



St Stephen Churchtown Academy



Medium Term Overview

Term: Autumn 1

Class: Carlyon Bay

| | Week 1 2 Days | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|--|---|---|---|--|--|
| Oracy | Instigate I think... because | Instigate I think... because | Instigate I know this is true/untrue because... | Instigate I know... therefore... | Instigate I know... therefore... | Instigate I am of the opinion that... because... | Instigate We haven't yet considered... |
| Reading | Vocabulary focus Fiction Micro Vipers Pirates Text: Hero or Villain? | Vocabulary focus Fiction Maya Text: Pitz | Vocabulary focus Fiction Heroes and Villains Text: The decider | Vocabulary focus Fiction Heroes and Villains Text: Lonely Hearts | Vocabulary focus Non Fiction Maya Text: Food Non | Vocabulary focus Non Fiction Maya Text: Sport | Vocabulary focus Fiction Robots : Text: Butler Bot |
| Writing | Fictional Narrative Leon and the Place Between Prediction Expectations Identify grammatical features in WAGOLL | Fictional Narrative Leon and the Place Between Practise grammatical skills Nouns Adjectives Verbs | Fictional Narrative Leon and the Place Between Identify grammatical features in WAGOLL | Fictional Narrative Leon and the Place Between Plan Write Edit and review final piece | Non- Fiction Travel Brochure page Identify grammatical features in WAGOLL Identify grammatical features in WAGOLL | Non – fiction Travel Brochure page Practise grammatical skills | Poetry Free verse Features Language Plan, write and edit |
| Maths | Place Value Representing and partitioning numbers, number lines | Place Value Partitioning numbers, finding 1/10/100 more/less | Place Value Comparing and ordering numbers, counting in multiples | Addition/Subtraction Number bonds, add and subtract 1s, 10s, 100s | Addition Column addition with and without exchange | Subtraction Column subtraction with and without exchange | Addition/Subtraction Estimating, problem solving and inverse operations. |
| Science Animals Including Humans | Nutrition Enquiry Type: Identifying, Grouping and Classifying WS: Gathering, recording, classifying and presenting data in a variety | Food Labels Enquiry Type: Pattern Seeking WS: Gathering, recording, classifying and presenting data in a variety of ways to help in answering | Skeletons Enquiry Type: Identifying, Grouping and Classifying WS: Gathering, recording, classifying and presenting data in a variety | Human Skeletons Enquiry Type: Fair Tests WS: Setting up simple practical enquiries. WS: Making systematic and careful | Muscles Enquiry Type: Research WS: Labelled diagrams WS: Visual displays NC: Identify that humans and some | Pupil-led Investigation (Extended Write) Enquiry Type: Fair Tests WS: Asking relevant questions and using different types of scientific enquiries to answer them. | Pupil-led Investigation (Extended Write) Cont. |

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| | <p>of ways to help in answering questions</p> <p>NC: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> | <p>questions</p> <p>NC: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> | <p>of ways to help in answering questions</p> <p>NC: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p>observations and, where appropriate, taking accurate measurements.</p> <p>NC: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p>other animals have skeletons and muscles for support, protection and movement.</p> | <p>WS: Setting up simple practical enquiries.</p> <p>WS: Making systematic and careful observations and, where appropriate, taking accurate measurements.</p> <p>NC: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | |
| Computing Book Creator | <p>WONDE</p> <p>How to use the different apps</p> | <p>Branching data bases</p> <p>Yes no questions</p> | <p>Branching data bases</p> <p>Making groups</p> | <p>Branching data bases</p> <p>Creating a branching data base</p> | <p>Branching data bases</p> <p>Structuring a branching data base</p> | <p>Branching data bases</p> <p>Planning a branching data base</p> | <p>Branching data bases</p> <p>Making a dinosaur identifier</p> |
| History Mayan Civilization | <p>Chronology</p> <p>Timeline work inc who were the Anglos Saxons</p> | <p>Q. Why do we study the Maya?</p> <p>Inc map work and chronology</p> | <p>Q. Why / how did the Maya empire grow?</p> <p>(When so much of the land they lived in was mountain and did the Maya manage to become so important?)</p> | <p>Q. What was life like at the height of the Mayan civilization?</p> <p>(What was everyday life in Mayan civilization? How different was it for rich and poor?)</p> | <p>Q. How can we possibly know what was life like for the Mayan people 1,000 years ago?</p> <p>Case study – The funerary mask of Pacal and the statue of the Mayan Maze god</p> | <p>Q. What were the Mayan cultural practices and were they really that barbaric?</p> <p>(Yr3 briefly discuss the Vikings – were they as bad a people think?)</p> | <p>Q. Why did the Mayan empire decline?</p> <p>How can we solve the riddle of why the Mayan empire ended so quickly?</p> <p>(Oracy debate link)</p> |
| Geography | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 |
| Art | N/A | <p>Drawing</p> <p>To investigate still life art and the artists that made it popular.</p> | <p>Drawing</p> <p>To sketch objects in detail, using a viewfinder. (Cezanne)</p> | <p>Drawing</p> <p>To draw objects in detail using line and tone. (Juan Gris)</p> | <p>Drawing</p> <p>To develop my skills as an artist to create a drawing from real life objects.</p> | <p>Drawing</p> <p>. To evaluate</p> | N/A |

| DT | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 | Autumn 2 |
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| RE What do Christians learn from the creation story? | <p>What do Christians believe about the creation of the world?</p> <p>MAKING SENSE OF THE TEXT</p> <p>Read and discuss Genesis 1: 25 to support understanding of the Creation story</p> | <p>What do Christians believe about God? What does Genesis teach Christians about God and the importance of the world?</p> <p>MAKING SENSE OF THE TEXT</p> <p>Look together at a translation of Genesis 1: 26-31. , focusing on what it says about humans being made in God's image and being given control over the earth. How might humans treat the earth and each other.</p> <p>Share things that the children are proud that they have created.</p> | <p>What do Christians believe about the Bible?</p> <p>UNDERSTANDING THE IMPACT</p> <p>Discussing how Christians let their Creator be their guide through life; they believe they do best when they listen to God</p> <p>Genesis 1: 28-30.</p> | <p>Why should we look after the world?</p> <p>MAKING CONNECTIONS</p> <p>Discussing what Christians might learn from the Christian creation story</p> <p>In groups, discuss what can be learned about each area from the creation story.</p> <p>Answer - which are the most important two for Christians and why?</p> | <p>What do Christians believe about humans?</p> <p>MAKING SENSE OF THE TEXT</p> <p>Share the story of Adam and Eve Genesis 2:15-17 and Genesis 3</p> <p>Discuss what temptation is. Look together at images where people might be tempted to do something eg, steal sweets from a shop, or drop litter.</p> | <p>What are the Ten Commandments?</p> <p>UNDERSTANDING THE IMPACT</p> <p>Explain that the part of story where A and E eat the fruit is known as "The fall" and is important for much of Christian belief.</p> <p>Discuss the 10 Commandments</p> | <p>What does the story teach about human nature?</p> <p>MAKING LINKS</p> <p>Show a cartoon version of The Parable of the Prodigal Son - explain that it is a made up story, that Jesus told to teach people about God's love.</p> |
| PE 1 Netball | Introduce passing and receiving | Introduce passing and creating space | Develop passing and moving | Combine passing and shooting | Develop passing and shooting | Level 1 tournament | Level 1 tournament |
| PE 2 Orienteering | Face Orienteering | Cone Orienteering | Point and Return | Point to Point | Timed Course | Orienteering Competition | Orienteering Competition |
| PSHE Me and My Relationships | Class Expectations and rules in the classroom | As a Rule! Explaining why we have rules. | Looking after our special people Children to discuss special people/relationships that they have in their lives | How Can we Solve this Problem? Strategies for solving conflict situations. | Friends are Special Qualities of a good friend | Thanks? Expressing opinions and listening to other's points of view. | Dan's Dare Strategies to use if you are ever feel uncomfortable by a 'dare' |

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| Music Writing Down Music | Step 1: Home is Where the Heart is. | Step 2: Home is Where the Heart is – Part 2 | Step 3: Let's Work it out Together. | Step 4: Let's Work it out Together – part 2 | Step 5: Please be Kind | Step 6: Assessment Checkpoint | |
| MfL (KS2) Meet and Greet | Hello Saying hello and goodbye at different times of the day. | Hello Meet and Greet song and greetings at different times of the day. | What's Your Name? Adult titles and asking what your name is. | What's Your Name? Introducing yourself | How are you? Asking 'how are you?' and how to answer. | How are you? Asking 'how are you?' and how to answer. | |