

Medium Term Overview Plan - Autumn 1st half 2020

Class: Explorer

Enquiry topic		How can we be Super Heroes?						
Week beginning	7th Sept	14 th Sept	21 th Sept	28 th Sept	5 th October	12 th October	19th October	
Wow moments			Superhero Online visit			Trip to woods - tbc		
Learning & Thinking skill focus	<i>Questioning</i>	<i>Making links</i>	<i>Creating & developing ideas</i>	<i>Analysing</i>	<i>Planning how to communicate</i>	<i>Communicating</i>	<i>Evaluating</i>	
English On-going: Author box, daily RWInc phonics and handwriting	Looking after other living things – Reading and writing for information	Finding our place in the world as active and caring citizens – Writing notes for the world.	Super hero stories – compose, sequence, describe and retell	Recount of Superhero visit	Super hero stories – description, performance & evaluation	Super hero stories – Sentence structure, comic strips and publishing	Autumn Poetry – Listening, reading, understanding, writing, performing & evaluating.	
Grammar	Adding adjectives: making simple expanded noun phrases and putting them in a song verse	Punctuation: Using capital letters, full stops, question marks & exclamation marks	Sentence formation: Basic elements to conjunctions.	Sentence formation: Not a sentence. Editing.	Word class: nouns, verbs and adjectives	Question focus: This is the answer...what is the question?	Expanded noun phrases	
Maths	Yr 1		Number and place value to 10	Number and place value to 10	Number and place value to 10	Number and place value to 10	Addition and subtraction within 10	

				Sort, count & represent objects	Count forwards & backwards and counting one more & one less	Comparing objects & numbers, $<=>$ and one to one correspondence	Ordering objects & numbers, ordinal numbers and number lines	Part whole, fact families & number bonds
	Yr 2			Number and place value to 100 Counting forwards & backwards in 50, tens & ones in 20,	Number and place value to 100 Compare numbers within 50, count objects to 100 in words and numerals	Number and place value to 100 Tens and ones in a part whole model, using addition and a place value chart	Addition and subtraction Compare and order objects and numbers	Addition and subtraction Count in 2s, 5s, 10s & 3s.
Science Content	Class weather and seasons chart					Planting vegetables – onion	Weather chart – recording for the week	Identifying plants and trees in the autumn
Skills	I can record some observations in drawings, a table or block graph with guidance.					I can begin to use scientific language.	I can record findings in tables, drawings and block graphs.	I can make careful observations
Geography Content	Travelling Ted – becoming	Ongoing world travel & geographical exploring with Ted.						

Skills	familiar with maps/atlasses and globe I can identify the UK and its countries and surrounding seas using world maps, atlases and globes with support.	I can use world maps, atlases and globes with some support to identify the four countries and capital cities, countries studies, continents and oceans					
Art Content	Well-being craft I can experiment with an open mind (for instance, they enthusiastically try out and	Well-being craft I can use materials purposefully to achieve particular characteristics or qualities	Exploring the work of an artist and develop techniques in line and shape I know that different forms of creative works are made by artists, craftspeople and designers, from all	Explore and choose complementary colours for effect I can and be able to talk about the materials, techniques and processes they have used, using an	Describe similarities of my art with an artist When looking at creative work express clear preferences and give some reasons for these (for instance, be	Describe similarities and differences between artists and apply new skills in line and shape and colour to create my own imaginative character I can recognise and describe some simple characteristics of different	Painting to share ideas and imagination - Produce final piece – postcard to sell Send our post card as gratitude or random act of kindness

	use all materials that are presented to them)		cultures and times.	appropriate vocabulary	able to say “I like that because...”)	kinds of art, craft and design	
History Content			Using pictures to investigate people from the past F. Nightingale story – using a timeline	Hospitals now and then Role – play The journey to Scutari. Why is Florence a 4 C champion?	Reasons for F.N. actions Does Florence deserve to be a Champion?		Internet research questions Final assessment & communicating
Skills			I can talk about mine and other peoples’ past events and can use common words to describe the passing of time - today, tomorrow, yesterday, a long time ago, in the olden days, before, later and after	I can talk about mine and other peoples’ past events and can use common words to describe the passing of time - today, tomorrow, yesterday, a long time ago, in the olden days, before, later and after	I can give simple reasons to explain a decision.		I can use 2 sources of information to answer questions about the past through simple observation of the source.

<p>Computing</p> <p>Content</p> <p>Skills</p>	<p>E-safety – I am Kind and responsible</p> <p>Agree sensible e-safety rules for the classroom.</p>		<p>Literacy & Multimedia – loading pictures and saving documents in ppt</p> <p>Programming- program a robot to do a specific task</p> <p>Save and retrieve the data to show to others.</p> <p>Explore outcomes when buttons are pressed in sequences on a robot</p>	<p>Literacy & Multimedia – making amendment in ppt and adding speech bubbles</p> <p>Programming – program software to do a specific task</p> <p>Begin to identify an algorithm to achieve a specific purpose</p>	<p>Programming – I can use an algorithm, execute a task and debug it.</p> <p>Execute a program on a floor robot to achieve an algorithm</p> <p>Use the word debug to correct any mistakes when programming a floor robot</p>	<p>Data handling – I can use technology to collect information including photos</p> <p>Collect data, generate graphs and charts to find answers.</p>	<p>Data handling – I can present data in a digital format</p> <p>Collect data, generate graphs and charts to find answers</p>
<p>PSHE</p> <p>Content & Skills</p>	<p>Special and Safe</p> <p>The Colour Monster & My Emotions</p>	<p>I understand the rights and responsibilities as a member of my class</p>	<p>I understand the rights and responsibilities for being a member of my class</p> <p>Real Life</p>	<p>I know my views are valued and can contribute to the Learning Charter</p>	<p>I can recognise the choices I make and understand the consequences</p> <p>Medicines</p>	<p>I understand my rights and responsibilities within our Learning Charter</p>	<p>Charity Event</p>

			Heroes				
RE Content			What is the Torah?	Review our class rules and discuss relationship between them and the way that Jews live their life	How do Jews Express their faith?	Reflect upon the Jewish harvest festival Sukkot.	Build a Sukkot
Skills			The origins and role of the Torah in Jewish daily life and worship.	Know that the Torah contains the first 5 books of the Hebrew Bible & teaches Jews what God is like and how they should live their lives.	One day a week Jews observe the Sabbath.	Raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah.	
PE	Exploring different ways of bouncing the balls, how can we move with the balls, can we keep the ball up by bouncing?		Dribbling with the balls, can we change direction? Evading other people	Exploring different types of passes - Chest pass, bounce pass, shoulder pass.	Dribbling and passing. Can we dribble and produce end product with a pass?	Shooting. Stationary shooting, shoot at targets, can we progress to shot in the hoop?	Game based activity. Very relaxed on rules. Emphasis on space and discouraging 'honey pot effect'
	Coordination – exploring movements	Coordination – movement patterns	Coordination – movement patterns	Static balance – exploring movements	Static balance – pirate story	Static balance – pirate story	Outdoor ed – team building games

Music – Pulse and Rhythm. Listening and responding to music.	Recovery Curriculum	Recovery Curriculum	Combining Pulse and Rhythm. Creating rhythm patterns. Learning Florence Nightingale historical song.	Reading rhythm patterns. Composing rhythms from words. Weather songs, 'The Four Seasons' A.Vivaldi – 'Spring'	Composing and writing rhythm patterns down and practicing them. Weather songs. A.Vivaldi – 'Summer'	Layering different rhythms on top of a pulse. Writing weather songs with accompaniment s. A.Vivaldi – 'Autumn'	Bringing together reading, writing, performing rhythms in musical 'time'. A.Vivaldi – 'Winter'
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