

Medium Term Overview Plan

Autumn Term 2 - 2020

Class: Voyager

Enquiry Topic	How have stories developed and changed over time?							
Week beginning		2/11/20	9/11/20	16/11/20	23/11/20	30/11/20	7/12/20	14/12/20
Thinking and Learning skill focus		<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>
PSHE		Different cultures	Racism	Rumours and name calling	Types of bullying	Does money matter?	Celebrating differences across the world	
English		<p>The Highwayman by Alfred Noyes</p> <p>Children to produce a narrative retelling of the famous poem The Highwayman.</p> <p>Similes Tenses Apostrophes Fronted adverbials</p>	<p>The Highwayman by Alfred Noyes</p> <p>Children to produce a narrative retelling of the famous poem The Highwayman.</p> <p>Similes Tenses Apostrophes Fronted adverbials</p>	<p>Hansel and Gretel a darkly brilliant fairy tale by Neil Gaiman</p> <p>Diary entries in role.</p> <p>First person Tenses Expanded noun phrases</p>	<p>Hansel and Gretel a darkly brilliant fairy tale by Neil Gaiman</p> <p>Narrative adaptation and retelling of a popular fairy tale.</p> <p>Inverted commas Conjunctions Modal verbs Semi-colons</p>	<p>Assessment week</p>	<p>The legend of King Arthur and the knights of the round table</p> <p>Non-chronological report on dragons</p> <p>Formal language Technical language Bullet points Fronted adverbials Varied sentence structures</p>	<p>The legend of King Arthur and the knights of the round table</p> <p>Narrative of Arthur on a quest decided by children.</p> <p>Expanded noun phrases Fronted adverbials Varied sentence structures Synonyms</p>
Myths, legends and fairy tales.								
Punctuation and grammar								



Horrington Primary School

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Spelling focus		Words that contain the letter string ough	able and ible	ance and ence	ei and ie		Words that sound like shul	Silent letters
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Maths		Measurement Read, write and convert time between analogue and 12 and 24-hour digital clocks. Solve problems involving units of time Convert between different units of metric measure Use conversion graphs to aid calculation (miles to km etc.) Arithmetic.	FDP Multiplying fractions by whole numbers. Multiplying fractions. Dividing fractions by whole numbers. Fractions of amounts. Solving problems with FDP. Arithmetic.	FDP Writing fractions as decimals. Writing decimals as fractions. FDP equivalents. Solving problems with FDP. Arithmetic. Geometry Translation Reflection	FDP To understand percentage means out of 100. To be able to write percentages as fractions and decimals. Solving problems with FDP. Arithmetic.	Assessment week	Measurement Area and perimeter of shapes. Calculating volume. Solving problems involving measure. Arithmetic.	Geometry 2D shapes 3D shapes Nets of 3D shapes. Solving problems involving 2D/3D shapes and nets of 3D shapes. Arithmetic.
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<p>Science</p> <p>Light</p> <p>Working Scientifically</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>		<p>What do we know? What do we want to know?</p> <p>AFL for light. Address any misconceptions surrounding light. Discuss vocabulary for the topic. Children will compile a</p>	<p>How we see</p> <p>To recognise that light appears to travel in straight lines by creating a model of light travelling. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye by creating a model of light travelling. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes by creating a documentary about light.</p>	<p>Reflecting light</p> <p>To recognise that light appears to travel in straight lines by investigating the angles of incidence and reflection. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye by creating a periscope and explaining how it works. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>	<p>Refraction</p> <p>To recognise that light appears to travel in straight lines by investigating refraction</p>	<p>Spectrum</p> <p>To recognise that light appears to travel in straight lines</p>	<p>Seeing in colours</p> <p>To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye by investigating how we see colours. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes by investigating how we see colours.</p>	<p>Review/assessment</p>
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Computing			To create a stop motion animation of a rivers journey	I can select, use and combine the appropriate technology tools to create effects that will have an impact on others	I can use the skills I have already developed to create content using unfamiliar technology	I can select, use and combine the appropriate technology tools to create effects that will have an impact on others	Review
History							
Geography Rivers		<p>Journey of a River To understand how rivers are formed.</p> <p>To understand that the features a river and the surrounding landscape change from source to mouth.</p>	<p>Flooding To understand the factors that cause rivers to flood.</p> <p>To understand what happens to the physical environment when flooding occurs.</p> <p>To understand the human impact of a major flood event.</p> <p>To understand how to prepare for flooding.</p>	<p>Mapping the River Thames To name and locate the five longest rivers in the UK.</p> <p>To understand the key features of an OS map including:</p> <ul style="list-style-type: none"> • Compass directions • The key • Four and six-figure grid references • Grid squares • Scale • Contour lines <p>To interpret an OS map to answer questions about a</p>	<p>The River Thames What are the physical characteristics of the River Thames?</p> <p>How does the River Thames shape the surrounding landscape?</p> <p>How does the River Thames change throughout its course?</p> <p>How do people interact with the River Thames and</p>	<p>Waterfalls In what course are waterfalls a feature?</p> <p>How are waterfalls formed? What physical processes are involved in their formation?</p> <p>What features are characteristic of waterfalls?</p> <p>How do humans use waterfalls? (With an emphasis on tourism and hydro-electric power).</p>	



						locality: the River Thames.	<p>surrounding landscape?</p> <p>Why is the River Thames liable to flooding?</p> <p>What is the role of the Thames Flood Barrier in preventing flooding?</p> <p>How does the Thames Flood Barrier work?</p>	<p>Which waterfalls have global significance? (Angel Falls in South America- the highest waterfall in the world, Niagara Falls in North America- which attracts 12 million tourists every year).</p> <p>Which waterfalls are significant in the UK? (Gaping Gill the highest in England and High Force- with significant gorge development).</p>
RE		Pupils will be introduced to the festival of Rosh Hashannah, the beginning of the Jewish New year.	Pupils will be introduced to the festival of Yom Kippur. What happens and why? What does this show about Jewish beliefs about forgiveness.	Pupils will be introduced to the Jewish scriptures (Tenakh) - Torah, Nevi'ism and Ketuvim. Also, the collection of writings called the Talmud. Relate this to obedience to God's Laws - Torah.	Pupils will look at the role of the Torah (The Law) in Jewish daily life and worship through the festival of Simchat Torah.	pupils will be introduced to the Jewish scriptures (Tenakh) - Torah, Nevi'ism and Ketuvim. Also, the collection of writings called the Talmud.	Pupils will be introduced to Jewish beliefs and practices connected with a funeral (levaya) and mourning (shiva).	



Art River art inspired by Monet		Water falls in landscape	Study of Monet's work	To look at water colour techniques	To sketch a river scene	To paint our water colour scene		
Music		Preparing for whole school Christmas production	Allocation of speaking parts / introducing all songs and musical structure of the show.	Revision of speaking parts using voice and facial expression and carols / songs.	Exploring acting of scenes / musical arrangements and instrumental accompaniments.	Rehearsing in stage positions and revision of all content.	Potential recording in bubbles, reviewing progress, re-recording.	Virtual performance', and appraisal of work in producing the show.
French (KS2)			Revision of numbers 0-20	How to say my age and ask others theirs.	Revision of Numbers 20-40	what's the time...o'clock	Stationary	
PE		Hockey						

