

Please note that DT and computing may be blocked this term.

## Medium Term Overview Plan

Autumn Term 2 - 2020

Class: Discovery

Enquiry question	How can we tell a story using only light and shadow?							CHRISTMAS HOLIDAYS
Week beginning	02.11.20	09.11.20	16.11.20	23.11.20	30.11.20	07.12.20	14.07.20	
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</i>	<i>Evaluating</i>	
Outdoor learning opportunities	<b>French-Revision</b>	<b>RE- Godly play</b>	<b>PSHE- Role play</b>	<b>Literacy- Giving instructions</b>	<b>Science- Looking at shadows</b>	<b>Maths- data gathering?</b>	<b>RE- Christmas around the world</b>	
PSHE	Families (RJ)	Family conflict	Witness and feelings (RJ)	Witness and solutions	Words that harm (RJ)	Celebrating difference	Goals and Targets (RJ)	
English	<b>Explanations:</b> Introduction to explanation texts (Deadly 60 by Steve Backshall)- learning the skills to write our own  <b>GF:</b> Pronouns, causal connectives  <b>PF:</b> Using ?!  <b>SF:</b> Adding suffix <b>-er or -est/</b> Adding the suffix <b>-ly</b>	<b>Explanations:</b> Designing our deadly creature, planning and writing own text  <b>GF:</b> Applying pronouns and causal connectives  <b>PF:</b> Editing focus  <b>SF:</b> Year 3 and 4 spelling list	<b>Instructions:</b> Exploring and practising the ingredients for writing an effective set of instructions  <b>GF:</b> Imperative (bossy) verbs and time connectives  <b>PF:</b> Bullet points and numbers  <b>SF:</b> Adding suffix <b>-er or -est Part 2/</b> Words ending in <b>ture</b>	<b>Instructions:</b> Writing an instruction handbook based on own deadly creature  <b>GF:</b> Applying last weeks grammar  <b>PF:</b> Applying last weeks punctuation  <b>SF:</b> Year 3 and 4 spelling list	<b>Play scripts:</b> Looking at features of play scripts and developing skills  <b>GF:</b> Past and present tense verbs  <b>PF:</b> Brackets  <b>SF:</b> Adding suffix <b>-er or -est Part 3/</b> Adding <b>-ation to verbs</b>	<b>Play scripts:</b> Writing a play script to go with their shadow puppet performance  <b>GF:</b> Adverbial phrases to give detail  <b>PF:</b> Colons and semi colons  <b>SF:</b> Year 3 and 4 spellings	Assessments/ finishing off  <b>SF:</b> Revision of spellings learnt so far this term/ creating focus spellings	



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<b>Maths</b>	<b>Number facts:</b> Doubling, halving, times tables and x and ÷ by 10, 100 and 1000 (inc decimals) and x0 and x1	<b>Multiplication:</b> Formal written ladder method and bar modelling calculations (VF, R and PS)	<b>Division:</b> Number lines, bar models and bus stop method (VF, R and PS)	<b>Factors and multiples:</b> Factors pairs, common factors, multiples	<b>Multiplication and Division:</b> Deepening understanding and closing gaps	<b>Statistics:</b> Presenting and interpreting data (comparison, sum and difference problems)	Assessment week/ targeting any gaps in statistics
<b>Science</b>  <i>KS: I can make predictions based on everyday experience and knowledge</i>	Light and dark-sources of light	Reflection-How do we see?	Mirrors-Reflection and symmetry	The Sun- how to stay safe	Materials-Transparent, translucent and opaque- does everything make a shadow? Links to DT project	Planning our shadow enquiry	Carrying out our shadow enquiry, recording results and drawing conclusions
<b>Computing</b>	ELIM ACTIVEBYTES Lesson	Exploring the Lego We Do software?	Introducing the tilt sensor	Introducing the motor	Make the crocodile open and close its mouth	Make the crocodile close its mouth when something is inside it	What can you do?
<b>History</b>							
<b>Geography</b> <i>KS: I can use world maps, atlases, globes and computer mapping to name and locate countries and describe features studied.</i>	What are deserts and where in the world they are located?	Investigating the weather and climate of deserts.	Finding out about desert formations.	Exploring how animals adapt to survive these harsh conditions	Discovering how deserts are used by humans.	Learning about people who live in deserts.	Investigating the causes and effects of desertification.



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<b>RE</b>  <i>I can discuss my own thoughts and feelings</i>	<b>What do Christians believe about God/ Jesus and incarnation? (Links to Christmas)</b>							
<b>DT</b>  <i>KS: Make products by working efficiently (such as by carefully selecting materials).</i>	<b>Research:</b> Introduce project: What do children already know about puppets and puppetry? Explore a variety of puppets from around the world- discuss and analyse them.	<b>Design:</b> Children decide on the story they want to perform and introduced to the key skills they may need.  Children then design possible puppets for their performance	<b>Plan:</b> Children analyse their designs and choose a final one. They plan their making and produce templates where appropriate	<b>Make:</b> Children to write first draft of their play scripts/ stories to perform	<b>Make:</b> Children make their puppets using the materials and skills identified	<b>Perform:</b> Children perform for an audience (Using a light source to create their shadows)	<b>Analyse:</b> Children analyse and critically evaluate their products and those of others and those of others	
<b>Art</b>								
<b>Music</b>	Introduce whole school Nativity production. Begin specific class song and explore character speaking parts. General class 'PSHE' work.	Children begin to learn other songs within the Christmas Production	Practising speaking lines, acting, positioning and instrumental accompaniments to Nativity songs. General class 'PSHE' work.	Class to practise other whole school songs, with focus on communication through facial expression and actions.	Rehearse all aspects of class content in staging positions, memorised words, song and instrumental accompaniment General class 'PSHE' work.	Dress rehearsal	Review of production: what skills have children learned? What worked well / what would they change? General class 'PSHE' work.	



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<b>French (KS2)</b> <i>KS: Say and/or repeat a few words and short simple phrases</i>	Revision of last terms French	Greetings- saying hello	Greetings- saying my name	Greetings- how are you?	Body parts- head, shoulders, knees and toes	Classroom instructions	Revision of French taught this term	
<b>PE</b>	I can explore how to use a hockey stick and move with a ball	I can change speed and direction with the ball to keep possession	I can demonstrate a good weight of pass	I can recognise when I should dribble and when I should pass	I can provide support for the child who has the ball	I can receive the ball whilst on the move	I can implement the skills in a game based scenario	

