

Medium term overview plan – Spring 2<sup>nd</sup> half 2020

Class: Discovery

Enquiry question	Where will the train tracks take us?					
Week beginning	24.02.20	02.03.20	09.03.20	16.03.20	23.03.20	30.03.20
Wow moments/ Dates for the diary	Ash Wednesday	DT: Making bread			Visit to East Somerset Railway (Cranmore) - tbc	Science Week: whole school TAPS sound enquiry
Thinking and learning skills	<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>
Outdoor learning opportunities	Performing poems outside	Drama involving French greetings	Foreground and background: Looking at landscapes	Drama: The Railway children	Finding and identifying angles in school grounds	The story of King Arthur
PSHE	Healthy Me: My friends and me	Healthy Me: Group Dynamics	Healthy Me: Smoking	Healthy Me: Alcohol	Healthy Me: Healthy friendships	Healthy Me: Celebrating my inner strength and Assertiveness

<p><b>English</b></p> <p><b>GF:</b> Grammar focus</p> <p><b>PF:</b> Punctuation focus</p> <p><b>SF:</b> Spelling focus</p>	<p>Performance Poetry: Listening and responding to a wide range of poems, including those linked to trains.</p> <p><b>GF:</b> Adjectives, verbs, adverbs and similes</p> <p><b>PF:</b> Discussing punctuation in poems</p> <p><b>SF:</b> Year 3,4 and 5 spellings (From list)</p>	<p>Performance Poetry: Writing and performing our own poems</p> <p><b>GF:</b> Personification</p> <p><b>PF:</b> exclamation and question marks</p> <p><b>SF:</b> Unit 11 (Adding the prefix –re/ c sound spelt –que and g sound spelt –gue/Words ending in shus spelt –tious)</p>	<p>Historical fiction: Listening and responding to the Railway Children, discussing features, historical Edwardian setting and characters</p> <p><b>GF:</b> Adjectives to describe settings, characters and feelings</p> <p><b>PF:</b> Inverted commas for speech</p> <p><b>SF:</b> Year 3,4 and 5 spellings (From list)</p>	<p>Historical fiction: Planning our own historical fiction</p> <p><b>GF/PF:</b> Adverbial phrases</p> <p><b>PF:</b> Commas</p> <p><b>SF:</b> Unit 12 ( Adding the prefix – anti/Adding ir- to words beginning with r/Words ending in shul spelt –cial or –tial)</p>	<p>Historical fiction: Writing and editing our stories</p> <p><b>GF:</b> Past tense</p> <p><b>PF:</b> Apostrophes</p> <p><b>SF:</b> Year 3,4 and 5 spellings (From list)</p>	<p>Local legends: King Arthur of Glastonbury Tor</p> <p><b>GF:</b> Conjunctions</p> <p><b>PF:</b> Commas to separate clauses</p> <p><b>SF:</b> Unit 13 (Adding the prefix –super/ Adding the suffix –ion/ Orange words)</p>
<p><b>Maths</b></p> <p><b>4 a day:</b> Chn will complete 4 calculations (+, -, x and ÷) every day into maths books</p>	<p><b>Money:</b> Fractions, decimals and percentages: Closing gaps</p> <p><b>Rapid Revisit:</b> Shape objectives from Autumn term</p>	<p><b>Money:</b> Adding and subtracting money/change Other money problems</p> <p><b>Rapid Revisit:</b> Statistics</p>	<p><b>Measures:</b> Measure, compare, add and subtract lengths</p> <p><b>Rapid Revisit:</b> Missing number problems</p>	<p><b>Measures:</b> Investigating area and perimeter</p> <p><b>Rapid Revisit:</b> Fractions, decimals and percentages</p>	<p><b>Geometry:</b> Investigating angles and their properties</p> <p><b>Rapid Revisit:</b> Bar modelling problems</p>	<p><b>Geometry:</b> Parallel and perpendicular lines and classifying shapes</p> <p><b>Rapid Revisit:</b> Ordering and comparing numbers</p>

<p><b>Science</b></p> <p><b>Key Skill:</b> I can link results to predictions I have made</p>	<p>What components make up a circuit?</p> <p>WS: Asking relevant questions</p>	<p>Mains Vs Battery: Which is which?</p> <p>WS: Talk about criteria for grouping, sorting and classifying</p>	<p>Conductors and Insulators/ TAPS sound enquiry</p> <p>WS: Use relevant simple scientific language</p>	<p>Safe conductors: How do we ensure we stay safe around electricity?</p> <p>WS: Communicate findings in ways that are appropriate for different audiences</p>	<p>Switched on: How can we control the flow of electricity?</p> <p>WS: Set up simple practical enquiries</p>	<p>Bulb brightness: Can we make it brighter/ duller?</p> <p>WS: Draw simple conclusions and answer questions.</p>
<p><b>Computing</b></p> <p><b>Key Skill:</b> I recognise that an algorithm will help me to sequence more complex programs</p>	<p>ActiveByte: How can we protect our devices?</p>	<p>Programming: Make me move using a keyboard</p>	<p>Programming: Investigate an Etch a Sketch game</p>	<p>Programming: If something happens then...</p>	<p>Programming: Making a racing car game</p>	<p>Programming: Making a game</p>
<p><b>History:</b> The Railway Revolution</p> <p><b>Key Skill:</b> I can categorize key features of specific time periods (people and events) and describe how they are different and similar to the present day and other time periods</p>	<p>The Earliest railways and locomotives: What did people do before?</p> <p>(<b>Geog:</b> Locating the Oystermouth “horse-drawn” railway in Wales/ google earth)</p>	<p>The wonder of Steam locomotives</p>	<p>The Railways are coming: The growth of Britain’s railway lines</p> <p>(<b>Geog:</b> Stockton to Darlington Railway map work using Atlas’)</p>	<p>Railway mania</p> <p>(<b>Geog:</b> Locating local railway tracks/ google earth)</p>	<p>The impact of the Railways: Positives and Negatives</p> <p>(<b>Geog:</b> Human geography: Settlements and land use)</p>	<p>Now, then and the future: Locomotive technology/Local history visit to East Somerset Railway</p> <p>(<b>Geog:</b> Looking at and interpreting map of London underground)</p>
<p><b>Geography</b></p>	<p>Geographical skills will also be taught and revisited through other subjects this term (See history)</p>					

<p><b>RE</b> <i>What do Christians believe about salvation?</i> <b>Key Skill:</b> I can suggest meanings of religious texts.</p>	<p>Ash Wednesday and lent</p>	<p>Holy week and Easter</p>	<p>Bible Story: The Prodigal Son</p>	<p>Bible Story: The Unforgiving servant</p>	<p>Other important dates in Christian calendar (Shrove Tuesday/ Maundy Thursday etc)</p>	<p>The importance of forgiveness</p>
<p><b>DT</b></p>	<p>Complete DT project from last term (baking bread) DT skills (Cutting/ joining) will also be taught and revisited throughout their art topic this term.</p>					
<p><b>Art</b> <b>Key Skill:</b> I can investigate the nature and qualities of different materials and processes systematically.</p>	<p>Idea web: Research the collage landscape artist/s Robin Brooke, Eileen Downes, Megan Coyle and John Morse and evaluate/ comment on their work</p>	<p>Layering and 'Atmospheric Perspective': Using and improving skills of overlapping and overlaying to place objects in front and behind (foreground/background)</p>	<p>Drawing: Chn learn techniques to help them to draw landscapes from photographs</p>	<p>Collage: Chn practise creating a landscape collage or a train. They experiment with creating mood, feeling, movement and areas of interest using different media and cutting skills</p>	<p>Plan: Planning our artwork and gathering materials/ painting papers. Chn to justify choices and have a clear plan of what they will do and why</p>	<p>Creating: Using the natural / town environment as a stimulus for a mixed media work to convey meaning, which must include a railway track or train.</p>
<p><b>Music:</b> <b>Arrangements of (train) songs with instrumental accompaniments</b></p>	<p>Review of previous theme (owing to school closure) and introduction to new theme: understanding 'genre' and identifying musical features in song arrangements.</p>	<p>Each week the children will listen to a song from a different genre identifying: Y3: instruments Y4: sound effects Y5: particular features, e.g. pulse</p>	<p>Each week the children will listen to a song from a different genre identifying: Y3: instruments Y4: sound effects Y5: particular features, e.g. pulse or</p>	<p>Each week the children will listen to a song from a different genre identifying: Y3: instruments Y4: sound effects Y5: particular features, e.g. pulse</p>	<p>Review of theme. Children will have the opportunity to share their likes and dislikes of examples of song arrangements from different genres and will be encouraged to express their</p>	<p>Investigating 'Science of Sound'.</p>

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		or rhythm, inter-related dimensions.  Different aspects of the arrangement will be explored using a variety of instruments and with differentiated tasks.	rhythm, inter-related dimensions.  Different aspects of the arrangement will be explored using a variety of instruments and with differentiated tasks.	or rhythm, inter-related dimensions.  Different aspects of the arrangement will be explored using a variety of instruments and with differentiated tasks.	feelings and opinions using musical language in their reasoning.  Rehearsal for Easter service.	
<b>French (KS2)</b> <b>Key Skill:</b> I can understand some familiar written phrases	Recapping numbers	Recapping greetings	Recapping animals and how to describe them	Body parts: Listening and rehearsing	Body parts: Speaking and teaching others	Body parts: Writing
<b>PE</b> <b>Gymnastics</b>	Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps. To perform a range of jumps and leaps.	Develop flexibility, strength, technique, control and balance by learning and performing a range of different rolls. To perform a straddle forward roll and backward roll to straddle correctly.	Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements. To perform a straddle on vault correctly.	Develop flexibility, strength, technique, control and balance by learning and performing a lunge into cartwheel. To perform a lunge into cartwheel correctly.	Develop flexibility, strength, technique, control and balance by choosing effective linking moves to create sequences of movement. To link movements together by performing a straight jump full turn, a cat leap half turn and a pivot.	Compare their performance with previous ones and demonstrate improvement to achieve their personal best by adapting, improving and performing a movement sequence. To work in a small group to create and perform a gymnastics sequence with a theme.

