

## Medium Term Overview Plan- Spring 1

Class: Discovery Class

Please note that all subjects will be blocked this term, except for PSHE and French, which will be taught weekly.

| Enquiry topic                     | What can we learn from the things we uncover?   |  |  |   |  |  |           |
|-----------------------------------|---|--|--|---|--|--|-----------|
| w/c                               | 7 <sup>th</sup> January   | 14 <sup>th</sup> January   | 21 <sup>th</sup> January   | 28 <sup>th</sup> January  | 4 <sup>th</sup> February   | 11 <sup>th</sup> February  | HALF TERM |
| Wow moments                       |   | Performing poems to KS1  |  | Trip to Lyme Regis  |  | Class Excavation in Montana  |           |
| Learning and Thinking skill focus | <i>Questioning</i>  | <i>Making links</i>  | <i>Creating and developing ideas</i>   | <i>Analysing</i>  | <i>Planning how to communicate</i>   | <i>Communicating and Evaluating</i>  |           |
| English                           | <p><b>Performance poetry:</b><br/>Investigating performance poems and their poetic devices (Blame, Dinosaur Rap, Cats, I know Someone)</p> <p><b>Grammar focus:</b><br/>Apostrophes, alliteration, similes, powerful verbs.</p> | <p><b>Performance poetry:</b> Planning, writing, editing and performing our own poems based on “The Chimney Boys” (Linked to Victorians)</p> <p><b>Grammar focus:</b><br/>Suffixes</p> | <p><b>Recounts:</b><br/>Exploring the skills and features needed to write a recount (Little Mouse’s Big Book of Fears)</p> <p><b>Grammar focus:</b><br/>Conjunctions</p> | <p><b>Recounts:</b><br/>Introduction to Mary Anning- Chn to write a diary recount about discovering an ichthyosaur as if they were Mary Anning or her brother</p> <p><b>Grammar focus:</b><br/>Pronouns, first person, past tense</p> | <p><b>Information texts:</b><br/>Investigating non fiction texts and exploring the features (Range of texts linked to topics)</p> <p><b>Grammar:</b><br/>Different sentences types</p> | <p><b>Information texts:</b> Writing our own information texts about one of our topics</p> <p><b>Grammar:</b><br/>Paragraphs</p> |           |
| Maths                             | Statistics - Representing and interpreting data   | Number revision - In preparation for fractions unit  | Fractions - What are fractions?  | Fluency with fractions and decimals   | Problem solving with fractions and decimals  | Reasoning with fractions and decimals  |           |
| Science                           | Introduction into enquiry question/ comparing and classifying   | Rock detectives- Experiments (Hardness, water and acid)  | Fossils- How are they formed and what can they tell us about the   | Fascinating fossils- carousel   | Roger Rock and Simon Soil  | Excavation in Montana- What will we discover?  |           |

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|   | <b>Key skill-</b> I can make observations and comparisons. | <b>Key skill-</b> I can identify the variables that must stay the same for it to be a fair test | past?/ Significant individuals- Mary Anning<br><br><b>Key skill-</b> I can suggest relevant questions and ideas | <b>Key skill-</b> I can make predictions based on everyday experience and knowledge |  | <b>Key skill:</b> I can make predictions based on everyday experience and knowledge |  |
| <b>Geography</b>  | After half term  |   |   |   |  |   |  |
| <b>History</b>  | Children in Victorian Britain- An introduction             | Children in Victorian Britain- A poor beginning   | Children in Victorian Britain- A time of change   | Children in Victorian Britain- In the classroom                                     | Children in Victorian Britain- Leisure and pleasure                          | Children in Victorian Britain- What did the Victorians do for us?                   |  |
| <b>Computing</b>  | Lego We do   | ActiveBYTE- I am Safe and Secure  | Multimedia: Exploring power point   | Multimedia: Including internal hyperlinks   | Multimedia: Creating a comic book about our school                           | Multimedia: Sharing my science work   |  |
| <b>Art</b>  | William Morris artists study- An exploration of his work   | William Morris- The arts and crafts movement- hand made or man made?                            | William Morris- Observing and sketching natural objects   | William Morris- Designing our own printing blocks inspired by William Morris        | William Morris- Creating and printing our own William Morris inspired prints | William Morris- Printing/ evaluating our work                                       |  |
| <b>DT</b>   | After half term  |   |   |   |  |   |  |
| <b>RE</b><br>What does it mean to belong to a religion? Islam | Introduction - The 5 Pillars of Islam                      | Looking more deeply at one of the pillars of Islam- Shahada                                     | Salat - How and why do Muslims pray?  | Special places - What happens in a mosque?  | Long journeys - What is special about Mecca?                                 | Festivals - What is Ramadan?  |  |

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| <b>Music</b> | Revising and playing note values (minim, crotchet, quavers) using grid notation. Singing songs relating to the Victorian period. | Understanding melodies as phrases. Reading and playing notes as 'intervals' on a musical grid / stave, using lyrics from a song inspired by Lewis Carroll. | Understanding of the musical stave, by reading and playing notes to accompany a Victorian song. | Recall, write and perform simple rhythmic and melodic patterns. Sing songs about Victorian life. | Composing simple melodic phrases inspired by Victorian street sellers. | Musical review                                 |  |
| <b>PE</b>    | Gym – Key Shapes & Travel  | Balance  | Jumps & Leaps   | Rolls  | Sequences  | Sequences                                      |  |
| <b>MFL</b>   | Recapping months, days and birthdays   | Speaking: Animal names   | Speaking and writing: Describing animals  | Speaking and writing: Animal habitats  | Writing sentences about animals  | Revision                                       |  |
| <b>PSHE</b>  | Friendships - How do we make friends? What makes a good friend?  | Friendships - Keeping friendship going   | Social skills - Speaking and listening  | Social Skills - Playing games (team work)  | Resolving conflict- Scenarios  | Resolving conflict - Making our own class book |  |