biography about Florence Nightingale.					
<b>Cross-curricular English</b>	Reflection writing answering the question 'Could a dinosaur make a good pet?'	Reflection writing about how Florence Nightingale and Mary Seacole changed hospitals and helped to make the world a better place.					
<b>Whole Class Reading Enrichment</b>							
<b>Maths</b>	Number bonds to 100 (tens). Add and subtract ones. 10 more and 10 less. Add and subtract 10s. Add by making 10 (R).	Add a 2-digit number and 1-digit number – crossing 10. Subtraction across 10 (R). Subtract a 1-digit number from a 2-digit number – crossing 10.	Add two 2-digit numbers. Add two 2-digit numbers crossing 10. Subtract a 2-digit number from a 2-digit number. Subtract a 2-digit number from a 2-digit number crossing 10.	Bonds to 100 (tens and ones). Add three 1-digit numbers. Unit 2 – Addition and Subtraction End of Unit Task. Unit 3 - Multiplication and Division Elicitation Task.	Making equal groups (R). Redistribute from unequal to equal groups (R). Adding equal groups (R). Making arrays (R). Recognising equal groups.	Making equal groups. Adding equal groups. Multiplication sentences using the x symbol. Multiplication sentences from pictures.	Using arrays. Making doubles (R). 2,5, and 10 times table.
<b>Cross-curricular Maths</b>	Recording the data collected from microhabitat experiment.						
<b>Science</b>	Habitats Micro-habitats (experiment)						
<b>History</b>		WOW – Children to come in dressed as a Victorian and take part in a Victorian afternoon where they will carry out activities that they would have had in those days.	Explore life in the Victorian times – e.g. vehicles, schools, lack of technology etc. Reflect on how life back then was very different to life now. Look at how lamps have changed. What did they used to look like compared to now? Create a lamp and introduce how Florence Nightingale was known to be the 'Lady and the Lamp'. Predict why.	Look at Florence's life and create a timeline. Compare hospitals now to how they were back then to see how Florence helped to change them. Why was Florence Nightingale important?	Look at Mary Seacole's life and create a timeline. Explore how she used herbal remedies and create our own. Reflect on how she was important and the struggles she went through to be successful.	Combine the two and reflect on how they both made the world a better place.	
<b>Geography</b>	Locate Jamaica on a map to identify where Mary Seacole was born.						
<b>Art</b>	Florence Nightingale Portrait – We will be inspired by Paul Klee to create a portrait of Paul Klee by using oil pastels, specifically focussing on hot and cold colours.						

<b>DT</b>	Create a lamp by cutting, shaping and joining materials.						
<b>RE</b>	Why does Christmas matter to Christians?	Elicitation Task – Gospels and the Nativity	Can I say was a gospel is?	Can I say why the Gospel of Luke is important for Christians at Christmas?	Can I retell the Nativity story?	Sign2Sign performance	
<b>PSHE</b>	Can I help to devise a class charter to make simple classroom rules?	Can I know how I am the same and different to my friends? (Getting to know each other)	Can I identify the communities we each belong to?	Can I begin to understand how we can save energy around the school?	Can I understand what recycling is and know ways to recycle and reuse things?	Can I know and understand the main causes of pollution?	
<b>PE</b>	Provided by Miss Lang.	Provided by Miss Lang	Provided by Miss Lang.	Provided by Miss Lang.	Provided by Miss Lang.	Provided by Miss Lang.	
<b>Music</b>	Charanga Exploring different instruments – Finding rhythm – Creating musical compositions					Sign2Sign performance	
<b>Cross Curricular Music</b>							
<b>Computing</b>	E-Safety: Introduce our e-safety rainbow. Orange - opportunities. Explore what opportunities the chn think technology gives us and practice using the technology available for different purposes (e.g. games/books/videos/communicating).	E-Safety: Red – Reliability. Chn will explore we know if something off the internet is reliable and where the best places to go are that may be reliable.	E-Safety: Indigo – Information. Chn will begin to understand what personal information is and how important it is that we keep this information safe.	E-Safety: Violet – Voice. Chn to learn about when you need to tell an adult about something and who to go to when you know something isn't right.	E-Safety: Yellow and Blue – Knowing what to say yes to and knowing what is 'bad' online. Chn will begin to understand what a safe and unsafe decision is online and will identify safe solutions for a varied scenario.		
<b>Rights Respecting</b>							
<b>British Values</b>	Rule of Law – Mr Crook						

Medium Term Planning **YEAR A**

Year Group:

Teacher:

Autumn 2 2019	Week 1 (Date)	Week 2 (Date)	Week 3 (Date)	Week 4 (Date)	Week 5 (Date)	Week 6 (Date)	Week 7 (Date)
English							
Cross-curricular English							
Whole Class Reading Enrichment							
Maths							

<b>Cross-curricular Maths</b>							
<b>Science</b>							
<b>History</b>							
<b>Geography</b>							
<b>Art</b>							
<b>DT</b>							
<b>RE</b>							
<b>PSHE</b>							
<b>PE</b>							
<b>Music</b>							
<b>Cross Curricular Music</b>							
<b>Computing</b>							
<b>E-Safety</b>							
<b>Rights Respecting</b>							
<b>British Values</b>							