

Medium Term Overview Plan

Autumn Term 2 - 2020

Class: Explorer

Enquiry topic	How can I tell a tale?						
Week beginning	2 nd Nov	9 th Nov	16 th Nov	23 rd Nov	30 th Nov	7 th Dec	14 th Dec
Learning and Thinking skill focus	<i>Questioning</i>	<i>Making links</i>	<i>Creating & developing ideas</i>	<i>Creating & developing ideas</i>	<i>Analysing</i>	<i>Planning how to communicate</i>	<i>Communicating Evaluating</i>
Outdoor learning opportunities	Tree observations	Art – journeys around the school	Literacy – word collection in the environment	Maths – shape in the outdoors	Collecting natural resources for Christmas art Geography – school environment using plans	Science – observing and recording the weather Literacy/Science – planting bulbs Geography – mapping our school environment	
PSHE Celebrating differences		I recognise similarities between people		I recognise differences between people I understand bullying	I know what to do if I, or someone I know, is being bullied	I know how to make friends	I understand that differences are special and make us unique
English On-going: Author box, daily RWInc	Handwriting focus Poetry – seasonal Cold write	Traditional tales (read and respond) Traditional tales Character focus	Traditional tales Character focus Traditional tales Setting focus	Traditional tales Modern day fairy tale – Into the Forest	Year 1 – recount of the story Year 2 – own version of ‘Into the Forest’	Instructions Following, evaluating and finding key features	Instructions – writing own Assessments



phonics and handwriting			Traditional tales (read, respond and retell)	Traditional tales (read, respond and retell)	Read and respond – Christmas fiction	Read and respond – Christmas fiction	Read and respond – Christmas fiction	
Maths	Yr1	Place value Compare number bonds Addition – Adding together; adding more Finding a part	Subtraction – taking away crossing out; taking away; how many left; Finding a part – breaking apart Fact families – the 8 facts	Subtraction – counting back Shape - Recognise and name 3D shapes; sort 3D shapes; recognise and name 2 d shapes	Shape - sort 2D shapes; patterns with 2 D and 3D shapes Numbers 11 to 20 -Count forwards and backwards to 20 numbers and words	Number to 20 - Tens and ones; Count one more one less; compare groups of objects; compare numbers	Number to 20 - order groups of objects; order numbers Assessments	Assessments
	Yr2	Addition and subtraction- 10 more 10 less; add and subtract 10s; add by making 10; add a 2 digit and 1 digit number crossing 10	Addition and subtraction - subtraction crossing 10; subtract 1 digit from 2 digits; crossing 10; add 2 2 digit numbers not crossing; add 1s add 10s; add 2 2 digit numbers crossing 10	Addition and subtraction - Subtract 2 digit from 2 digit not crossing; subtract 2 digit from 2 digit crossing 10; find and make number bonds; bonds to 100 (tens and ones)	Addition and subtraction Add 3 1 digit numbers Recognising coins and notes Money Count money (pence); count money (pounds - notes and coins)	Money - count money notes and coins ; select money; make the same amount; compare money	Money - find the total; find the difference; find change Two step problems Assessments	Multiplication – make equal groups; add equal groups; make arrays Assessments
Science		Clocks change – hours of daylight				Daylight hours Growing bulbs – planting and recording Comparing weather as a main focus		



Geography	Travelling Ted postcards?	Review the continents and oceans	Travelling Ted postcards?	Would a fairy tale character live here? - Find our school on a globe, atlas, map and aerial photographs How do we get to school from home? Draw route and mark features.		Explore human and physical features of the school grounds – would a fairy tale character live here? Locating photos of key features on a giant map. Devise a simple map and construct basic symbols in a key. Using the physical and human features and imagining they are comparative features in a fairy tale.	
Art	Taking a pencil on a journey Scale Using materials for effect	Exploring colour moving on a journey Sketching a journey around the school– using colours and textures in a Zig zag book	Artists who use weaving Focused weaving skills and exploration of materials for particular effect.	Weaving – using textures and colours to tell a story – pathways, characters and feelings Exhibit and evaluate how well their art communicates	Christmas – weaving a calendar – colours and textures to represent the seasons?		
Computing		I can use software to create movement on screen	I can write an algorithm	I can program a journey	Programming: I can debug a program to make sure my Fairy tale		



					character makes it home safely.		
RE		Review what we remember about the Torah. What questions do we have? Shabbat	Finding out about Synagogues	The Torah Scroll	What it's like to be in a Jewish home	What it's like to be at a Jewish Wedding	Torah: Further research to answer our questions.
Dance		Literacy based – responding to poetry	Describing and evaluating how dance can communicate Exploration of fairy tale emotions Copy, remember, repeat actions	Exploration of fairy tale characters – baddies and goodies Copy, remember, repeat actions	Exploring narrative Copy, remember, repeat actions Create, repeating and improving movement.	Perform and evaluate/describe – how did they use movement to communicate?	
PE	I can keep control of the hockey stick and ball when traveling	I can develop my ability to change direction quickly when dribbling with a hockey ball	I can send and receive a ball with a partner	I am beginning to understand when I should dribble and when to pass.	I can pass and receive the ball in different ways	I can start to use space to keep possession of the ball	I can implement these skills in game based activity
Music	Begin new class songs relating to whole school Christmas production.	Work on the characterisation of the songs, division of voices and acting.	Practise instrumental accompaniments to the class songs.	Practising song words with actions, rhythmic and melodic accuracy, in two parts, with instrumental accompaniment.	All aspects of class songs, with expression and stage positioning	Recording of class material.	Exploring traditional Christmas carols.

