

St Stephen Churchtown Academy

Medium Term Overview

<u>Term:</u> Spring 2 What's in the egg?

<u>Class:</u> Crooklets and Readymoney



| | Week 1 19.2.24 | Week 2 26.2.24 | Week 3 4.3.24 | Week 4 11.3.24 | Week 5 18.3.24 | Week 6 25.3.24 | | |
|---|---|---|--|---|---|--|--|--|
| Reading | Dinosaurs in my school | | | | | | | |
| Writing | Prediction WAGOLL | Sentence stacking Focus on adjectives. | Sentence stacking Focus on verbs and adjectives. | Independent write | Dinosaur fact file- look at the WAGOLL | Independent write | | |
| Maths Place value to 20 Addition and subtraction within 20 | Subtraction within 20 | Length and Height | Length and Height | Place value to 50 | Place value to 50 | Weight and Volume | | |
| Science Animals including humans: animals | Materials unit Umbrella experiment Write up (rolled over from last half term) | Write up continued | Animals including humans: animals Observing animals | Comparing animals | Animal diet | Experiment | | |
| Computing Grouping data | Label and match | Group and count | Describe an object | Making different groups | Comparing groups | Answering questions | | |
| Geography / History Climate – hot v's cold (penguins and camels) | Text - How the camel got his hump Where are the deserts? | Are the deserts as hot as they say? | How do camels survive in such a warm environment? | What does a desert look like? (2 lessons) | | You are a zoologist. You have been studying how camels survive in the desert. Share your ideas about | | |

| | | Research | Design Easter card using | Make Easter card | Make Easter card | Evaluate final |
|--|--------------------------|--|---|-----------------------------------|-------------------------------------|------------------------|
| Art / DT | | different | chosen weaving | | | product. |
| Textiles | | weaving ideas | materials. | | | |
| weaving | | and techniques. | | | | |
| | Pre-assessment | Easter labyrinth | | Easter- pass the | Palm crosses, hot cross | Reflection |
| RE 1.5 SALVATION Why does Easter matter to Christians? | Why do you think | Children will explore the essential parts of | | parcel | buns and Easter eggs | Children to use art as |
| | Easter is an | the Easter story through sensory activities at | | Children to pass the | | a way to express the |
| | important | each stage. | | parcel to reveal | An opportunity to look at | Easter story, and |
| | celebration for | 1) The entry into Jerusalem; 2) Jesus' | | pictures of the story. | these symbols and what | story of sadness and |
| | Christians? | betrayal and arrest at the Mount of Olives; | | Children then need | they mean to Christians. | joy. |
| | Explore links with | | on; 4) The empty tomb; 5) | to sequence and | | Post-assessment |
| | Spring: new life. | Jesus' appearance to Mary Magdalene | | talk about each part | | |
| | The focus of | Pupils will | the disciples. Pupils will apply their | of the story. Pupils will develop | Pupils will work with a | Pupils will develop |
| | learning is to recap | develop using | dribbling technique, | their dribbling | partner and begin to | their understanding |
| | the different ways | the inside and | keeping the ball away | technique keeping | understand how to kick a | of why we need to |
| | of using our feet to | outside of their | from their opponents. | the ball away from | ball towards a target. | be accurate when |
| | move with a ball. | feet to dribble | | their opponents and | | kicking (passing) a |
| PE | | the ball. | | begin to understand | Pupils will begin to | ball. |
| Ball skills: feet | | | | the consequences | understand why we | |
| | | | | of what happens if | need to be accurate | Pupils will be able to |
| | | | | they do not dribble | when kicking (passing) a | collaborate and |
| | | | | into space, keeping | ball. | work together in a |
| | | | | the ball close to | | team. |
| | Haveld has a husy | Avound and | Taking age of | them. | Have should we look | Basic first aid |
| PSHE | Harold has a busy day | Around and about the | Taking care of something | Harold's money Explain where | How should we look after our money? | basic first ala |
| | Recognise how a | school | Demonstrate | people get | Recognise that | How to make an |
| | person's behaviour | Identify what | responsibility in | money from; | different notes and | emergency call. |
| | (including their | they like about | looking after | List some of the | coins have different | ornergency can. |
| | own) can affect | the school | something (e.g. a | things that | monetary value; | How to help |
| | other people. | environment; | class pet or plant); | money may be | Explain the | someone who is |
| | | Recognise who | Explain the | spent on in a | importance of | hurt. |
| | | cares for and | importance of | family home. | keeping money safe; | |
| | | looks after the | looking after things | | Identify safe places | |
| | | school | that belong to | | to keep money; | |
| | | environment. | themselves or to others. | | | |
| | | | omers. | | | |

| | | | | | Understand the concept of 'saving money' | |
|--------------------------------|----------------------------------|--|----------------------------|--|--|-----------------------------|
| Music Learning to listen | Days of the Week- Composition | Name Song- Playing glockenspiels | Cuckoo - singing | Upside Down- Composition and improvisation | Hush Little Baby- performance | Assessment - quiz |