

Enquiry question	How can we tell other people about ourselves by making an art gallery?							
<b>Week beginning</b>	<b>2.9.19</b>	<b>9.9.19</b>	<b>16.9.19</b>	<b>23.9.19</b>	<b>30.9.19</b>	<b>7.10.19</b>	<b>14.10.19</b>	<b>21.10.19</b>
<b>Wow moments</b>	<b>PSHE focus week</b>			<b>Trip to an art gallery</b>				<b>Own art gallery exhibition</b>
<b>Thinking and learning skills</b>	<i>Questioning</i>	<i>Making links</i>	<i>Making links</i>	<i>Creating and developing ideas</i>	<i>Analysing</i>	<i>Planning how to communicate</i>	<i>Communicating</i>	<i>Evaluating</i>
<b>Outdoor learning opportunities</b>	Large outdoor paint brush/sand letter formation	Collecting objects from the outdoors for categorising	Literacy focus	School visit	Following verbal instructions in the outdoors environment	Maths focus for fluency sessions	Maths focus for fluency sessions	
<b>PSHE</b>	<b>Content</b> Hopes and Fears for the Year Rights and responsibilities Rewards and Consequences Our learning Charter Owing our Learning Charter		<b>Skill</b> I can identify some of my hopes and fears for this year. I know how to use my Jigsaw journal. I understand the rights and responsibilities for being a member of my class & school I can listen to other people and contribute my own ideas about rewards and consequences. I understand how following the learning charter will help me and others learn. I can recognise the choices I make and understand the consequences.					
<b>English</b>								
<b>Content/ text type</b>	Handwriting focus and new Read Write Inc groups begin	L. Anholt – ‘Big book of little children’	Poetry – family poems and Kennings	Poetry – family poems and Kennings	Instructions Immersion – learning the structure and key features of instructional text	Instructions Imitate – Shared writing – instructions on how to visit the gallery	Instructions Innovate – hot task – writing instructions for the cakes we made	Assessments and completion of the hot task (including editing skills)

<b>Grammar and punctuation focus</b>			Question writing and rhyming text Handwriting focus	Verbs and rhyming	Verbs and rhyming	Imperative verbs, conjunctions, adverbs, punctuation of a statement, time connectives	Imperative verbs, conjunctions, adverbs, punctuation of a statement, time connectives	Imperative verbs, conjunctions, adverbs, punctuation of a statement, time connectives	Imperative verbs, conjunctions, adverbs, punctuation of a statement, time connectives
<i>On-going: Author box Phonics /spelling Handwriting</i>									
<b>Maths</b>	<b>Yr 1</b>	Sort objects Count objects	Represent objects Count read and write numbers forwards from 0-10 Count read and write numbers backwards from 0-10 Count 1 more	Count 1 less 1:1 Correspondence to compare groups Compare groups Introduce < > = symbols	Compare numbers Order groups of objects Order numbers Ordinal numbers Number line	Part whole model Addition symbol Fact families addition	Systematic bond with 10 Bonds to 10 Compare number bonds Addition – adding together	Addition – adding more Finding a part Subtraction – take away – cross out Subtraction – take away - introducing the symbol	Fact families (8 facts) Subtraction – counting back  Use new assessment slides for: number to 10 addition and subtraction to 10
	<b>Yr 2</b>	Cold task – wrh assessments number Count forwards and backwards to 100	Represent numbers to 100 Tens and ones – partitioning	Tens and one – using addition Using a place value chart	Compare objects Compare numbers Order objects and numbers	Addition, subtraction and money	Addition, subtraction and money	Addition, subtraction and money	Addition, subtraction and money  Assessment
	<b>Yr 3</b>	Cold task – wrh assessment number  hundreds	Representing numbers to 1000 100s, 10s and 1s (part 1)	100, 10 and 1's (part 2) Using a number line Find 1 10 or 100 more or less	Compare objects to 1000 Compare numbers to 1000  Order numbers	Addition, subtraction and money	Addition, subtraction and money	Addition, subtraction and money	Addition, subtraction and money  Assessment

<b>Science</b>								
<b>Content</b>		Categorising living things Human body parts	The senses	Survival/needs of humans Babies – raising questions	Food Health Hygiene			
<b>Working scientifically focus</b>		Identifying and classifying Observing closely and using simple equipment	Observing closely and using simple equipment	Using their observations and idea to suggest answers to questions Gathering and recording data to help in answering questions	Identifying and classifying			
<b>Computing</b>								
<b>Content</b>	Agree class internet rules	Finding technology in the school <i>Finding technology in the home</i>	Benefits of technology	Technology in the town		Handling data – showing feelings	Handling data – showing feelings	
<b>Skill</b>	Agree sensible e-safety rules for the classroom.	Identify uses of technology in the classroom, at home and in the local area.	Identify uses of technology in the classroom, at home and in the local area.	Identify uses of technology in the classroom, at home and in the local area.		Contribute to and interpret a pictogram.	Contribute to and interpret a pictogram.	
<b>History</b>							Using historical portraits  Chronology	
<b>RE – What do Christians believe about</b>	<b>Content</b> The storm on the lake – Godly play	The paralysed man	The wedding feast	The centurion's servant	Healing Jairus' daughter – godly play	Humanism – atheist and agnostics	Humanism – making good choices	

Medium term overview plan (Horrington Primary School)

Jesus (incarnation) Humanism	<b>Skill</b> Interpretation, speaking & listening	Reflection & empathy	Interpretation and evaluation	Self understanding	Investigation & Reflection	Evaluation, Analysis, synthesis & application	Evaluation, Analysis, synthesis & application	
<b>Art</b>								
<b>Content/ Skill</b>			Gallery visit and workshop	Exploration of portraits and materials/techniques	Using materials to express emotions – portrait work	3d work on movement and actions	3d work – reflecting individual and group identity	Evaluating gallery exhibition
<b>Music</b>  Developing understanding of note values	Sound and Silence represented through explorations of sound and counting and listening	Understanding how Long and Short Sounds may be shown as Symbols.	Representing note values through movement.	Harvest Assembly - whole school	Sorting and selecting note values to make rhythm patterns	Exploring different rhythms made from note values created from words, lyrics and poems	Recognising and organising sounds / silence through different forms of grid notation.	Sounds through Science - long and short sounds.
<b>PE – cognitive skills</b>	<b>Content</b>  <b>Skill</b>	Dynamic balance - Balance circuit game	Dynamic balance - Rock paper scissors (adapted)	Dynamic balance - Balance circuit	Static balance - Balance transfer game	Static balance - Develop combinations game beam	Static balance - Balance transfer game (competitive)	Static balance - Balance transfer game (competitive)
		<ul style="list-style-type: none"> <li>• I can begin to order instructions, movements and skills.</li> <li>• I can explain why someone is working or performing well.</li> <li>• With help, I can recognise similarities and differences in performance.</li> </ul>						

<b>Social skills</b>	<b>Content</b>	Develop combinations (jumping – competitive)	Develop combinations (jumping – co-operative)	Develop combinations (jumping – competitive)	Mirror Image	Exchange objects in 4s	Exchange objects	
	<b>Skill</b>	Jumping and landing	Jumping and landing	Jumping and landing	Static balance - seated	Static balance - seated	Static balance - seated	
<b>Forest School</b>	Year 1 children	Decorative Clay Pots with Lids. Using clay and small decorative finds (tiny berries, snail shells, pebbles etc..) make a patterned pot with a face lid.	Bead-Making. Safe use of mini-hacksaws. Cut and string 3 – 5 beads. Art, craft skills, design & technology.	Fire Safety. Fire safety drills. Collecting firewood and observing a fire being lit. Special bag with their name on it use for fire-lighting. Provide materials to sort.	Wood Louse and Spider Hunt. Identifying bug environments. Making new bug environments in a cleared space.	Pots and Potions. Re-create the Green Magician's magic potions filling jam jars with different found natural materials.	Make a magician's Broom Stick. Find a suitable stick and make a mini broomstick. Flying broomstick race.	Group Skills – Den-building. Simple dens with furniture, taking into account wind direction, rain