



St Stephen Churchtown Academy







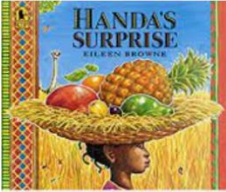
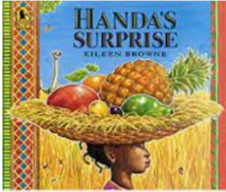
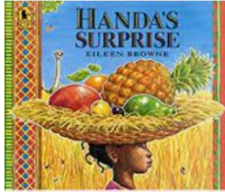
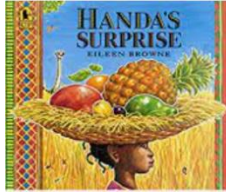

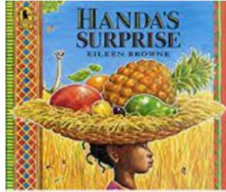
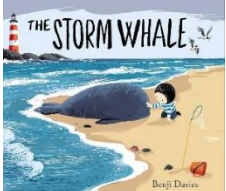
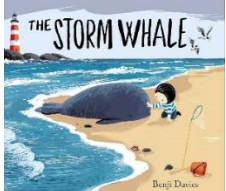
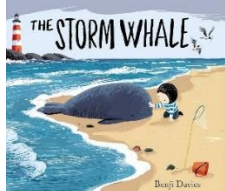


Medium Term Overview

Term: Spring 1

Why don't penguins need to fly?

Class: Crooklets

	Week 1 6/1/25 Monday= inset	Week 2 13/1/25	Week 3 20/1/25	Week 4 27/1/25	Week 5 3/2/25	Week 6 10/1/25
Oracy Organise group discussions independent of an adult.	 Begin to show body language associated with careful listening. Clarify: Does that mean?	 Begin to show body language associated with careful listening. Clarify: Does that mean?	 Begin to show body language associated with careful listening. Clarify: Does that mean?	 Begin to show body language associated with careful listening. Clarify: What do you mean by...?	 Begin to show body language associated with careful listening. Clarify: What do you mean by...?	 Begin to show body language associated with careful listening. Clarify: What do you mean by...?
Guided Reading	 Author and prediction	 Vocab	 prediction	 comprehension	 comprehension	 sequence
Writing	 The Storm Whale	 The Storm Whale	 The Storm Whale	Whales non-chron	Whales non-chron	Whales non-chron
Maths	Place value to 20	Place value to 20	Part/whole 1 more 1 less Number line	Comparing Ordering estimating	Addition and subtraction within 20	Addition and subtraction within 20
Science Everyday materials and	No science INSET	Seasonal changes - winter	Materials and objects To identify and name a variety of	Properties To distinguish between an object and the material	testing properties To describe the simple physical properties of a	Umbrella experiment Write up (Continue after half term if necessary).

Seasonal changes: winter		Winter walk- compare to autumn walk.	everyday materials, including wood, plastic, glass, metal, water, and rock To distinguish between an object and the material from which it is made	from which it is made	variety of everyday materials	
Computing Year 1 Digital Painting (Chrome books)	How can we paint using computers?	Using shapes and lines	Making careful choices	Why did I choose that?	Painting all by myself	Comparing computer art and painting
History Geography Arctic		What are our planet's poles?	Are the poles as cold as they say?	How does Pip survive in such a cold environment?	What does Pip's home look like?	What does Pip's home look like?
Art / DT Clay Katherine Gullo Fruit bowl (linked to Handa's Surprise)		Katherine Gullo Clay Artist fact file	Skills building Exploring Clay	Skill building To use impressing and joining techniques.	Designing Designing a basket	Final piece Making a basket
RE Who is Jewish and how do they live? (PART 1)	Vocab pre- assessment An open discussion on what makes an object special. Introduce some special Jewish objects a mezuzah, candlesticks, challah bread, challah board, challah cover,	Continue exploring the role of different special objects- Star of David on a chain, prayer books, chanukiah, kippah Rabbi	Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4- 9) i.e. God is one, that it is important to love God.	Look at a mezuzah, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home.	Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate	

	wine goblet, other kosher food Princes Road Synagogue				God's creation (God rested on the seventh day). Vocab-post assessment	
PE 1 Locomotion: Jumping	Recap jumping The focus of learning is to recap jumping, in different directions, at different speeds and different levels.	Developing jumping The focus of learning is for pupils to begin to develop their understanding of how to jump efficiently	Jumping circuits The focus of learning is to explore how jumping affects our bodies.	Explore skipping The focus of learning is to explore skipping.	Apply skipping and jumping into a game The focus of learning is to apply our understanding of jumping and skipping into a game.	Jumping level 1 competition The focus of learning is to bring together the suggested sequence of learning into a level 1 tournament.
PE 2 Gymnastics: Body Parts	Introduction to 'big' body parts The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.	Introduction to 'small' body parts The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus.	Combining big and small with wide, narrow and curled The focus of the learning is to apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.'	Transition between wide narrow and curled using big and small body parts The focus of the learning is to explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,') changing the combinations on different apparatus.	Adding (linking) movements together The focus of the learning is to explore adding movement combinations together to create mini sequences.	Creative ways of adding (linking) movements together The focus of the learning is to adapt our mini sequences, exploring how we can make them more creative.
PSHE Growing and changing	Healthy Me	Then and Now	Taking Care of a Baby	Who can help?	Surprises and Secrets	Keeping privates private
Music Exploring Sounds	If you're happy and you know it Listen and respond Singing skills	Sing me a song Listen and respond Learn new song-	Sing me a song Recap song from last week Play along with glockenspiels	Big Bear Funk Learn new song and play with glockenspiels	Big Bear Funk Revisit next week. This week explore composing.	Children choose favourite song and perform.