



**St Stephen Churchtown Academy**










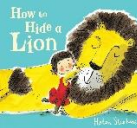
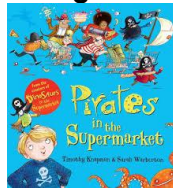

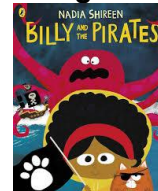
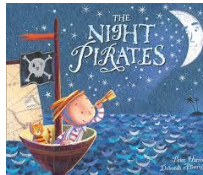
**Medium Term Overview**

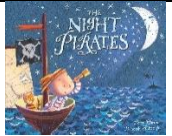


**Term:** Autumn 1


**Why did pirates sail the oceans?**

**Class:** Readymoney

|   | <b>Week 1</b><br>2/9/24<br>(2 days)   | <b>Week 2</b><br>9/9/24   | <b>Week 3</b><br>16/9/24  | <b>Week 4</b><br>23/9/24  | <b>Week 5</b><br>30/9/24  | <b>Week 6</b><br>7/9/24   | <b>Week 7</b><br>14/9/24  | <b>Week 8</b><br>21/9/24  |
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| <b>Oracy</b><br>Listen to others and be willing to change their mind based on what they have heard. | <br>Theme: listening         | <br>Theme: listening<br><br>Instigate: I think... because... | <br>Theme: listening<br><br>Instigate: I think... because... | <br>Theme: listening<br><br>In my opinion... | <br>Theme: listening<br><br>In my opinion... | <br>Theme: listening<br><br>I believe that.... because.... | <br>Theme: listening<br><br>I believe that.... because.... | <br>Theme: listening<br><br>I believe that.... because.... |
| <b>Guided Reading Year 1</b>  |   | <br>Author work  | Vocab intro   | Vocab fluency   | Word reading and comprehension  | VIPERS  | VIPERS  | VIPERS Sequencing   |
| <b>Guided Reading Year 2</b>  | <br>Author/front cover work | Read extract/vocab  | VIPERS questions  | Extract/vocab   | VIPERS questions  | Sequencing  | Vocab   | VIPERS questions  |
| <b>Writing Year 1</b>   |   | <b>Finger fit</b><br>                                      | <b>Finger fit</b><br>                                      | <b>Finger fit</b><br>                      | <br>WAGOLL vocab                           | Sentence stacking<br><br>Verbs<br>adjectives  | Independent write   |   |

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| <p><b>Writing<br/>Year 2</b></p>   |  <p>Front cover</p> | <p>Vocabulary work<br/>Sequencing<br/>Exploring<br/>WAGOLL</p>  | <p>Sentence<br/>stacking<br/>Commas in a list,<br/>adverbs, noun<br/>phrases,</p>   | <p>Sentence<br/>stacking<br/>Similes, using<br/>'but', past tense<br/>verbs</p>   | <p>Planning and<br/>independent<br/>writing</p>   | <p>Planning and<br/>independent<br/>writing</p>   | <p>100 facts<br/>about Pirates-<br/>non fiction</p>   | <p>100 facts<br/>about<br/>Pirates- non<br/>fiction</p>  |
| <p><b>Maths<br/>Year 1</b></p>   |   | <p>Place value<br/>within 10</p>  | <p>Place value<br/>within 10</p>  | <p>Place value<br/>within 10</p>  | <p>Addition</p>   | <p>Addition</p>   | <p>Addition</p>   | <p>Addition</p>  |
| <p><b>Maths<br/>Year 2</b></p>   | <p>Place value<br/><br/>Numberlines</p>   | <p>Place value<br/><br/>Reading and<br/>writing 2-digit<br/>numbers</p>   | <p>Place value<br/><br/>Place value of 2-<br/>digit numbers<br/>(tens and ones)</p>   | <p>Place value<br/><br/>Counting on<br/>and back in 5s<br/>and 10s</p>  | <p>Place value<br/><br/>Comparing and<br/>ordering 2-digit<br/>numbers</p>  | <p>Addition<br/><br/>Adding 1s to a<br/>2-digit number</p>  | <p>Addition<br/><br/>Adding 1s<br/>and 10s to a<br/>2-digit<br/>number</p>  | <p>Shape<br/><br/>Recognising<br/>2d and 3d<br/>shape and<br/>their<br/>properties</p>   |
| <p><b>Science<br/>Year 1</b><br/>Animals<br/>including<br/>humans: the<br/>human body<br/>and senses</p> |   | <p><b>Preassessment<br/>The Human Body</b><br/>Identify, name,<br/>draw and label<br/>the basic parts of<br/>the human body</p> | <p><b>The Human Body</b><br/>Identify, name,<br/>draw and label<br/>the basic parts of<br/>the human body</p>   | <p><b>Senses-SIGHT</b><br/>Say which part<br/>of the body is<br/>associated with<br/>each sense. To<br/>perform simple<br/>tests.</p>   | <p><b>Senses- SOUND</b><br/>Say which part of<br/>the body is<br/>associated with<br/>each sense. To<br/>perform simple<br/>tests.</p>                    | <p><b>Senses- TASTE</b><br/>Say which part<br/>of the body is<br/>associated<br/>with each<br/>sense. To<br/>perform simple<br/>tests.<br/><br/><b>Taste<br/>experiment<br/>write up.</b></p> | <p><b>Senses-<br/>TOUCH</b> Say<br/>which part of<br/>the body is<br/>associated<br/>with each<br/>sense. To<br/>perform<br/>simple tests.</p>                              | <p><b>Senses-<br/>SMELL</b><br/>Say which<br/>part of the<br/>body is<br/>associated<br/>with each<br/>sense. To<br/>perform<br/>simple tests.</p> |
| <p><b>Science<br/>Year 2</b><br/>Animals<br/>including<br/>humans:</p>                                   |   | <p>I wonder/I think I<br/>know- shared<br/>activity about<br/>topic- discuss<br/>new vocabulary.</p>                            | <p>To notice that<br/>animals,<br/>including<br/>humans, have<br/>offspring which<br/>grow into adults.<br/><br/>Ask questions.<br/>Make<br/>comparisons.</p> | <p>To find out how<br/>animals change<br/>as they grow<br/>into adults.<br/><br/>Observing<br/>closely/changes<br/>over time.<br/>Researching<br/>using secondary<br/>sources- images,<br/>books.</p> | <p>To compare the<br/>changes of the<br/>human life cycle.<br/><br/>Noticing patterns.<br/>Developing<br/>explanations.<br/>Recording in a<br/>table.</p> | <p>To find out<br/>about and<br/>describe what<br/>animals,<br/>including<br/>humans, need<br/>to survive.<br/><br/>Asking<br/>questions.<br/>Researching<br/>using<br/>secondary</p>         | <p><b>Investigation:</b><br/>To test the<br/>effects of<br/>exercise on<br/>the human<br/>body.<br/><br/>Using<br/>equipment to<br/>measure.<br/>Comparative<br/>tests.</p> | <p>To find out<br/>about the<br/>importance<br/>of healthy<br/>eating and<br/>hygiene.<br/><br/>Labelled<br/>diagrams.<br/>Table.</p>              |

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|   |  |  | Matching animals with their offspring.   | Exploring life cycles.  | Exploring how people grow. Sorting activities and life stages of people.  | sources-books, internet. Making observations.<br><br>Suggest answers to questions, using knowledge and research.          | Carry out an investigation on the effect of exercise on the human body- record findings and write conclusion. | Recognise and sort healthy food. Create a healthy plate.<br><br>Evaluate unit- return to initial questions. |
| <b>Computing Year 1</b><br>Moving a robot               |  | <b>Buttons</b><br>Children will be introduced to the buttons on a BeeBot and explore what they can do. | <b>Directions</b><br>Children will discuss the importance of precise language when giving direction.                     | <b>Forwards and Backwards</b><br>Developing a deeper understanding on how to give precise directions.           | <b>Four Directions</b><br>Children will build on from last week to include turning left and right when giving clear directions. | <b>Getting There</b><br>Children will decide which instructions they will give to the BeeBot using their prior knowledge. | <b>Routes</b><br>Children will record their own directional algorithms and test them out on their BeeBots.    |   |
| <b>Computing Year 2</b><br>Digital Photography          |  | <b>Taking Photographs</b><br>Recognising devices that take photographs                                 | <b>Landscape or portrait?</b><br>Exploring how to take a good photo, thinking about the format of landscape or portrait. | <b>What makes a good photograph?</b><br>Talk about what may have good wrong with a photo and how to improve it. | <b>Lighting</b><br>How to use light to make the best of a photo. Experiment with different light sources.                       | <b>Effects</b><br>Recognise that images can be changed and which tools can makes these changes.                           | <b>Is it real?</b><br>Look at different photos and discuss which are real and which have been changed.        |   |
| <b>History</b>  |  |  |  |   |   |   |   |   |
| <b>Geography</b><br>Oceans:<br>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><br>How can I protect our oceans?  |   |

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| <p><b>Art</b><br/>Painting</p> | <p><b>Sue Read</b><br/>Cornish artist<br/><b>Seascapes</b><br/>Exploring<br/>seascapes<br/>paintings</p>  | <p><b>Artist fact file</b><br/>Question<br/>gathering for Q<br/>and A</p>  | <p><b>Workshop with<br/>Sue Read</b><br/>Q and A</p>   | <p>Colouring mixing</p>  | <p>Exploring tone</p>   | <p>Exploring<br/>different<br/>paintbrush<br/>strokes</p>         | <p>Final piece</p>   | <p>Final piece</p>   |
| <p>DT</p>                      |  |  |  |  |   |   |  |  |
| <p>RE</p>                      |  | <p><b>Pre-assessment</b><br/><b>Where in the Bible does it tell Christians about creation?</b><br/>Creation story<br/>Read Genesis 1<br/>Explore the creation story through song and film<br/><a href="#">God's Creation Part 1 - YouTube</a><br/>What words would Christians use to describe God the Creator?<br/>Look at the Big Story Frieze- Creation is the start of the big picture!</p> | <p><b>Who do Christians say made the world?</b><br/>Creation Story<br/>Recap over last week- what can they recall.<br/>Sort the 7 days of creation into the correct order.<br/>Draw a picture to go with each day. Retell the creation story to a partner.</p> | <p><b>How can we use music to retell the story of creation?</b><br/>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><b>Why is harvest time important to Christians?</b><br/>Visitors into school</p> | <p><b>Harvest assembly Practise</b><br/><br/>Harvest assembly</p> | <p><b>How do Christians give thanks everyday?</b><br/>Thank you prayers- Grace<br/>Write a thank you prayer.<br/><a href="#">Blessing the food; ways to say "grace" before meals   Bob Rogers</a><br/>Psalms 107:8-9<br/>"Let them give thanks to the Lord for his unending love and his wonderful deeds for mankind, for he satisfies the thirsty and fills the hungry with good things."</p> | <p><b>If I could ask a world maker a question, what would it be?</b><br/>Children to create question mobiles to express their thoughts and curiosities about creation.</p> |

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| <p><b>PE 1</b><br/>Ball skills<br/>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.</p> <p>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.</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>The focus of learning is to develop different ways of sending a ball using our hands.</p> <p>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.</p> <p>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><br/>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>  |  |

