



St Stephen Churchtown Academy

Medium Term Overview

Term: Autumn 1

Class: Caerhays



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reading Year 5		Adrift (Narrative) Diary of a Soldier (Diary)	Amazing Migrations (Information Text) Dystopia (Narrative)	Gods of Ancient Egypt (Explanation) Tutankha-whom? (Information)	The Raven (Narrative) Pen or Pencil? (Monologue)	Trimdon Grange (Newspaper) Transformation (Letter)	Top Grossing Movies (Information) Tokyo Living on Shaky Ground (Information)
Reading Year 6	Baseline Assessment	Vocabulary – The Lambton Worm (Myth) Alan Turing (Biography)	Vocabulary - Mexico City (Aztec folk tale) The Airship (Historical narrative)	Vocabulary - Woman's football (Persuasive Letter). A Cowardly Champion (Fantasy)	Retrieval – Who invented red and yellow cards (information) Ice (Other cultures narrative)	Retrieval – Snow Globe (portal narrative) Famous Empires (Historical information)	Retrieval - A Fairy Gruesome Murder (Play Script) Adrift (Adventure)
Writing	Base Line Write	WAGOLL and vocabulary exploration of Way Home	Grammer exploration of Way Home	Plan and independent write of Way Home	WAGOLL, vocabulary and grammer of fact file on Boudicca	Grammer, plan and independent write of fact file on Boudicca	Limericks and Haikus
Maths Year 5	Read, write, and recognise numbers up to 1,000,000 Add and subtract by the power of 10	Partition numbers up to 100,000 Compare and order numbers up to 1,000,000	Rounding within 1,000,000 Roman numerals	To add and subtract numbers mentally with increasingly large numbers. To add and subtract numbers of more than four digits.	To use inverse, rounding and reasoning skills to check calculations.	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Solve problems involving multiplication and division, including using their	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19

						knowledge of factors and multiples, squares and cubes	Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
Maths Year 6	Baseline assessment	Number and Place Value – ordering, digit values, comparing.	Number and Place Value – multiplying and dividing by 10, 100, 1000, negative	Number and Place Value – negative numbers, rounding	Calculation – Addition & Subtraction	Calculation – Multiples and factors, order of operations, Multiplication	Calculation – Multiplication & Division
Science		Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. WS: To use classification keys as a means to record findings. Investigation: Blind Box Year 4 Recap	To separate different materials by reflecting on their properties WS: To identify scientific evidence that supports scientific ideas. Investigation: Separating Mixtures	To investigate which materials will dissolve in a liquid and why WS: To plan an investigation and report on findings, including conclusions and the degree of trust in results, in a written form Investigation: Sugar Solution Extended writing opportunity John Dalton: English Scientist	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. WS: To take repeated measurements with accuracy and precision. Investigation: Butter Insulation	To demonstrate that dissolving, mixing, and changes of state are reversible changes. WS: To ask scientific questions, plan an enquiry, observe changes, and evaluate Investigation: Melting Chocolate	Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible WS: To research the scientific process of chemists and present my findings orally. Research: Spencer Silver & Ruth Benerito
Computing Year 5		To explain that computers can be connected	To recognise the role of computer	To experiment with search engines	To describe how search engines select results	To explain how search results are ranked	To recognise why the order of results is

		together to form systems	systems in our lives				important, and to whom
Computing Year 6		To explain the importance of internet addresses	To recognise how data is transferred across the internet	To explain how sharing information online can help people work together	To evaluate different ways of working together online	To recognise how we communicate using technology	To evaluate different methods of online communication
History	Bridging Activity – Where did the Romans come from?	How did the Roman army help expand the empire?	How and why did Britain become part of the Roman empire?	Who was Boudicca and how did she rebel against the Romans?	What can archaeological site tell us about Roman Britain?	What lasting impact did the Romans have on Britain?	
Geography							
Art							
DT	Generate innovate ideas and choose materials based on suitability.	Represent ideas in annotated diagrams. Architect Designer	Choose suitable tools to measure, mark, cut and shape.	Join, assemble and combine materials.			Evaluate the product on design and appearance.
RE	Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.	Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.	Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.	Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.	Give evidence and examples to show how Hindus put their beliefs into practice in different ways.	Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.	Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.
PE 1 Netball	How can I work as a team to create scoring opportunities?	How can I work as a team to regain possession?	Why is marking vital in netball and how can I avoid my marker?	How can I "pass and move" to create scoring opportunities?	How can I use a range of passing styles to create scoring opportunities?	Can I combine my learnt technique to develop a successful team	How can I work as a team to create scoring opportunities?

						and win a game of netball?	
PE 2 Orienteering	What are the key features of a map and how do I use these features to read the map?	Can I orientate a series of coloured cones successfully?	Can I orientate myself around the school using the key features of a map?	Why is collaboration and communication vital to orienteering?	Can I manage my time effectively and return to base in a timely manner?	Can I combine my learnt skills to develop a successful team and orientate successfully?	What are the key features of a map and how do I use these features to read the map?
PSHE	Collaboration Challenge	Conflict Resolution	Friendship Quiz	Friendship Cake	Emotional Needs	Being Assertive	Black History Month
Music	Do What You Want to (Part 1)	Do What You Want to (Part 2)	It's All About Love (Part 1)	It's All About Love (Part 2)	Sunshine On A Rainy Day	Assessment Checkpoint	
MfL (KS2)	To read and show understanding of simple sentences containing familiar and some unfamiliar language in the context of revising what they have learnt in Spanish so far.	To say a longer sentence using familiar language in the context of hobbies and activities. To extend sentences using conjunctions.	To engage in conversations; ask and answer questions in the context of talking about who you live with.	To present ideas and information orally in the context of jobs.	To understand basic grammar about the near future tense in the context of talking about what one will do for a living. To talk about future job prospects.	To present a range of ideas and information, using prompts, to a partner or a small group of people in the context of describing yourself.	