



St Stephen Churchtown Academy

Medium Term Overview



Term: Spring 1

Class: Lansallos

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Oracy	Listening and Tracking Consider the impact of their words on others when giving feedback.	Listening and Tracking Consider the impact of their words on others when giving feedback.	Listening and Tracking Consider the impact of their words on others when giving feedback.	Listening and Tracking Consider the impact of their words on others when giving feedback.	Listening and Tracking Consider the impact of their words on others when giving feedback.	Listening and Tracking Consider the impact of their words on others when giving feedback.
Oracy Sentence Stems	Instigate I know this is true/untrue because... I know... therefore... I think... because I am of the opinion that... because... We haven't yet considered...	Instigate I know this is true/untrue because... I know... therefore... I think... because I am of the opinion that... because... We haven't yet considered...	Instigate I know this is true/untrue because... I know... therefore... I think... because I am of the opinion that... because... We haven't yet considered...	Instigate I know this is true/untrue because... I know... therefore... I think... because I am of the opinion that... because... We haven't yet considered...	Instigate I know this is true/untrue because... I know... therefore... I think... because I am of the opinion that... because... We haven't yet considered...	Instigate I know this is true/untrue because... I know... therefore... I think... because I am of the opinion that... because... We haven't yet considered...
Reading	R is for (plastic pollution) Beowulf and Grendel (The Anglo Saxons)	Weird and wonderful digestion (eating and digestion) Washed up (Coasts)	Walk to school (persuasive texts) Persuasive letter (persuasive texts)	Pets everyone's new best friend (persuasive texts) Big bad wolf speaks (persuasive texts)	The humble spud (The Andes) Snow White (Potions)	The story of sand (Coasts) Dragon boat ceremony (Festivals)
Writing	Midsummer Night's Dream	Midsummer Night's Dream	Qualities of a great Tudor merchant Non-Chron Report	Qualities of a great Tudor merchant Non-Chron Report	Haikus, Tankas and Cinquains	Haikus, Tankas and Cinquains
Maths	Multiplication and division Informal written methods Related facts Multiplication assessment	Multiplication and division 2 by 1 mult /div 3 by 1 mult /div	Multiplication and division 3 by 1 mult / div Correspondence problems Efficient multiplication Multiplication assessment	Perimeter and length Finding perimeter (inc converting m-km)	Perimeter and length Finding perimeter (inc polygons) Fractions The whole Mixed numbers	Fractions Mixed numbers Improper fractions

Science Forces	Forces What is a contact force?	Forces How do different surfaces affect the movement of an object?	Forces Enquiry: Slippy Shoes Learning about friction	Forces What is a magnet and how do they work?	Forces Enquiry: Attracting and Repelling Learning about magnets	Forces What materials are attracted to a magnet?
Computing	MicroBits What is data?	MicroBits Collecting temperature via a sensor	MicroBits Sensor gadget designs	MicroBits Data conditions and selection	MicroBits Practical project using MicroBits Analysing a football being kicked	MicroBits Free choice projects via BBC MicroBits website
History	Q. What can we tell about Henry VIII from his portraits?	Why did Henry really Break with Rome: love or religion?	Q. How different was life for people at different levels of society living in Tudor times, and how do we know?	Q. Why do we have to be so careful when using the portraits of Elizabeth I to find out about her? ORACY - ROLEPLAY	Q. How on earth was Elizabeth able to defeat the mighty Spanish Armada?	Q. What can we learn about Elizabethan England by studying how they enjoyed their leisure time? ORACY – Drama links
Geography	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2
Art	To introduce the artist John Dyer and the postmodern plein-air style Learning about the life and work of JD to date. Discuss 2 painting by JD, listing the objects he always includes in his paintings (Paintings of St Ives and Padstow)	To explore tints and colour Exploring how paints can be mixed to produce a range of tints of a colour (based upon JDs colour choices)	To develop sketching techniques To apply tints and colour knowledge Continue to study St Ives and Padstow paintings, focus on the flowers. Using tints and colours work, develop painting techniques, painting a variety of JD style flowers. (Intro a range of JD paintings that inc flowers)	To develop sketching techniques - movement To apply tints and colour knowledge Continue to a range of JDs paintings, focus on the boats – look at JDs techniques for creating the impression of movement. Practise sketching and painting boats and seagulls in JDs style. -	To develop sketching techniques - perspective To apply tints and colour knowledge Using a range of JDs paintings, focus on the boats – look at JDs techniques for creating perspective. Practise sketching and painting buildings in JDs style. Look at how we draw objects from more than one perspective.	Collaborative class collage Children undertaken different aspects of a JD painting to create a class collage interpretation of his work Using and applying techniques developed. Groups paint; Boats, houses, flowers, seagulls and people

DT	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2
RE People of God: What is it like to follow God?	To understand and respond to the story of Noah	To make links between the story about Noah and covenants.	What promises are made during wedding ceremonies and what symbols are shared?	What promises did Abraham make to God?	What is it like to follow God and how is it shown in society today?	
PE 1 Boccia	To explore how to utilise the skill of sending accurately at different paces and speeds in Boccia.	To explore different ways of using tactical thinking in Boccia.	To consider the tactics they should apply if their opponent has managed to get their ball closer to the 'Jack'.	To consolidate pupils' understanding of the rules of Boccia and how they can apply this knowledge to successfully play the game.	To apply their learning and understanding in a game of pairs Boccia.	To apply their learning and understanding in Team Boccia.
PE 2 Gym Symmetry and Asymmetry	To explore movements and balances in a symmetrical way.	To apply 'excellent gymnastics' when exploring movements and balances in a symmetrical and asymmetrical way.	To re-create pupils symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.	To start with symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence.	To complete symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating their asymmetrical balance to end the sequence.	To complete symmetrical balances on apparatus moving out of them, and travelling to a new piece of apparatus, creating their asymmetrical balances to end the sequence.
PSHE Growing & Changing Consent	Growing & Changing Intro	All change!	Preparing for changes at puberty (formerly Period positive/preparing for periods)	My feelings are all over the place! Consent	Together	How dare you!

<p>Music Stop</p>	<p>Listen and Appraise Stop! by Joanna Mangona</p> <p>Singing</p>	<p>Listen and Appraise Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</p> <p>Compose a rap</p>	<p>Listen and Appraise Radetzky March by Strauss (Classical)</p> <p>Singing</p>	<p>Listen and Appraise Can't Stop The Feeling! by Justin Timberlake (Pop with soul, funk and disco influence)</p> <p>Singing</p>	<p>Listen and Appraise Libertango by Astor Piazzolla (Tango)</p> <p>Singing</p>	<p>Listen and Appraise Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)</p> <p>Singing</p>
<p>MFL Spanish</p>	<p>To describe people, places, things and actions orally and in writing in the context of describing food by colour.</p> <ul style="list-style-type: none"> • To describe the colour(s) of an object by modifying adjectives 	<p>To describe people, places, things and actions orally and in writing in the context of describing food by colour.</p> <ul style="list-style-type: none"> • To describe the colour(s) of an object by modifying adjectives 	<p>To describe people, places, things and actions orally and in writing in the context of describing objects using adjectives. • To use adjectives accurately to describe food items</p>	<p>To describe people, places, things and actions orally and in writing in the context of describing objects using adjectives. • To use adjectives accurately to describe food items</p>	<p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food. • To have short conversations about food.</p>	<p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food. • To have short conversations about food.</p>