



**St Stephen Churchtown Academy**

**Medium Term Overview 2023 - 2024**



**Term: Summer 1**

**Class: Carlyon Bay/Lansallos Year 3/4**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>English</b>	<b>Beowulf Narrative: Character description</b> Identify SPAG features Study WAGOLL Build vocabulary Expanded noun phrases	<b>Beowulf Narrative: Character description</b> Expanded noun phrases Prepositions Conjunctions Plan Write Edit Final piece	<b>Diary of a Viking</b> Identify SPAG features Study WAGOLL Build vocabulary Expanded noun phrases Fronted adverbials Prepositions Conjunctions	<b>Diary of a Viking</b> Speech Plan Write Edit Final piece	<b>Yr3 Limericks and clerihews</b> <b>Yr4 Similes and metaphors</b>	<b>Yr3 Limericks and clerihews</b> <b>Yr4 Similes and metaphors</b>
<b>Maths Year 3</b>	Volume Fractions	Fractions	Money	Money	Time	Time
<b>Maths Year 4</b>	Decimals comparing and ordering	Decimals Rounding, comparing to halves and quarters	Money Convert and compare	Money Estimate and calculate	Time Seconds, minutes, hours Analogue to digital	Time Convert between 12 and 24 hour

<p style="text-align: center;"><b>Science</b></p>	<p>Appliances</p> <p>Identify common appliances that run on electricity. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>To classify and present data, identifying common appliances that run on electricity</p>	<p>Making Circuits</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Making systematic and careful observations, using a range of equipment. Recording findings using labelled diagrams.</p> <p>To identify circuit components and build working circuits.</p>	<p>Complete Circuits</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations, using a range of equipment. Using results to draw simple conclusions.</p> <p>To investigate whether circuits are complete or incomplete.</p>	<p>Conductors and Insulators</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors. Setting up simple practical enquiries, comparative and fair tests. Using results to draw simple conclusions.</p> <p>To investigate which materials are electrical conductors or insulators.</p>	<p>Switches</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>To explain how a switch works in a circuit, build switches and report my findings.</p>	<p>Electrical Discussions</p> <p>Using straightforward scientific evidence to answer questions or to support their findings. Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>To discuss and solve problems about electricity using reasoning skills.</p>
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<b>Computing Year 3 Sequence in Music- programming</b>	To explore a new programming environment (Scratch)	To identify that commands have an outcome- creating a program with a sprite.	To start a program in different ways and explore connecting commands.	To create a project, combining sounds commands and ordering notes.	To change the appearance of the project.	To use Scratch to create a music instrument, responding to code to create sounds.
<b>Computing Year 4  Repetition in games Programming part 2</b>	Recap – using loops to create shapes. Recap previous topic	Investigating different types of loops: infinite loops and count-controlled loops.	Create designs for an animation of the letters in their names.  The animation uses repetition to change the costume (appearance) of the sprite	Using an existing game, match parts of the game with the design. Make changes to a sprite in the existing game to match the design	Using a model project that uses repetition. Design games based on the model project, producing designs and algorithms for sprites in the game.	Build games, using the designs created in Lesson 5.  Follow algorithms, fix mistakes, and refine designs Evaluate their work once it is completed, and showcase games at the end.
<b>History  Anglos Saxons and Vikings</b>	Where did the Anglo-Saxons come from?  Q. Who were the Anglo Saxons and what were the push and pull factors for them coming to Britain?	Who was Alfred the Great?  Q. How great was Alfred the Great?	What was the mystery of Sutton Hoo?	What image do we have of the Vikings and why have they gained such a bad reputation?	What image do we have of the Vikings and why have they gained such a bad reputation? Were the Vikings simply raiders rather than trader and settlers?	Where did the Vikings settle and how do we know? (Viking place name evidence)
<b>Art  Carlyon Bay</b>	Exploring and copying patterns found in nature. Sharing images and sketching them.  Andy Goldsworthy	Using rubbings to complete patterns from nature.	Create a class collage using patterns and colours found in nature- Walter Mason.	Repeating patterns through printing and stencils demonstrating symmetry and rotations.	Design a pattern for a clay pot	Create the clay pot Add the pattern on to the clay.

<p><b>Art</b></p> <p><b>Lansallos</b></p>	<p>To introduce the artist John Dyer and the postmodern plein-air style</p> <p>Learning about the life and work of JD to date. Discuss 2 painting by JD, listing the objects he always includes in his paintings</p> <p>(Paintings of St Ives and Padstow)</p>	<p>To explore tints and colour</p> <p>Exploring how paints can be mixed to produce a range of tints of a colour (based upon JDs colour choices)</p>	<p>To develop sketching techniques</p> <p>To apply tints and colour knowledge</p> <p>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.</p> <p>(Intro a range of JD paintings that inc flowers)</p>	<p>To develop sketching techniques - movement</p> <p>To apply tints and colour knowledge</p> <p>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.</p>	<p>To develop sketching techniques - perspective</p> <p>To apply tints and colour knowledge</p> <p>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.</p> <p>Look at how we draw objects from more than one perspective.</p>	<p>Collaborative class collage</p> <p>Children undertaken different aspects of a JD painting to create a class collage interpretation of his work</p> <p>Using and applying techniques developed.</p> <p>Groups paint; Boats, houses, flowers, seagulls and people</p>
<p><b>RE</b></p> <p><b>What kind of world did Jesus want?</b></p>	<p>What did Jesus ask his disciples to do?</p>	<p>What were the qualities of a disciple?</p>	<p>What kind of world did Jesus want?</p>	<p>How do churches today work towards the world Jesus wanted?</p>	<p>How do Christians today work towards the world Jesus wanted?</p>	<p>Design a world that they would like and compare to what Jesus's ideal world would look like.</p>
<p><b>PE</b></p> <p><b>Athletics</b></p> <p><b>Competitions</b></p> <p><b>Throwing and Jumping</b></p> <p><b>Cricket</b></p>	<p>100m warm up</p> <p>Throwing and catching over arm, under arm</p> <p>Catching</p>	<p>100m warm up</p> <p>Long jump – standing and running</p> <p>Bowling</p>	<p>100m warm up</p> <p>400m practice</p> <p>Throwing</p>	<p>100m warm up</p> <p>Relay practice</p> <p>High jump practice</p> <p>Mini games</p>	<p>100m warm up</p> <p>Circuit of long jump (standing and running), throwing and replay sprints</p> <p>Mini Games</p>	<p>100m warm up</p> <p>Circuit of long jump (standing and running), throwing, replay sprints and 400m</p> <p>Mini tournament</p>
<p><b>PSHE</b></p> <p><b>Being my best Year 3</b></p> <p><b>Year 4</b></p>	<p>Derek cooks dinner (healthy eating)</p> <p>What makes me ME!?</p>	<p>Poorly Harold</p> <p>Making choices</p>	<p>Body team work</p> <p>SCARF hotel</p>	<p>For or against</p> <p>Harold's seven Rs</p>	<p>I am fantastic</p> <p>My school community</p>	<p>Top Talents</p> <p>Basic First Aid</p>

<p><b>Music</b></p> <p><b>Carlyon Bay – Learning more about musical styles- How does music shape our life?</b></p> <p><b>Lansallos- How does Music shape our life?</b></p>	<p>Listen and Respond, Sing, Play He's got the whole world in his hands</p> <p>Listen and respond A Train is a'comin Sing A Train is a-comin Play A Train is a-comin</p>	<p>Listen and Respond: Summertime Sing and play- He's got the whole world in his hands</p> <p>Listen and respond O-Euchari Sing A Train is a-comin Play A Train is a-comin</p>	<p>Listen, Respond, Sing and play. Why does music make a difference.</p> <p>Listen and respond O Happy day Sing O Happy Day Play O Happy Day</p>	<p>Compose and improvise: Why does music make a difference.</p> <p>Listen and respond Romeo And Juliet, Overture-Fantasy Sing A Train is a-comin Play Oh happy Day</p>	<p>Listen, respond, sing and play- Panda extravaganza</p> <p>Listen and respond A World full of sound Sing A World full of sound Play A World full of sound</p>	<p>Assessment Point</p> <p>Listen and respond O Euchari Sing All songs from unit Play All songs from unit</p>
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<p><b>Spanish Year 3</b></p> <p><b>All about School</b></p>	<p>What is in the classroom?</p>	<p>What is in the classroom?</p>	<p>What is in your pencil case?</p>	<p>What is in your pencil case?</p>	<p>What's your favourite subject?</p>	<p>What's your favourite subject?</p>
<p><b>Spanish Year 4</b></p> <p><b>All about School</b></p>	<p>What is in the classroom?</p>	<p>What is in the classroom?</p>	<p>What is in your pencil case?</p>	<p>What is in your pencil case?</p>	<p>Around our school.</p>	<p>Around our school.</p>