



**St Stephen Churchtown Academy**



**Medium Term Overview**

**Term:** Autumn 2

**What can you see at night?**

**Class:** Crooklets and Readymoney

	<b>Week 1 30.10.23</b>	<b>Week 2 6.11.23</b>	<b>Week 3 13.11.23</b>	<b>Week 4 20.11.23</b>	<b>Week 5 27.11.23</b>	<b>Week 6 4.12.23</b>	<b>Week 7 11.12.23</b>
<b>Reading</b>	Super Daisy	Super Daisy	Super Daisy	Super Daisy	The Lonely Christmas Tree	The Lonely Christmas Tree	The Lonely Christmas Tree
<b>Writing</b>	Non-fiction Owl WAGOLL	Non-fiction Owl WAGOLL	Owl Babies Fiction WAGOLL	Owl Babies Fiction WAGOLL	Owl Babies Fiction WAGOLL	Christmas poem	Christmas poem
<b>Maths</b>	Addition	Addition	3D shapes	2D shapes	Subtraction	Subtraction	Subtraction
<b>Science</b> Seasonal Changes: Autumn.  Odgen Trust – Earth and Space	<b>Seasons.</b> To observe changes across the 4 seasons in the context of the weather. To observe and describe how day length varies by exploring the average number of hours of day light in autumn <b>Pre assessment</b>	<b>Seasonal Changes Autumn</b>  <b>Autumn Walk</b> To observe changes across the 4 seasons by going on an autumn walk.  Photo evidence-checklists-  <b>TAPS observing changes over time</b>	<b>Seasonal Changes Autumn</b>  Using scientific equipment to record data about the weather.  <b>Post assessment</b>	<b>Odgen Trust- Earth and space-</b> Plan an enquiry  <b>Pre assessment</b>	<b>Odgen Trust- Earth and space-</b> investigation	<b>Odgen Trust- Earth and space-</b> Write up  <b>Post assessment</b>	
<b>Computing</b> Digital painting	How can we paint using computers?	Using shapes and lines	Making careful choices	Why did I choose that?	Painting all by myself	Comparing computer art and painting	

<b>Geography / History</b> Toys	<b>Toys</b> Toys today	<b>Toys</b> Family favourite toys	<b>Toys</b> Toys from the past (20 <sup>th</sup> Century toys)	<b>Toys</b> Toys from the past (Victorian toys)	<b>Toys</b> Important changes	<b>Toys</b> Toy box (Sorting toys from past to present)	
<b>Art / DT</b> 3D sculptures	<b>3D sculptures</b> Curling paper	<b>3D sculptures</b> Curling paper	<b>3D sculptures</b> Curling paper	<b>3D sculptures</b> Curling paper	<b>3D sculptures</b> Curling paper Christmas tree		
<b>RE</b> Why does Christmas matter to Christians?	Pre assessment Talk about baby Jesus. How do we get ready for a new baby? Design a baby's bedroom.	Introduce the Christmas story from the gospel of Luke. Compare last week's bedroom design to a stable!	Story trail- collect pictures of the story and add onto a story dice. Children to roll and retell that part of the story.	Look through Christmas cards. Which celebrate the birth of Jesus? Which are celebrating it in a secular (non-religious) way?	What is advent and why is it special to Christians?  Make an advent calendar/wreath.  (Advent starts on Dec 3 <sup>rd</sup> )	Nativity performance	Visit local church and make Christingles.  Post assessment
<b>PE 1</b> Attack V Defence Games for Understanding	<b>Session 1</b> The focus of the learning is to understand the basic principles of attack.	<b>Session 2</b> The focus of the learning is to apply simple attacking principles into a game situation.	<b>Session 3</b> The focus of the learning is to understand the basic principles of defence.	<b>Session 4</b> The focus of the learning is to apply simple defending principles into a game situation.	<b>Session 5</b> The focus of the learning is to consolidate pupils' knowledge of how, where and why to attack in a game.	<b>Session 6</b> The focus of the learning is to consolidate pupils' knowledge of how, where and why to defend in a game.	
<b>PE 2</b> Dance 'The Zoo'	<b>Session 1</b> The focus of the learning is to respond to the stimulus (big animals) using a range of different, controlled movements showing character expression	<b>Session 2</b> The focus of the learning is to respond to the stimulus (small animals) using a range of different and controlled movements.	<b>Session 3</b> The focus of the learning is for pupils to respond to rhythm using a range of controlled movements	<b>Session 4</b> The focus of the learning is for pupils to respond to rhythm using a range of controlled movements that represent arctic animals.	<b>Session 5</b> The focus of learning is for pupils to respond to a rhythm performing a range of controlled movements that represent a big cat and a zookeeper	<b>Session 6</b> The focus of the learning is to explore the relationship between a zookeeper and a big cat, creating movement patterns.	

<p><b>PSHE</b> Valuing difference</p>	<p><b>Same or different?</b> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.</p>	<p><b>Unkind, tease or bully?</b> Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.</p>	<p><b>Harold's school rules</b> Explain some of their school rules and how those rules help to keep everybody safe.</p>	<p><b>It's not fair</b> Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.</p>	<p><b>Who are your special people?</b> Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.</p>	<p><b>Our special people balloons</b>  Recognise that they belong to various groups and communities such as their family;  Explain how these people help us and we can also help them to help us.</p>	
<p><b>Music</b> Nativity</p>	<p>Nativity songs</p>	<p>Nativity songs</p>	<p>Nativity songs</p>	<p>Nativity songs</p>	<p>Nativity songs</p>	<p>Nativity performance</p>	