

## St Stephen Churchtown Academy

## Medium Term Overview



## Term: Spring 2

## Class: Perranporth

|           | Week 1  | Week 2  | Week 3  | Week 4   | Week 5  | Week 6  |
|-----------|---|---|---|--|---|---|
| Reading   | Narrative<br>Three little pigs  | Explanation text<br>The skeleton  | Information text<br>Television  | Information text<br>Strange gases  | Biography<br>Escher   | Persuasive<br>Travel brochure   |
| Writing   | Film unit<br>Dream giver  | Film unit<br>Dream giver  | Film unit<br>Dream giver  | Non-fiction<br>A persuasive letter   | Non-fiction<br>A persuasive letter  | Non-fiction<br>A persuasive letter  |
| Maths     | Year 4<br>Fractions   | Year 4<br>Fractions   | Year 4<br>Fractions   | Year 4<br>Fractions  | Year 4<br>Decimals  | Year 4<br>Decimals  |
|           | Year 5 Decimals and percentages   | Year 5<br>Decimals and<br>percentages   | Year 5<br>Decimals and<br>percentages                                       | Year 5<br>Perimeter and area   | Year 5<br>Perimeter and area  | Year 5<br>Statistics  |
| Science   | Sound<br>Good vibrations<br>Research cards  | Sound<br>Hearing sounds<br>G: Sound circus  | Sound<br>Soundproofing<br>H: string telephones                              | Sound<br>String telephone<br>H: String telephones                                | Sound Higher and lower I: investigating pitch   | Sound<br>J: Can you hear<br>me?   |
| Computing | Data and information Year 4 – answering questions  Year 5 – creating a paper-based database               | Data and information Year 4- data collection  Year 5- computer databases          | Data and<br>information<br>Year 4 – logging<br>Year 5 – using a<br>database | Data and information Year 4 – analysing data  Year 5 – using search tools        | Data and information Year 4 – data for answers  Year 5 – comparing data visually                  | Data and information Year 4 – answering my questions  Year 5 – databases in real life |
| History   | NA NA   | NA  | NA  | NA   | NA  | NA  |
| Geography | Land use in Cornwall How can I describe the location of Cornwall through lines of longitude and latitude? | Land use in Cornwall<br>Is there evidence of<br>Stone Age farming in<br>Cornwall? | Land use in Cornwall<br>How did clay shape<br>Charlestown?                  | Land use in Cornwall<br>Why is Cornwall a<br>perfect location for<br>wind farms? | Land use in Cornwall How could we use land around St Stephen to better the lives of its citizens? | Land use in<br>Cornwall   |

| Art       | NA   | NA   | NA   | NA   | NA  | NA  |
|-----------|--|--|--|--|---|---|
|           |  |  |  |  |   |   |
| DT        | Cooking unit<br>2 course meal<br>Research  | Cooking unit<br>2 course meal<br>Appraise and<br>analyse                                       | Cooking unit<br>2 course meal<br>Develop and make                                    | Cooking unit<br>2 course meal<br>Develop and make                                  | Cooking unit<br>2 course meal<br>Evaluate own<br>product  |   |
| RE        | 2b.6 SALVATION: What did Jesus do to save Human Beings?  To explore Salvation through the Art. | 2b.6 SALVATION: What did Jesus do to save Human Beings?  To explore Salvation through the Art. | 2b.6 SALVATION:<br>What did Jesus do to<br>save Human Beings?<br>Responsibility pies | 2b.6 SALVATION: What did Jesus do to save Human Beings? Why did Jesus die?         | 2b.6 SALVATION: What did Jesus do to save Human Beings? What difference does Jesus` sacrifice make to Christians? | 2b.6 SALVATION: What did Jesus do to save Human Beings?  Reflection       |
| PE 1      | Striking & Fielding: Cricket Develop an understand of batting and fielding                     | Striking & Fielding:<br>Cricket<br>Introduce bowling<br>underarm                               | Striking & Fielding:<br>Cricket<br>Develop stopping<br>and returning the<br>ball     | Striking & Fielding:<br>Cricket<br>Develop retrieving<br>and returning the<br>ball | Striking & Fielding:<br>Cricket<br>Striking the ball at<br>different angles and<br>speeds                         | Striking & Fielding:<br>Cricket<br>Consolidate<br>sequence of<br>learning |
| PE 2      | Games net/wall: Tennis Consolidate sequence of learning from year 3, developing the forehand   | Games net/wall:<br>Tennis<br>Creating space to<br>win a point using a<br>racket                | Games net/wall:<br>Tennis<br>Introduce the<br>backhand                               | Games net/wall: Tennis Applying the forehand and backhand in game situations       | Games net/wall: Tennis Applying the forehand and backhand: Creating space to win a point                          | Games net/wall:<br>Tennis<br>Level 1 tournament                           |
| PSHE      | Rights and Responsibilities Who helps us stay healthy and safe?                                | Rights and<br>Responsibilities<br>It's your right  | Rights and<br>Responsibilities<br>In the news!                                       | Rights and<br>Responsibilities<br>Logo quiz  | Rights and<br>Responsibilities<br>Harold's expenses   | Rights and<br>Responsibilities  |
| Music     | Enjoying Musical<br>Styles<br>Erie Canal part 1  | Enjoying Musical<br>Styles<br>Erie Canal part 2  | Enjoying Musical<br>Styles<br>Heroes part 1  | Enjoying Musical<br>Styles<br>Heroes part 2  | Enjoying Musical<br>Styles<br>Happy to be me  | Enjoying Musical<br>Styles<br>Play, improvise and<br>compose              |
| MFL (KS2) | The wider world<br>United Kingdom  | The wider world<br>Where is Spanish<br>spoken?   | The wider world<br>The Equator   | The wider world<br>Continents  | The wider world<br>Animals  | The wider world<br>Which continent is it<br>from?                         |