

Medium Term Overview Plan - Autumn 2nd half 2018

Class: Explorer

Enquiry topic		How can I tell a tale?						
Week beginning		5 th Nov	12 th Nov	19 th Nov	26 th Nov	3rd Dec	10 th Dec	17 th Dec
Wow moments			Story telling area set up	Theatre trip-dance performance				Story-telling to parents - performance
Learning & Thinking skill focus		<i>Questioning</i>	<i>Making links</i>	<i>Creating & developing ideas</i>	<i>Creating & developing ideas</i>	<i>Analysing</i>	<i>Planning how to communicate</i>	<i>Communicating Evaluating</i>
English On-going: Author box, daily RWInc phonics and handwriting		Handwriting focus Poetry - seasonal	Cold write Traditional tales (read and respond) Traditional tales Character focus	Traditional tales Character focus Traditional tales Setting focus Traditional tales (read, respond and retell)	Traditional tales Modern day fairy tale – Into the Forest Traditional tales (read, respond and retell)	Year 1 – recount of the story Year 2 – own version of ‘Into the Forest’ Read and respond – Christmas fiction	Instructions Read and respond – Christmas fiction	Instructions Assessments Read and respond – Christmas fiction
Maths	Yr1	Addition and subtraction	Addition and subtraction	Shape	Number to 20	Number to 20	Number to 20 Addition and subtraction	Assessments
	Yr2	Addition and subtraction	Addition and subtraction	Money	Multiplication	Multiplication	Multiplication	Assessments
Science		Deciduous and evergreen Weather chart Daylight hours clocks change						Growing bulbs - observations

Geography	Travelling Ted – return form Portugal– comparing weather as a main focus Review the continents and oceans	Would a fairy tale character live here? - Find our school on a globe, atlas, map and aerial photographs How do we get to school from home? Draw route and mark features.	Travelling Ted returning from Disney Explore human and physical features of the school grounds – would a fairy tale character live here? Locating photos of key features on a giant map.	Devise a simple map and construct basic symbols in a key. Using the physical and human features and imagining they are comparative features in a fairy tale.			Send off Travelling Ted for Xmas
Art		Taking a pencil on a journey Scale Using materials for effect	Exploring colour moving on a journey	Sketching a journey around the school– using colours and textures in a Zig zag book	Artist who use weaving Focused weaving skills and exploration of materials for particular effect.	Weaving – using textures and colours to tell a story – pathways, characters and feelings Exhibit and evaluate how well their art communicates	Christmas – weaving a calendar – colours and textures to represent the seasons??
Computing	I can use software to create movement on screen	I can write an algorithm & program a journey			Programming: I can debug a program to make sure my fairytale character makes it home safely.		

RE			Listen to and understand the nativity gospels of Matthew & Luke. Storymap the nativity.	Look at Botticelli's Mystic Nativity. Roleplay nativity visitors.	Making a paper treat Advent Calendar.	Understanding what it means to be thankful at Christmas time.	
PSHE		Stranger danger / Clever Never Goes – link to talking to characters in the woods!	Circle time – listening skills	Circle time – listening skills	Circle time – self esteem	Circle time – self esteem	Circle time – self esteem
PE /Dance	Literacy based – responding to poetry		Describing and evaluating how dance can communicate Exploration of fairy tale (trip) emotions Copy, remember, repeat actions	Exploration of fairy tale characters – baddies and goodies Copy, remember, repeat actions	Exploring narrative Copy, remember, repeat actions Create, repeating and improving movement.		Perform and evaluate/describe – how did they use movement to communicate?
Music	Begin new class song about Bethlehem. Explain the structure and where instrumental section fits.	Work on the characterisation of the song and how to portray it in singing and division of voices.	Practice instrumental accompaniment to the class song.	Practising song words with actions, rhythmic and melodic accuracy, in two parts, with instrumental accompaniment.	All aspects of class song, additional practice of whole school songs and stage positioning.	Whole school Nativity Performances (3)	Exploring traditional Christmas carols.