



**St Stephen Churchtown Academy**


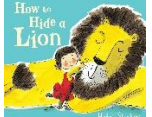

**Medium Term Overview**



**Term:** Autumn 1

**Why did pirates sail the oceans?**

**Class:** Fistral

	<b>Week 1</b> 2/9/24 (2 days)	<b>Week 2</b> 9/9/24	<b>Week 3</b> 16/9/24	<b>Week 4</b> 23/9/24	<b>Week 5</b> 30/9/24	<b>Week 6</b> 7/10/24	<b>Week 7</b> 14/10/24	<b>Week 8</b> 21/10/24
<b>Oracy</b> Listen to others and be willing to change their mind based on what they have heard.	 Theme: listening	I think...because	I think....because	In my opinion...	In my opinion...	In my opinion.	I believe that... Because...	I believe that... Because...
<b>Guided Reading</b> <b>How to hide a lion</b>	 Author/front cover work	Read extract/vocab	VIPERS questions	Extract/vocab	VIPERS questions	Sequencing	Vocab	VIPERS questions
<b>Writing</b> <b>The Night Pirates</b>	 Front cover	Vocabulary work Sequencing Exploring WAGOLL	Sentence stacking Commas in a list, adverbs, noun phrases,	Sentence stacking Similes, using 'but', past tense verbs	Planning and independent writing	Planning and independent writing	100 facts about Pirates- non fiction	100 facts about Pirates- non fiction
<b>Maths</b>	Place value Numberlines	Place value Reading and writing 2-digit numbers	Place value Place value of 2-digit numbers (tens and ones)	Place value Counting on and back in 5s and 10s	Place value Comparing and ordering 2-digit numbers	Addition Adding 1s to a 2-digit number	Addition Adding 1s and 10s to a 2-digit number	Shape Recognising 2d and 3d shape and their properties
<b>Science Year 2</b> Animals including humans:		I wonder/I think I know- shared activity about topic- discuss	To notice that animals, including humans, have	To find out how animals change as they grow into adults.	To compare the changes of the human life cycle.	To find out about and describe what animals, including	<b>Investigation:</b> To test the effects of exercise on	To find out about the importance of healthy

		new vocabulary.	offspring which grow into adults.  Ask questions. Make comparisons.  Matching animals with their offspring.	Observing closely/changes over time. Researching using secondary sources- images, books.  Exploring life cycles.	Noticing patterns. Developing explanations. Recording in a table.  Exploring how people grow. Sorting activities and life stages of people.	humans, need to survive.  Asking questions. Researching using secondary sources- books, internet. Making observations.  Suggest answers to questions, using knowledge and research.	the human body.  Using equipment to measure. Comparative tests.  Carry out an investigation on the effect of exercise on the human body- record findings and write conclusion.	eating and hygiene.  Labelled diagrams. Table.  Recognise and sort healthy food. Create a healthy plate.  Evaluate unit- return to initial questions.
<b>Computing</b> <b>Year 2</b> Digital Photography		Taking Photographs Recognising devices that take photographs	Landscape or portrait? Exploring how to take a good photo, thinking about the format of landscape or portrait.	What makes a good photograph? Talk about what may have gone wrong with a photo and how to improve it.	Lighting How to use light to make the best of a photo. Experiment with different light sources.	Effects Recognise that images can be changed and which tools can make these changes.	Is it real? Look at different photos and discuss which are real and which have been changed.	
History/ <b>Geography</b> Oceans: Where can ships take us?		Where are the oceans? How vast are they?	What can I discover on the coast?	How do I ensure I am safe on the coast?	If I was a pirate what would I see?	Why are the oceans becoming larger?	Assessment How can I protect our oceans?	
<b>Art/DT</b>  <b>Paint – Kurt Jackson</b>	Explore different seascapes-continue half drawings in pencil.	Introduce Kurt Jackson. Write facts and discuss drawings. <b>To describe the similarities and</b>	Skill building  Mixing colours  <b>To use my knowledge of colour theory to</b>	Skill building  Explore lines of different size.	Skill building  Stippling  Children to use brushes in different ways to	Sketch own seascape drawing.  <b>To take inspiration from</b>	Create own seascape painted art work using different skills taught.	



		<p>differences between pieces of work by other artists.</p>	<p>help communicate my ideas through paint.</p> <p>To mix, apply and refine and describe colour mixing.</p>	<p>I am developing skill and control when using paint.</p> <p>To create lines with increased skill and confidence.</p>	<p>create pattern and texture.</p> <p>I am developing skill and control when using paint.</p>	<p>an artist to develop artwork.</p>	<p>To recognise some of the styles of artists and designers and use these ideas to inform my own work.</p>	
RE		<p>Pre-assessment Where in the Bible does it tell Christians about creation? Creation story Read Genesis 1 Explore the creation story through song and film <a href="#">God's Creation Part 1 - YouTube</a> What words would Christians use to describe God the Creator? Look at the Big Story Frieze- Creation is the start of the big picture!</p>	<p>Who do Christians say made the world? Creation Story Recap over last week- what can they recall. Sort the 7 days of creation into the correct order. Draw a picture to go with each day. Retell the creation story to a partner.</p>	<p>How can we use music to retell the story of creation?  choose music to express each of the days of creation; pupils to do dance moves that reflect the music and what is created.</p>	<p>Why is harvest time important to Christians?  Visitors into school</p>	<p>Harvest assembly Practise  Harvest assembly</p>	<p>How do Christians give thanks everyday? Thank you prayers- Grace Write a thank you prayer. <a href="#">Blessing the food; ways to say "grace" before meals   Bob Rogers</a> Psalms 107:8-9 "Let them give thanks to the Lord for his unfailing love and his wonderful deeds for mankind, for he satisfies the thirsty and fills the hungry with good things."</p>	<p>If I could ask a world maker a question, what would it be? Children to create question mobiles to express their thoughts and curiosities about creation.</p>

<b>PE 1</b> Ball skills Hands 1	Dribble (bounce) the ball to keep possession.	Develop passing and receiving of the ball to keep possession.	Practise dribbling, passing and receiving the ball to keep possession.	Accuracy and choosing when to pass the ball.	Accuracy and skill to keep possession and to score a point.	Ongoing practise of skills to play a game, keep possession of the ball and score a point.	Review and practise of skills	Review and practise of skills
<b>PE 2</b> Team building	Learn how to include everyone in teamwork and what makes an effective team.	Develop skills to make an effective team, building on communication skills.	Focus on the importance of trust in team work.	Develop cooperation and communication skills in order to complete a challenge as a team.	Exploring simple strategies as a team.	Exploring simple strategies as a team to solve a problem.	Review and practise of skills	Review and practise of skills
<b>PSHE</b> <b>Year 2</b> <b>Teamwork and conflict resolution</b>	British values	Our ideal classroom-  Actions that will contribute to life in the classroom. Creating a pledge.	How are you feeling today?  Using a range of words to describe feelings and recognise that people have different feelings.	Let's all be happy  Recognise and understand how to deal with feelings.	Being a good friend  Recognise that friendship is a special kind of relationship. Suggest ways that good friends care for each other.	Don't do that!  Understand and describe ways of dealing with bullying and unkind behaviour.	Bullying or teasing?	
<b>Music</b> <b>Hands, feet, heart</b>		Listen and appraise/Learn to sing- Hand, feet, heart	Listen and appraise- The Click Song- Play glockenspiel to Hand, feet, heart	Listen and appraise- Mbube Play glockenspiel- Hand, feet, heart	Listen and appraise- Bring him back home Improvise to Hand, feet, heart	Listen and appraise- You can call me Al Compose with the song- Hand, feet, heart	Listen and appraise- Hlokozola Perform song- Hand, feet, heart	