



# St Stephen Churchtown Academy








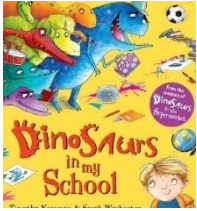
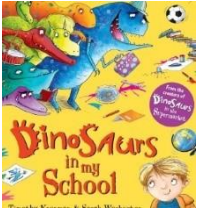
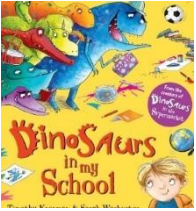
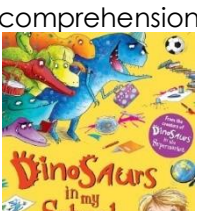



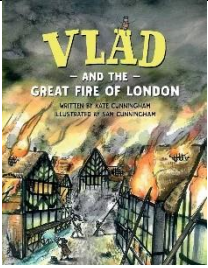
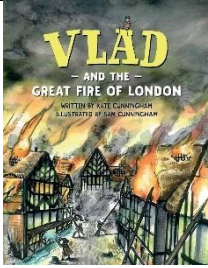
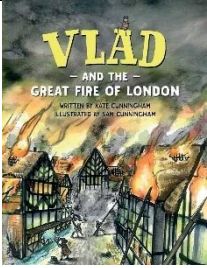


## Medium Term Overview

**Term:** Autumn 2

**The Great Fire of London - Did they panic on Pudding Lane?**

**Class:** Readymoney

	Week 1 4/11/24	Week 2 11/11/24	Week 3 18/11/24	Week 4 25/11/24	Week 5 2/12/24	Week 6 9/12/24	Week 7 16/12/24
<b>Oracy</b> Organise group discussions independent of an adult.	 Theme: Group Discussion  Instigate: I would like to add...	 Theme: Group Discussion  Instigate: I would like to add...	 Theme: Group Discussion  Instigate: I would like to add...	 Theme: Group Discussion  Instigate: I would like to add...	 Theme: Group Discussion  Instigate: Following on from...	 Theme: Group Discussion  Instigate: Following on from...	 Theme: Group Discussion  Instigate: Following on from...
<b>Guided Reading</b>	Author work 	Vocab intro 	Vocab fluency 	Word reading and comprehension 	VIPERS 	VIPERS 	VIPERS Sequencing 
<b>Writing Yr 1</b>	 Sentence stacking	 Sentence stacking	 Independent write	Samuel Pepys diary writing  Sentence stacking	Samuel Pepys diary writing  Sentence stacking	Independent write	Acrostic Christmas poem

<p><b>Writing</b> <b>Yr 2</b></p>	<p>Read the story- Sequence and summarise.</p> <p>Nouns and adjectives- commas in a list.</p> <p>Possessive apostrophes.</p> <p>Fronted adverbials.</p> <p>Verb endings- -ed and -ing</p> <p>Independent writing</p> <p>Handwriting- g, q, b, p, k, v, s, r,</p>				<p>Samuel Pepys- Diary writing</p> <p>Spot the features of diary writing.</p> <p>Adjectives.</p> <p>Fronted adverbials of time.</p> <p>Commas in a list of verbs.</p> <p>Independent writing</p> <p>Handwriting- f, x, z</p> <p>Horizontal and diagonal joins</p>		
<p><b>Maths</b> <b>Yr 1</b></p>	<p>Addition (within 10)</p>	<p>3D shape</p>	<p>Subtraction (within 10)</p>	<p>Subtraction (within 10)</p>	<p>2D Shape</p>	<p>Shape</p>	<p>Consolidation</p>
<p><b>Maths</b> <b>Yr 2</b></p>	<p>Subtraction</p>	<p>Subtraction</p>	<p>Time</p>	<p>Multiplication</p>	<p>Multiplication</p>	<p>Multiplication</p>	<p>Consolidation</p>
<p><b>Science</b> <b>Year 1</b> Seasonal changes: autumn</p>	<p><b>Seasons.</b> To observe changes across the 4 seasons in the context of the weather. To observe and describe how day length varies by exploring the average number of hours of day light in autumn <b>Pre assessment</b></p>	<p><b>Seasonal Changes Autumn</b></p> <p><b>Autumn Walk</b> To observe changes across the 4 seasons by going on an autumn walk. Photo evidence-checklists- <b>TAPS observing changes over time</b></p>	<p><b>Seasonal Changes Autumn</b></p> <p>Using scientific equipment to record data about the weather.</p> <p><b>Post assessment</b></p>	<p><b>Odgen Trust- Earth and space-</b> Plan an enquiry</p>	<p><b>Odgen Trust- Earth and space-</b> investigation</p>	<p><b>Odgen Trust- Earth and space-</b> Write up</p>	
<p><b>Science</b> <b>Year 2</b> Living things and their habitats</p>	<p>To explore and compare the differences between things that are alive, dead and never alive.</p>	<p>To identify and name a variety of plants and animals in their habitats.</p>	<p>To identify minibeast in microhabitats.</p>	<p>To find out about world habitats.</p>	<p>To make a variety of food chains.</p>		

<b>Computing</b> Year 1 Programming Animations (i pads)	<b>Comparing tools</b>	<b>Joining blocks</b>	<b>Make a change</b>	<b>Adding sprite</b>	<b>Project design</b>	<b>Following a design</b>	
<b>Computing</b> Year 2 Robot algorithms	To describe a series of instructions as a sequence.	To explain what happens when we change the order of instructions.	To use logical reasoning to predict the outcome of a program.	To explain that programming projects can have code and artwork.	To design an algorithm to create a program.	To create and debug a program that I have written.	
<b>History</b> <b>Geography</b> The Great Fire of London	How can we work out why the Great Fire started?	What happened during the Great Fire and how do we know?	Why did the Great Fire burn down so many houses?	Could more have been done to stop the spread of the fire?	How did people manage to live through the Great Fire?	How shall we rebuild London after the Great Fire?	Assessment  Was London better before or after the fire?
<b>Art / DT</b> Mechanisms	<b>Identify different mechanisms</b>	<b>Explore paper mechanisms – flaps and hinges</b>	<b>Experience of simple cutting, shaping and joining skills</b>	<b>Plan Christmas mechanism</b>	<b>Make Christmas mechanism</b>	<b>Make Christmas mechanism</b>	<b>Evaluate</b>
<b>RE</b> What do Christians believe God is Like?	<b>Pre assessment</b> What is a parable? Read The Lost Son parable and discuss. Talk about forgiveness. Act out the story in groups.	<b>Hidden meaning</b> Recap the parable from last week. What was the hidden message Jesus wanted the people to find? Children to create 'hidden meaning boxes' and write down the message inside the box. <i>'Let us forgive one another-</i>	<b>Exploring artwork</b> Children will look at various artwork showing the Lost Son story. Children can work in groups to label emotions of the father, son and brother. How does it make them feel?	<b>The four prayer types</b> Introduce the 4 different types of prayers. Look back through the Lost Son parable and find when the different prayers could be seen. Children to write their own prayers.	<b>Saying sorry</b> Listen to a Christian song that explores our emotions. How does it feel to forgive and be forgiven? Children to have a go at writing a few lines for a song. How can we forgive others? Forgiveness fingers activity. <b>Post-assessment</b>	<b>Nativity performance</b>	

		<i>only then will we live in peace'</i> <i>Leo Tolstoy</i>					
<b>PE 1</b> Attack V Defence Games for Understanding	<b>Session 1</b> The focus of the learning is to understand the basic principles of attack.	<b>Session 2</b> The focus of the learning is to apply simple attacking principles into a game situation.	<b>Session 3</b> The focus of the learning is to understand the basic principles of defence.	<b>Session 4</b> The focus of the learning is to apply simple defending principles into a game situation.	<b>Session 5</b> The focus of the learning is to consolidate pupils' knowledge of how, where and why to attack in a game.	<b>Session 6</b> The focus of the learning is to consolidate pupils' knowledge of how, where and why to defend in a game.	
<b>PE 2</b> Dance The Zoo	The focus of the learning is to respond to the stimulus (big animals) using a range of different, controlled movements showing character expression.	The focus of the learning is to respond to the stimulus (small animals) using a range of different and controlled movements.	The focus of the learning is for pupils to respond to rhythm using a range of controlled movements.	The focus of the learning is for pupils to respond to rhythm using a range of controlled movements that represent arctic animals.	The focus of learning is for pupils to respond to a rhythm performing a range of controlled movements that represent a big cat and a zookeeper.	The focus of the learning is to explore the relationship between a zookeeper and a big cat, creating movement patterns.	
<b>PSHE</b> Tolerance and Respect	<b>Same or different?</b> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.	<b>Unkind, tease or bully?</b> Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.	<b>Black History Month</b>	<b>It's not fair</b> Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.	<b>Who are your special people?</b> Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.	<b>Our special people balloons</b>  Recognise that they belong to various groups and communities such as their family;  Explain how these people help us and we can also help them to help us.	

