



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
Oracy Instigate	I think... because	I know... therefore...		I know this is true/untrue because	I am of the opinion that... because...	We haven't yet considered...	
Reading Vocabulary & Retrieval	Vocabulary Adrift (Science Fiction)	Vocabulary Amazing Migrations (Information Text on Wildlife)	Vocabulary Dystopia (Eco-Awareness Narrative)	Retrieval An Interview with Shadi Ganjavian-Connor (Interview)	Retrieval The Globe Theatre (Information Text on Shakespeare)	Retrieval No Homework (Playscript)	Retrieval Bollywood (Information Text on International Cinema)
Writing Dystopian Literature Non-Chronological Report Monster Poetry	Dystopian Literature Immersion WAGOLL	Dystopian Literature Sentence Stacking	Dystopian Literature Independent and Shared Planning Independent Write	Non-Chronological Report Immersion WAGOLL	Non-Chronological Report Sentence Stacking	Non-Chronological Report Independent and Shared Planning Independent Write	Monster Poetry
Maths Place Value Addition & Subtraction	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 knowledge of factors and	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 Recognise and use square numbers and

						multiples, squares and cubes	cube numbers, and the notation for squared (2) and cubed (3)
Science Properties of Materials		<p>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.</p> <p>WS: To use classification keys as a means to record findings.</p> <p>Investigation: Blind Box</p> <p>Year 4 Recap</p>	<p>To separate different materials by reflecting on their properties</p> <p>WS: To identify scientific evidence that supports scientific ideas.</p> <p>Investigation: Separating Mixtures</p>	<p>To investigate which materials will dissolve in a liquid and why</p> <p>WS: To plan an investigation and report on findings, including conclusions and the degree of trust in results, in a written form</p> <p>Investigation: Sugar Solution</p> <p>Extended writing opportunity</p> <p>John Dalton: English Scientist</p>	<p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>WS: To take repeated measurements with accuracy and precision.</p> <p>Investigation: Butter Insulation</p>	<p>To demonstrate that dissolving, mixing, and changes of state are reversible changes.</p> <p>WS: To ask scientific questions, plan an enquiry, observe changes, and evaluate</p> <p>Investigation: Melting Chocolate</p>	<p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</p> <p>WS: To research the scientific process of chemists and present my findings orally.</p> <p>Research: Spencer Silver & Ruth Benerito</p>
Computing Systems & Sharing		To explain that computers can be connected together to form systems	To recognise the role of computer systems in our lives	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 important, and to whom
History Mayans	Where does the Mayan Civilisation belong on a timeline of history?	Why do we study the Maya?	Why did the Maya empire grow – when so much of the land they lived in was mountain and jungle, how did the Maya manage to become so important?	How can we possibly know what was life like for the Mayan people 1,000 years ago?	What were the Mayan cultural practices and were they really that barbaric?	Why did the Mayan empire decline? How can we solve the riddle of why the Mayan empire ended so quickly?	

Geography							
Art Pencil Sketches	Begin to use simple perspective with a focal point and horizon. Introduction to the art of Patrick Hughes. Composition of pyramids using grids followed by freehand attempts. Patrick Hughes: British Artist		Develop awareness of composition, scale and proportion. Teacher led class drawing of a modern Egyptian landscape – desert and urban contrast		Develop an individual style using tonal contrast and mixed media. Student led sketching of Egyptian artefact using skills learnt in previous lessons and colour contrast.		
DT							
RE What does it mean to be a Muslim in Britain today?	What are Muslim beliefs about God, the Prophet and the Holy Qur'an?	How do the Five Pillars guide Muslim living?	How are Muslim beliefs and ibadah shown in their festivals, mosques and art?	How do Muslims put their beliefs into practice?	How do Muslims in Britain and Cornwall live today?	Are the Muslim values of obedience, generosity and self-control valuable to people who are not Muslims?	
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 and win a game of netball?	How can I work as a team to create scoring opportunities?
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 Me & My Relationships	Collaboration Challenge	British Values	Give & Take	Communication	Our Emotional Needs	Being Assertive	
Music	To appraise & sing Livin' on a Prayer	To explore rock music and sing Livin' on a Prayer		To improvise to and perform Livin' on a Prayer		To compose and perform using Livin' on a Prayer	

Livin' on a Prayer							
MFL (KS2) All About Me		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.