

Medium Term Overview



REN CHURCHTOWN Sug Is YCADEMY

<u> Term: Autumn 2</u>

<u>Class: Carlyon Bay</u>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
	Speak with confidence in front of an audience. Build – Sentence stems I agree with and I would like to add								
Oracy									
	Extending on I believe								
	Developing on's comments, I would like to add								
Reading	Retrieval Focus Robots: The Chase F	Retrieval Focus Adventure stories: A Branch in time F	Retrieval Focus Adventure stories: The adventure of Tod Pawsworth F	Retrieval Focus Robin Hood Who was Robin Hood?	Retrieval Focus Coasts: The British Coastline NF	Retrieval Focus The industrial revolution: Charles dickens NF	Retrieval Focus Christmas: Christmas Traditions NF		
Writing	Narrative – Diary Entry The Iron Man WAGOLL – identify grammatical features Practise grammatical skills	Narrative – Diary Entry The Iron Man Practise grammatical skills Expanded noun phrases Fronted adverbials Conjunctions Speech punctuation	Narrative – Diary Entry The Iron Man Plan, write and review independent write	Newspaper report WAGOLL – identify grammatical features Practise grammatical skills Expanded noun phrases Fronted adverbials Conjunctions Speech punctuation	Newspaper report Practise grammatical skills Plan, write and review independent write	Poetry WAGOLL – identify grammatical features Practise grammatical skills	Poetry Plan, write and review independent write		
Maths	Statistics and Shape Bar charts 2D shapes	Subtraction Column subtraction with and without exchange	Subtraction Column subtraction with and without exchange. 3-digit and 2-digit	Multiplication/Division 2, 5 and 10	Multiplication/Division 3 and 4	Multiplication/Division 8	Shape 3D shapes		

	What is a rock and	How were rocks	Why Are Different	How are fossils	What is soil and how	Assessment Point	Pupil-led
	how can it be	formed?	Rocks Suited for	made?	is it made?	Assessment rollin	Investigation
	grouped?	Enquiry Type:	Different Purposes?	Enquiry Type:	Enquiry Type:		(Extended Write)
	Enquiry Type:	Pattern Seeking	Enquiry Type:	Research	Comparative		Cont.
	Identifying,	I UTETT SEEKING	Comparative	Kesedicii	testing		Soil permeation
	Grouping and	WS: Record	testing	WS: Record findings	ICSIIIIG		soli permedilori
	Classifying	findings using	lesing	using simple	WS: Use equipment,		
		simple scientific	WS: Use a	scientific language,	set up simple tests,		
	WS: Making careful	language, drawings	stopwatch, Record	drawings and	use classification		
Science	observations	and labelled	findings using	labelled diagrams.	keys		
ROCKS		diagrams.	scientific language.		KC y J		
	NC: Know that	alagrams.	scienning language.		NC: Recognise that		
	rocks can be	NC: Know that	NC: Know that rocks	NC: In simple terms	soils are made from		
	grouped based on	rocks can be	can be grouped	how fossils are	rocks and organic		
	their appearance	grouped based on	based on their	formed when things	matter.		
	and simple physical	their appearance	appearance and	that have lived are	manor.		
	properties (how	and simple physical	simple physical	trapped within rock.			
	they feel).	properties (how	properties (how	happed within tock.			
		they feel).	they feel).				
	Animation	Animation	Animation	Animation	Animation	Animation	Animation
Commuting							
Computing	Can a picture	Frame by frame –	Planning a story	What makes a	Making our own	Edit and present!	Evaluation
	move?	how to set up a	for animation	good picture	animations		
		frame		0			
l Baka ma							
History	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1
	Rainforests	Rainforests	Rainforests	Rainforests	Rainforests	Rainforests	Rainforests
	Where is the	How do citizens	Why is the	How do local	ls palm oil a vital	What are the	• • •
	Amazon	use the Amazon	Amazon	citizens use the	resource?	similarities and	Assessment
	Rainforest and	River?	Rainforest	vegetation belt		differences	You live along the
	how large is it?		considered a	for resources?	Oracy Task	between the lives	Amazon River You
Geography			biome?			of local citizens	are writing to the
						and the Maya	Brazilian
						civilisation?	government,
							imploring them to
							take better care
							of your home.
							or your normo.
Art	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1
		•	•		•		

	Levers and Linkages	Levers and Linkages	Levers and Linkages	Levers and Linkages	Levers and Linkages	Levers and Linkages	Levers and Linkages
DT	Investigating and evaluating activities of products and designs	Focussed tasks: Making levers and linkages	Create design brief and criteria	Design their own Christmas card against design brief and criteria. Detailed annotated designs	Apply technical knowledge and skills from IEAs and FTs Begin to make prototype	Apply technical knowledge and skills from IEAs and FTs Evaluate prototype and make final product	Evaluate final product against design criteria
RE Judaism	Judaism- who founded it and where?	What are the main beliefs of Judaism?	What are special places to Jews?	What Jewish festivals are there?	What is the holy book for Judaism? How does it impact family life?	Symbols and meanings and how do they link to the festivals and daily life?	
PE 1 Dodgeball	To develop pupils' understanding and application of when, where and why we need to dodge during a game.	To introduce pupils to throwing techniques used in dodgeball.	To introduce catching and when this applied into a dodgeball game.	To develop pupils' understanding and application of when, where and why we need to change direction at speed during a game.	To combine pupils' understand and application of dodging and throwing.	For all pupils to apply their understanding of dodgeball into mini games.	Evaluation
PE 2 Dance: Weather	To respond to different stimuli being able to add drama and emotion to the dance.	To continue to respond to different stimuli being able to add drama and emotion to the dance.	To build on the thematic work in a different context creating motifs.	To execute a wider variety of movements in extended sequences, with a partner.	To extend pupils' dance skills by using more than one theme to create movements and actions forming longer sequences.	Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character.	Evaluation
PSHE	Valuing Differences	Valuing Differences	Valuing Differences	Valuing Differences	Valuing Differences	Valuing Differences	Valuing Differences
	Respect and Challenge	Family and Friends	My Community	Our Friends and Neighbours	Let's celebrate our differences	Zeb	Assessment
Music	Playing in a Band	Playing in a Band	Playing in a Band	Playing in a Band	Playing in a Band	Playing in a Band	Playing in a Banc

					A A Devenie a lie a	A	
	Love what we do	Love what we do	When the Saints	When the Saints	My Bonnies lies	Assessment	
	(Part 1)	(Part 2)	go marchin' (part	go marchin' (part	over the ocean	check point	
			1)	2)			
	My Body	My Body	My Body	My Body	My Body	My Body	My Body
MfL (KS2)							
	Classroom Instructions	Classroom Instructions	Parts of the Body	Parts of the Body	Actions	Actions	Assessment