

## Medium Term Overview Plan – Spring 1<sup>st</sup> half 2019

Class: Explorer

Enquiry topic		How has technology changed our lives?					
w/c	7 <sup>th</sup> Jan	14 <sup>th</sup> Jan	21 <sup>st</sup> Jan	28 <sup>th</sup> Jan	4 <sup>th</sup> Feb	11 <sup>th</sup> Feb	Half term
<b>Wow moments</b>		<b>Sports festival</b>	<b>Trip to woods</b>	<b>Trip to museum</b>	<b>Visitor from the church</b>		
<b>Learning &amp; Thinking skill focus</b>	<i>Questioning</i>	<i>Making links</i>	<i>Creating &amp; developing ideas</i>	<i>Analysing</i>	<i>Planning how to communicate</i>	<i>Communicating and Evaluating</i>	
<b>English</b> On-going: Author box Phonics /spelling Handwriting	<b>Instructions</b> Key features of the text Following, evaluating and learning a set of instructions	<b>Instructions</b> Writing instructions to plant a bulb Editing writing using criteria <b>Velveteen rabbit</b> – stories about toys set in the past (history link) <b>Peepo</b> – using as a secondary historical source	<b>Songs and repetitive poems</b> Reading, learning and writing poetry based on winter theme (Linked to Woods trip)	<b>Information texts</b> Exploring & reading text type and learning key features	<b>Information texts</b> Writing texts together – focus on connectives and sentence construction and demarcation	<b>Information text</b> Planning and writing text – communicating our findings from our history focus Sections, connectives and sentence formation focus areas	
<b>Maths</b>	<b>Yr 1</b>	Addition and Subtraction within 20 <ul style="list-style-type: none"> <li>Add by counting on</li> <li>Find &amp; make number bonds</li> </ul>	Addition and Subtraction within 20 <ul style="list-style-type: none"> <li>Add by making 10</li> <li>Subtraction – Not cross 10</li> </ul>	Addition and Subtraction within 20 <ul style="list-style-type: none"> <li>Subtraction – Crossing 10</li> </ul>	Addition and Subtraction within 20 <ul style="list-style-type: none"> <li>Related Facts</li> <li>Comparing number sentences</li> </ul>	Place Value within 50 <ul style="list-style-type: none"> <li>Numbers to 50</li> <li>Tens and ones</li> <li>Represent numbers to 50</li> </ul>	Place Value within 50 Assessments <ul style="list-style-type: none"> <li>One more one less</li> <li>Compare objects within 50</li> </ul>

	<b>Yr 2</b>	<b>Multiplication &amp; Division</b> <ul style="list-style-type: none"> <li>• 2 x table</li> <li>• 5 times table</li> <li>• 10 times table</li> </ul>	<b>Multiplication &amp; Division</b> <ul style="list-style-type: none"> <li>• Make equal groups sharing</li> <li>• Make equal groups grouping</li> <li>• Divide by 2</li> </ul>	<b>Multiplication &amp; Division</b> <ul style="list-style-type: none"> <li>• Odd and even numbers</li> <li>• Divide by 5</li> <li>• Divide by 10</li> </ul>	<b>Statistics</b> <b>Shape</b> <ul style="list-style-type: none"> <li>• Make tally charts</li> <li>• Draw pictograms (1-1)</li> <li>• Interpret pictograms (1-1)</li> <li>• Draw pictograms (2, 5 and 10)</li> <li>• Interpret pictograms (2, 5 and 10)</li> <li>• Block diagrams</li> </ul>	<b>Shape</b> <ul style="list-style-type: none"> <li>• Recognise 2D and 3D shapes</li> <li>• Count sides on 2D shapes</li> <li>• Count vertices on 2D shapes</li> <li>• Draw 2D shapes</li> <li>• Lines of symmetry</li> <li>• Sort 2D shapes</li> <li>• Make patterns with 2D shape</li> </ul>	<b>Shape Assessments</b> <ul style="list-style-type: none"> <li>• Count faces on 3D shapes</li> <li>• Small steps assessments</li> <li>• multiplication (A2)</li> <li>• division</li> <li>• statistics</li> </ul>	
<b>Science</b>		Planting bulbs – writing instructions and making observations	Winter focus – seasons (observing differences) and naming and comparing plants in winter  Materials – history link – what are toys made from in different times	Bulb observations – taking careful measurements and recording observations		Bulb observations– taking careful measurements and recording observations  Naming parts of the plant		
<b>History</b>	Introduction and exploration of the enquiry Homework for parents – what	Chronological order - timeline of what we do after school.	Raising and asking relevant questions about an old toy	Trip to museum – researching the past Comparing old and new transport		Communicate our findings in a variety of ways from the enquiry		

	did they do after school?	What is the same/different/interesting compared to our parents timeline Peepo – comparing homes then and now Sharing our favourite toys	Comparing old and new toys– DT linked session	Plotting on a timeline and justifying answers			
<b>RE</b>			Special Times in our lives- I can begin to distinguish between the features of different religions		Christian Baptism, Confirmation & Wedding – Visit from Rev. Jan	Bar / Bat Mitzvah Jewish Wedding. How are they different / the same as Christian special times	
<b>Computing</b>	E safety – E Bytes Relationships and Privacy  Identify the purposes for using technology in the classroom, at home and in the world around.		Making own electronic jigsaw puzzle	Shapes – programming using an app	Using the internet to put information about toys in a poster		

	Evaluating modern tech toys Compare jigsaws						
<b>DT</b>			Moving toys – research - how they have changed over time		Investigating mechanisms – through practical, observations and reading Setting design criteria to a winding toy Designing a moving toy according to criteria	Practical skills focus - cutting and joining Making moving toy Evaluate moving toy	
<b>Music</b> Duration	Voice and body percussion to make long and short sounds (transport link)	Making sound of different duration on classroom and household percussion. Transport song.	Listen to, identify and respond to long/short sounds from extracts of classical music. Sing transport song with percussion accompaniment	Compose long/short sounds over a steady pulse. Practice transport songs	Compose sequences of long and short sounds using a variety of instruments	Musical review	
<b>PE</b> Gymnastics	Travelling and introduction to the basic shapes	Jumping and balancing	Twisting	Rolling	Introduction to sequence work	Group sequence work – using all elements studied	

<b>Geography</b>	On-going Travelling Ted – locating on globes, atlases and maps the places he visits and considering the best way to travel there – naming countries, continents, oceans, hemispheres, capital cities etc. Describing places he visits (including the weather) and what you can do in these locations (local amenities).						
<b>PSHE</b>	Getting on with my friends	Velveteen rabbit – belonging	Getting on with my friends	Getting on with my friends	Resolving conflict	Resolving conflict	