

Medium Term Overview Plan – Autumn 1st half 2020

Pioneer Class

Enquiry topic	What can we learn from the adventures of Paddington Bear?							
w/c	3 rd Sep (Thursday and Friday INSET days)	7 th Sep (Home visits in pm 07 & 08.09.20)	14 th Sep (Rec staying for lunch Thursday and Friday)	21 th Sep (Rec full time)	28 th Sep	5 th Oct	12 th Oct	19 th Oct
Wow moments		The suitcase arrives *Recovery curriculum					Visit to the cafe	Parents invited to an afternoon tea
Learning and Thinking skill focus		<i>Questioning Making links Creating and developing ideas</i>		<i>Analysing</i>		<i>Planning how to communicate</i>	<i>Communicating and Evaluating</i>	
English	Poetry		Story and Non-fiction					
		We're going on a bear hunt Performing poetry with a focus on expression Labels and lists Handwriting and spelling	Various Paddington Bear stories. Labels, lists, invitations, postcards. Talk for writing – create a new adventure for Paddington. Handwriting; spelling; saying out loud what you are going to write about; compose a sentence orally before writing it; leave spaces between words.					

Maths	<p style="text-align: center;">Number: place value within 10 *Geometry: shape* Number: addition and subtraction within 10</p>							
		Numbers within 10: sort and count objects, represent objects; count forwards and backwards.	Numbers within 10: count one more and one less; one to one correspondence; compare objects.	Numbers within 10: compare numbers; order objects and numbers.	Add and subtract within 10: the part whole model; the addition sign; fact families.	Add and subtract within 10: the part whole model; the addition sign; fact families.	Add and subtract within 10: number bonds within and to 10.	Add and subtract within 10: adding together and adding more; finding a part (missing number problems).
Science	<p style="text-align: center;">Working scientifically Seasons and Weather</p>							
			<p>Design a hat for Paddington to protect his marmalade sandwiches.</p> <p>I can explore everyday scientific situations and suggest a relevant question (YR)</p> <p>I can identify the questions that can be answered by trying it out myself (Y1)</p>		<p>Seasonal weather and comparing the seasons.</p> <p>I can make simple observations using my five senses (YR)</p> <p>I can communicate my observations through talk and drawings (YR)</p>		<p>What happens in Autumn?</p> <p>I can make simple observations using my five senses (YR)</p> <p>I can communicate my observations through talk and drawings (YR)</p> <p>I can use my senses to make observations (Y1)</p> <p>I can communicate my findings orally, using drawing, writing or by making a bar chart or tally (Y1)</p>	

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Geography	Local Study						
	<p>Where does Paddington come from? Exploring Peru.</p> <p>I can use aerial photographs to recognise geographical features (Y1)</p> <p>I can identify the UK and its countries and surrounding seas using world maps, atlases and globes with support (Y1)</p>	<p>Explore and describe where we live – drawing and map work.</p> <p>I can show an awareness of my immediate locality (YR)</p> <p>I can use a simple picture map, recognising it is about a particular place (YR)</p>				<p>Drawing maps of our adventure to the café?</p>	
History	Families and Houses and Homes						
	<p>Who do we live with? What will you find in our homes?</p>	<p>Houses and homes from the past – timeline.</p>	<p>Comparing houses and homes past and present.</p>				

		<p>I can talk about past and present in my own life and that of my family using common words – <i>yesterday and today, then and now, before and after, old and new</i> (YR)</p> <p>I can talk about mine and other peoples' past events and can use common words to describe the passing of time - <i>today, tomorrow, yesterday, a long time ago, in the olden days, before, later and after</i> (Y1)</p>						
Computing		Programming/e-safety	Handling Data					
		<p>Programming a robot to complete a task</p> <p>Programming software to complete a task</p> <p>Algorithms and debugging</p>	<p>Collecting information</p> <p>Presenting data</p> <p>Saving photos and manipulating images</p> <p><i>Collect information as photos or sound files (YR)</i></p>					

		<p>Use simple software to make things happen (YR) Press buttons on a floor robot and talk about the movements (YR)</p> <p>Explore outcomes when buttons are pressed in sequences on a robot (Y1) Begin to identify an algorithm to achieve a specific purpose (Y1)</p>	Take photographs, video and record sound to record learning experiences (Y1)			
Art	Pop Art					
		<p>Peruvian art – weaving and flute making</p> <p>Work purposefully responding to colours, shapes, materials etc. (YR) Create simple representations of people and other things (YR)</p> <p>Try out a range of materials and processes and recognise that they have different qualities (Y1) Use materials purposefully to achieve particular characteristics or qualities (Y1)</p>	Exploring colour	Pop artists	Designing and creating pop art	Art gallery
RE	<p>YR – Special me – who are we?</p> <p>Y1 – What do Jewish people believe about Torah?</p>					

		Who am I?	Special things	Special people	Simchat Torah Understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah (Y1)	Torah	Giving the law	Shabbat
Music	Introducing Pulse and Rhythm and Responding to Sounds							
		Recovery Curriculum	Recovery Curriculum	Moving and playing to a Pulse Play instruments to a steady beat (YR) Repeat and investigate simple beats and rhythms (Y1)	Accompanying songs with instruments.	Recall, copy and create rhythms.	Exploring sounds and stories.	Recreating a story with sound, movement and instruments.
PE	Exploring movement Personal							

	<p>I can perform a single skill or movement with some control (YR)</p> <p>I can perform a range of skills with some control and consistency (Y1)</p>	<p>Introducing balls. Allow children to explore different types of balls. How do they move differently?</p> <p>*Baseline Assess</p>	<p>Talk about rolling. What is rolling? When do we roll? Basic technique</p>	<p>Talk about throwing. When do we throw? Basic technique</p>	<p>Finding space. How do we find space? Why is this good?</p>	<p>Passing and moving. Introduce passing and moving in different ways. Kicking, throwing, rolling</p>	<p>Throwing and rolling to targets. Use a game based scenario to introduce competition. Rollerball.</p>	<p>Throwing and rolling to targets. Use a game based scenario to introduce competition. Rollerball.</p>
PSHE	<p>Jigsaw: Being me in my world</p> <p>*The Colour Monster*</p>							
		<p>The Colour Monster</p>	<p>YR – Who...Me?!</p> <p>Y1 – Special and Safe</p>	<p>YR – How Am I Feeling Today?</p> <p>Y1 – My Class</p>	<p>YR – Being at School</p> <p>Y1 – Rights and Responsibilities</p>	<p>YR – Gentle Hands</p> <p>Y1 – Rewards and Feeling Proud</p>	<p>YR – Our Rights</p> <p>Y1 - Consequences</p>	<p>YR – Our Responsibilities</p> <p>Y1 – Owing our Learning Charter</p>