



# St Stephen Churchtown Academy

## Medium Term Overview




**Term:** Autumn 1

**Why did pirates sail the oceans?**

**Class:** Crooklets

	Week 1 9/9/24	Week 2 16/9/24	Week 3 23/9/24	Week 4 30/9/24	Week 5 7/10/24	Week 6 14/10/24	Week 7 21/10/24
<b>Oracy</b> Listen to others and be willing to change their mind based on what they have heard.	 Theme: listening  Instigate: I think... because...	 Theme: listening  Instigate: I think... because...	 Theme: listening  In my opinion...	 Theme: listening  In my opinion...	 Theme: listening  I believe that.... because....	 Theme: listening  I believe that.... because....	 Theme: listening  I believe that.... because....
<b>Guided Reading</b>	Author work 	Vocab intro	Vocab fluency	Word reading and comprehension	VIPERS	VIPERS	VIPERS Sequencing
<b>Writing</b>	<b>Finger fit</b> 	<b>Finger fit</b> 	<b>Finger fit</b> 	 WAGOLL vocab	 Sentence stacking  Verbs adjectives	 Independent write	 Independent write
<b>Maths</b>	Place value within 10	Place value within 10	Place value within 10	Addition	Addition	Addition	Addition

<b>Science</b> <b>Year 1</b> Animals including humans: the human body and senses	<b>Preassessment</b> <b>The Human Body</b> Identify, name, draw and label the basic parts of the human body	<b>The Human Body</b> Identify, name, draw and label the basic parts of the human body	<b>Senses-SIGHT</b> Say which part of the body is associated with each sense. To perform simple tests.	<b>Senses- SOUND</b> Say which part of the body is associated with each sense. To perform simple tests.	<b>Senses- TASTE</b> Say which part of the body is associated with each sense. To perform simple tests.  <b>Taste experiment write up.</b>	<b>Senses- TOUCH</b> Say which part of the body is associated with each sense. To perform simple tests.	<b>Senses-SMELL</b> Say which part of the body is associated with each sense. To perform simple tests.
<b>Computing</b> Moving a robot	<b>Buttons</b> Children will be introduced to the buttons on a BeeBot and explore what they can do.	<b>Directions</b> Children will discuss the importance of precise language when giving direction.	<b>Forwards and Backwards</b> Developing a deeper understanding on how to give precise directions.	<b>Four Directions</b> Children will build on from last week to include turning left and right when giving clear directions.	<b>Getting There</b> Children will decide which instructions they will give to the BeeBot using their prior knowledge.	<b>Routes</b> Children will record their own directional algorithms and test them out on their BeeBots.	
<b>History</b> <b>Geography</b> Oceans: Where can ships take us?	Where are the oceans? How vast are they?	What can I discover on the coast?	How do I ensure I am safe on the coast?	If I was a pirate what would I see?	Why are the oceans becoming larger?	<b>Assessment</b> How can I protect our oceans?	
<b>Art / DT</b> <b>Painting</b>	<b>Sue Read</b> Cornish artist <b>Seascapes</b> Exploring seascapes paintings  <b>Artist fact file</b> Question gathering for Q and A	<b>Workshop with Sue Read</b> Q and A	Skills building Colouring mixing	Skill building Exploring tone.	Skill building Exploring different paintbrush strokes	Final piece	Final piece
<b>RE</b>	<b>Pre-assessment</b> <b>Where in the Bible does it tell Christians</b>	<b>Who do Christians say made the world?</b>	<b>How can we use music to retell the story of creation?</b>	<b>Why is harvest time important to Christians?</b>	<b>Harvest assembly Practise</b>	<b>How do Christians give thanks everyday?</b>	<b>If I could ask a world maker a question, what would it be?</b>

	<p><b>about creation?</b>  Creation story  Read Genesis 1  Explore the creation story through song and film  <a href="#">God's Creation Part 1 - YouTube</a>  What words would Christians use to describe God the Creator?  Look at the Big Story Frieze- Creation is the start of the big picture!</p>	<p>Creation Story Recap over last week- what can they recall.  Sort the 7 days of creation into the correct order. Draw a picture to go with each day.  Retell the creation story to a partner.</p>	<p>choose music to express each of the days of creation; pupils to do dance moves that reflect the music and what is created.</p>	<p>Visitors into school</p>	<p>Harvest assembly</p>	<p>Thank you prayers- Grace  Write a thank you prayer.  <a href="#">Blessing the food; ways to say "grace" before meals   Bob Rogers</a>  Psalms 107:8-9  "Let them give thanks to the Lord for his unfailing love and his wonderful deeds for mankind, for he satisfies the thirsty and fills the hungry with good things."</p>	<p>Children to create question mobiles to express their thoughts and curiosities about creation.</p>
<p><b>PE 1</b>  Ball skills  Hands 1</p>	<p>The focus of learning is to develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender.   Pupils will explore different ways of sending (passing) the ball to their partner.</p>	<p>The focus of learning is to explore and develop different ways of sending a ball (passing) using our hands.   Pupils will learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.</p>	<p>The focus of learning is to develop different ways of sending a ball using our hands.   Pupils will learn why we need to send a ball using different force and speeds.</p>	<p>The focus of learning is to explore different ways of stopping a ball with our hands.</p>	<p>The focus of learning is to develop different ways of stopping a ball with our hands, preventing pupils from passing the ball.   Pupils will combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.</p>	<p>The focus of learning is for pupils to use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.</p>	
<p><b>PE 2</b>  Team building</p>	<p>The focus of the learning is to introduce teamwork.   Pupils will</p>	<p>The focus of the learning is to develop the skills required to make an effective team.</p>	<p>The focus of the learning is to understand why it is important to trust our partner (team) if we are</p>	<p>The focus of the learning is to continue to develop our cooperation and</p>	<p>The focus of the learning is to explore simple strategies as a team.</p>	<p>The focus of the learning is to explore simple strategies as a team to help us solve a problem.</p>	

	<p>understand why it is important to include everyone when working as a team and how it feels to be left out.</p> <p>Pupils will start to learn and understand what makes an effective team.</p>	<p>Pupils will start to develop their communication skills, enabling them to create simple strategies to complete a challenge.</p>	<p>going to be successful.</p> <p>Pupils will develop their communication skills to enable them to successfully complete a challenge.</p>	<p>communication skills to help us successfully complete a challenge as a team.</p>			
<p><b>PSHE</b> Teamwork and conflict resolution</p>	<p>Why we have classroom rules</p>	<p>How are you listening?</p>	<p>Thinking about feelings</p>	<p>Our feelings</p>	<p>Feelings and bodies</p>	<p>Good friends</p>	
<p><b>Music</b> Hands feet and heart</p>	<p>Hands feet and heart-step 1 <b>singing</b></p>	<p>Hands feet and heart- step 2 Glockenspiels <b>playing</b></p>	<p>Hands feet and heart – step 3 Revisit Glockenspiels <b>Performance</b></p>	<p>Hands feet and heart -step 4 <b>Improvisation</b></p>	<p>Hands feet and heart -step 5 <b>Compose</b></p>	<p>Hands feet and heart -step 6 <b>Performance</b></p>	