



**St Stephen Churchtown Academy**



**Medium Term Overview**

**Term:** Autumn 1

**What Makes Me Marvellous?**

**Class:** Readymoney

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Reading</b>		Senses poem	Senses poem	Senses poem	Senses poem	Super Daisy	Super Daisy
<b>Writing</b>		Super Duper You	Super Duper You	Super Duper You	Whiffy Wilson WAGOLL	Whiffy Wilson	Whiffy Wilson Character description
<b>Maths</b>		Place value within 10	Place value within 10	Place value within 10	Place value within 10	Place value within 10	Place value within 10
<b>Science</b> Animals- including humans. Humans The human body and sense	<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>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>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>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> Local Area Fieldwork (Map work)		Birds eye view of room with key	Birds eye view of outside	Directional language	Map of the school	Fieldwork	Fieldwork
<b>Art</b> Portraits (Drawing and Colour)	<b>Stage 1</b> Introduce Artist – Gabrielle de Glatigny (local – Cornish artist)	<b>Stage 2</b> Pencil skills	<b>Stage 2</b> Chalk Skills	<b>Stage 3</b> Final piece- self portrait	<b>Stage 4</b> Evaluate		
<b>DT</b>							
<b>RE</b> Who is Muslim and how do they live? Part 1		<b>What do Muslims think about God?</b> Introduction to the Muslim faith and the importance of the Shahadah.	<b>What do Muslims think about?</b> Cont. 99 names for Allah- explore some of these names and their meanings through artwork.	<b>Who was the Prophet Muhammad and why is he important to Muslims?</b> Listen to and talk about stories Muslims use to describe what Allah was like and how they use these stories to be inspired today.	<b>What can people learn from Muslim holy words?</b> Explore the importance of the Qur'an and learn of the first revelation of this holy book to Muhammad.	<b>What difference does worshipping God make to Muslims?</b> Introduce the idea of the five pillars of Islam. Focus on salah (prayer) and look at the different prayer positions.	<b>What difference does worshipping God make to Muslims?</b> Cont. Final session- recap over previous learning. Children to reflect and share key learning.
<b>PE 1</b> Ball Skills Hands 1	The focus of learning is to develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the	The focus of learning is to explore and develop different ways of sending a ball (passing) using our hands.	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	The focus of learning is to explore different ways of stopping a ball with our hands.	The focus of learning is to develop different ways of stopping a ball with our hands, preventing pupils from passing the ball.	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>defender.</p> <p>Pupils will explore different ways of sending (passing) the ball to their partner.</p>	<p>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>ball using different force and speeds.</p>		<p>Pupils will combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.</p>		
<p><b>PE 2</b> Team building</p>	<p>The focus of the learning is to introduce teamwork.</p> <p>Pupils will 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>The focus of the learning is to develop the skills required to make 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>The focus of the learning is to understand why it is important to trust our partner (team) if we are going to be successful.</p> <p>Pupils will develop their communication skills to enable them to successfully complete a challenge.</p>	<p>The focus of the learning is to continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team.</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><b>PSHE</b> Me and my relationships</p>	<p><b>Why we have classroom rules</b> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these</p>	<p><b>How are you listening</b> Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and</p>	<p><b>Thinking about feelings</b> Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body.</p>	<p><b>Our feelings</b> Identify a range of feelings; Identify how feelings might make use behave: Suggest strategies for someone experiencing 'not so good'</p>	<p><b>Feelings and Bodies</b> Recognise that people's bodies and feelings can be hurt;  Suggest ways of dealing with different kinds of hurt</p>	<p><b>Good friends</b> Identify simple qualities of friendship; Suggest simple strategies for making up.</p>	

		experience how this makes them feel		feelings to manage these.			
<b>Music</b> My musical heartbeat		<b>Find the beat</b> Quiz time! Learn to sign the song.	<b>1-2-3-4-5</b> Sing and play along to the song using the glockenspiels.	<b>Head, shoulders, knees and toes</b> Singing and performing the song	<b>Shapes</b> A chance to improvise with the glockenspiels	<b>We talk to animals</b> Listening and responding	<b>Assessment check point-</b> Quiz time! Have a go with simple composition