



St Stephen Churchtown Academy



Medium Term Overview

Term: Spring 1

Class: Carlyon Bay

	Week 1 6th Jan	Week 2 13th Jan	Week 3 20th Jan	Week 4 27th Jan	Week 5 3rd Feb	Week 6 10th Feb
Oracy	<p align="center">Presentational Speaking Deliberately vary tone of voice in order to convey meaning. Clarify: Sentence stems Can you clarify what you mean by...? So, are you saying that...?</p>					
Reading	Focus: Sequencing and Summarising The Orchestra: A day in the life of an orchestra conductor (F)	Focus: Sequencing and Summarising Creation Myths: The Four Worlds (F)	Focus: Sequencing and Summarising Underwater: The Origin of Mermaids (F)	Focus: Sequencing and Summarising Light: Optical Wonders (NF)	Focus: Sequencing and Summarising Urban Living: Rural Vs Urban (NF)	Focus: Sequencing and Summarising What is Magnetism? (NF)
Writing	Poetry Free Verse Poetry Exploring Free verse poetry Identify features Editing and changing the impact to the reader	Film Unit – The Lighthouse WAGOLL Identify grammatical features: paragraphs Speech 2A sentences Expanded noun phrases Conjunctions Fronted adverbials	Film Unit – The Lighthouse Plan and write recount of Lila's journey Revise and edit	Diary of a Tudor Boy Recount WAGOLL Identify grammatical features: 1 st person paragraphs Speech 2A sentences Expanded noun phrases Conjunctions Fronted adverbials	Diary of a Tudor Boy Setting and character descriptions Writing to include grammatical features from WAGOLL	Diary of a Tudor Boy Plan and write Diary of a Tudor child and what life was like Revise and edit
Maths	Time Years, months, days Hours Roman numerals 5 minute intervals	Time Time to the minute Digital clocks a.m/p.m start/end times	Time Duration Hours and minutes Seconds Units of time	Shape Turns and angles Right angles Comparing angles Measuring and drawing accurately	Shape Horizontal and vertical Parallel and perpendicular 2D shapes polygons	Shape 3D shapes Making 3D shapes Problem solving – time

						Problem solving – shape
Science Forces	Forces What is a contact force?	Forces How do different surfaces affect the movement of an object?	Forces Enquiry: Slippy Shoes Learning about friction	Forces What is a magnet and how do they work?	Forces Enquiry: Attracting and Repelling Learning about magnets	Forces What materials are attracted to a magnet?
Computing	How does a digital device work?	What parts make up a digital device?	How do digital devices help us?	How am I connected?	How are computers connected?	What does our school network look like?
History	Tudors What can we tell about Henry VIII from his portraits?	Tudors Why did Henry really Break with Rome: love or religion?	Tudors How different was life for people at different levels of society living in Tudor times, and how do we know?	Tudors Why do we have to be so careful when using the portraits of Elizabeth I to find out about her? ORACY – ROLEPLAY	Tudors How on earth was Elizabeth able to defeat the mighty Spanish Armada?	Tudors What can we learn about Elizabethan England by studying how they enjoyed their leisure time?
Art	Painting Introduction to Sir Terry Frost and Abstract Art	Painting Color Mixing – Primary, Secondary	Painting Tint and Shade – Exploring Light and Dark	Painting Exploring Textures and Effects with Paint and Paintbrushes	Painting Final Piece – Applying All Techniques	Painting Evaluation
RE	People of God: What is it like to follow God? To understand and respond to the story of Noah	People of God: What is it like to follow God? To make links between the story about Noah and covenants.	People of God: What is it like to follow God? What promises are made during wedding ceremonies and what symbols are shared?	People of God: What is it like to follow God? What promises did Abraham make to God?	People of God: What is it like to follow God? What is it like to follow God and how is it shown in society today?	Assessment
PE 1	Boccia To explore how we send the ball towards a target.	Boccia To develop sending the ball and to begin to understand why it is so important that we are accurate.	Boccia To send the ball, whilst developing our understanding of why we need to be accurate when sending the ball.	Boccia To continue to apply their understanding of why we need to be accurate when sending the ball through a variety of different challenges.	Boccia To introduce pupils to the scoring system used in Boccia.	Boccia To bring together the suggested sequence of learning into a level 1 competition.

PE 2	<u>Gymnastics</u> Exploring movements and balances in a symmetrical way.	<u>Gymnastics</u> Exploring movements and balances in a symmetrical and asymmetrical way.	<u>Gymnastics</u> To re-create pupils symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.	<u>Gymnastics</u> To start with symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence.	<u>Gymnastics</u> Pupils' to complete their sequences. Start with symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating their asymmetrical balance to end the sequence.	<u>Gymnastics</u> To perform completed sequences.
PSHE	<u>Growing and Changing</u> INSET	<u>Growing and Changing</u> My changing body (coramlifeeducation.org.uk)	<u>Growing and Changing</u> Consent	<u>Growing and Changing</u> Body space (coramlifeeducation.org.uk)	<u>Growing and Changing</u> None of your business! (coramlifeeducation.org.uk)	<u>Growing and Changing</u> Secret or surprise? (coramlifeeducation.org.uk)
Music	Compose using your imagination Your imagination Part 1	Compose using your imagination Your imagination Part 2	Compose using your imagination You're a shining star Part 1	Compose using your imagination You're a shining star Part 2	Compose using your imagination Music makes the world go round	Compose using your imagination Assessment checkpoint
MfL	Time to Eat The Greedy Mouse To appreciate stories, songs, poems and rhymes in the language in the context of food.	Time to Eat The Greedy Mouse To appreciate stories, songs, poems and rhymes in the language in the context of food.	Time to Eat Please May I Have? To understand key features and patterns of basic grammar in the context of food.	Time to Eat Please May I Have? To understand key features and patterns of basic grammar in the context of food.	Time to Eat Preferences To understand key features and patterns of basic grammar in the context of stating preferences about food	Time to Eat Preferences To understand key features and patterns of basic grammar in the context of stating preferences about food