



St Stephen Churchtown Academy

Medium Term Overview



Term: Autumn 1

Class: Lansallos

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Oracy	Listening and Tracking Consider the impact of their words on others when giving feedback.	Listening and Tracking Consider the impact of their words on others when giving feedback.	Listening and Tracking Consider the impact of their words on others when giving feedback.	Listening and Tracking Consider the impact of their words on others when giving feedback.	Listening and Tracking Consider the impact of their words on others when giving feedback.	Listening and Tracking Consider the impact of their words on others when giving feedback.	Listening and Tracking Consider the impact of their words on others when giving feedback.
Oracy Sentence Stems	Instigate I know this is true/untrue because... I know... therefore... I think... because I am of the opinion that... because... We haven't yet considered...	Instigate I know this is true/untrue because... I know... therefore... I think... because I am of the opinion that... because... We haven't yet considered...	Instigate I know this is true/untrue because... I know... therefore... I think... because I am of the opinion that... because... We haven't yet considered...	Instigate I know this is true/untrue because... I know... therefore... I think... because I am of the opinion that... because... We haven't yet considered...	Instigate I know this is true/untrue because... I know... therefore... I think... because I am of the opinion that... because... We haven't yet considered...	Instigate I know this is true/untrue because... I know... therefore... I think... because I am of the opinion that... because... We haven't yet considered...	Instigate I know this is true/untrue because... I know... therefore... I think... because I am of the opinion that... because... We haven't yet considered...
Reading	The three bears The three little pigs	Who were the ancient Romans? What have the Romans done for us	Gladiator Volcanoes	Pompeii Journey to the centre of your body	Bodily bits and bobs First arrivals in the USA	Flooding the Nile Portal	The mirror Bullying – A stolen Pencil
Writing	Narrative George's Marvellous Medicine	Narrative George's Marvellous Medicine	Narrative George's Marvellous Medicine	Non-Fiction Anglo Saxons V Maya Non-Chronological Report	Non-Fiction Anglo Saxons V Maya Non-Chronological Report	Poetry Free Verse	Poetry Free Verse

<p>Maths</p>	<p>Place Value Numbers to 1000 Represent, partition, number lines</p>	<p>Place Value Numbers to 1000 Represent, partition, number lines 1, 10, 100 or 1000 more or less</p>	<p>Place Value Numbers to 10000 Number line estimation, compare and order Roman numerals</p>	<p>Place Value Numbers to 10000 Round to the nearest 10, 100, 1000</p>	<p>Addition and subtraction Adding two 4-digit numbers building up to exchange of 2 digits</p>	<p>Addition and subtraction Continue with adding two 4-digit numbers building up to exchange of 2 digits Subtraction of 4-digit numbers no exchange</p>	<p>Addition and subtraction Subtracting two 4-digit numbers building up to exchange of 2 digits</p>
<p>Science</p>	<p>Nutrition Enquiry Type: Identifying, Grouping and Classifying WS: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 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>Food Labels Enquiry Type: Research WS: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 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>Skeletons Enquiry Type: Identifying, Grouping and Classifying WS: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions NC: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Human Skeletons Enquiry Type: Fair Tests WS: Setting up simple practical enquiries. WS: Making systematic and careful observations and, where appropriate, taking accurate measurements. NC: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Muscles Enquiry Type: Research WS: Labelled diagrams WS: Visual displays NC: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Pupil-led Investigation (Extended Write) Enquiry Type: Fair Tests WS: Asking relevant questions and using different types of scientific enquiries to answer them. WS: Setting up simple practical enquiries. WS: Making systematic and careful observations and, where appropriate, taking accurate measurements. NC: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Pupil-led Investigation (Extended Write) Cont.</p>
<p>Computing The Internet</p>	<p>Checking - WONDE login ins - Spelling Shed logins - TTRS logins</p>	<p>Connecting networks Describe the Internet as a network of networks</p>	<p>What is the Internet? Describe a network of devices make up the Internet</p>	<p>Sharing information Explain the types of media that can be shared on the www</p>	<p>What is a website? Explain what multimedia can be found on a website</p>	<p>Who owns the web? Explain that website and content are created by people</p>	<p>Can I believe what I read online? Explain that not everything on the WWW is true,</p>

	- E-safety activities	Demonstrate how information is share on the Internet Discuss why a network needs to be protected	Explain how the Internet provides many services Know that the www is made up of websites and webpages	Describe where websites are stored Explain how to access a website	Know that we can add content to websites Explain what services can create content	Suggest who 'owns' content and websites Think about rules to protect content	honest, accurate or legal Explain why we have to think carefully before we share or reshare content
History Maya	Chronology Timeline work inc who were the Anglos Saxons	Q. Why do we study the Maya? Inc map work and chronology	Q. Why / how did the Maya empire grow? (When so much of the land they lived in was mountain and did the Maya manage to become so important?)	Q. What was life like at the height of the Mayan civilization? (What was everyday life in Mayan civilization? How different was it for rich and poor?)	Q. How can we possibly know what was life like for the Mayan people 1,000 years ago? Case study – The funerary mask of Pacal and the statue of the Mayan Maze god	Q. What were the Mayan cultural practices and were they really that barbaric? (Yr3 briefly discuss the Vikings – were they as bad a people think?)	Q. Why did the Mayan empire decline? How can we solve the riddle of why the Mayan empire ended so quickly? (Oracy debate link)
Geography	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Art		Pencil skills – hatching, shading, creating shadow	Pencil drawing of a Mayan Mask can draw detail carefully using only a pencil	Coloured pencil drawing of a Mayan Mask - I can show detail through my use of colours	Creating a printing block (using string and card) I can create a printing block I can create a repeated pattern with my own printing block I can think about my use of colour to enhance my printing	Creating a Mayan Mask I can reflect upon ideas from my sketch book I can use my pencil to add detail I can use colour to add detail	Creating a Mayan Mask. I can reflect upon ideas from my sketch book I can use my pencil to add detail I can use colour to add detail
DT	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
RE Creation	What do Christians believe about the creation of the world? MAKING SENSE OF THE TEXT	What do Christians believe about God? What does Genesis 1 teach Christians about God and the importance of the world?	What do Christians believe about the Bible? UNDERSTANDING THE IMPACT	Why should we look after the world? MAKING CONNECTIONS	What do Christians believe about humans? MAKING SENSE OF THE TEXT	What are the Ten Commandments? UNDERSTANDING THE IMPACT	What does the story teach about human nature? MAKING LINKS

	Read and discuss Genesis 1: 25 to support understanding of the Creation story	MAKING SENSE OF THE TEXT 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. Share things that the children are proud that they have created.	Discussing how Christians let their Creator be their guide through life; they believe they do best when they listen to God Genesis 1: 28-30.	Discussing what Christians might learn from the Christian creation story In groups, discuss what can be learned about each area from the creation story. Answer - which are the most important two for Christians and why?	Share the story of Adam and Eve Genesis 2:15-17 and Genesis 3 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.	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. Discuss the 10 Commandments	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.
PE 1 Netball	Refining passing and Receiving	Developing passing and creating space	Develop passing, moving and shooting	Refine passing and shooting	Develop footwork	Tournament	Tournament
PE 2 Orienteering	Face Orienteering	Cone Orienteering	Point and return	Point to Point	Point to Point	Timed Course	Timed course
PSHE Relationships	Me and My Relationships Human Machines	Me and My Relationships Ok or Not Ok (Part 1)	Me and My Relationships Ok or Not Ok (Part 2)	Me and My Relationships Different Feelings	Me and My Relationships When feelings change	Me and My Relationships Under Pressure	British Values Lesson
Music ABBA		Listen and appraise Momma Mia Learn to sing the song	Listen and appraise Dancing Queen Continue to learn to sing Momma Mia Play - Recorders for Mamma Mia notes A and G, slower tempo	Listen and appraise The Winner takes it all Sing Momma Mia Play recorder s notes A and G speed increase tempo	Listen and appraise Waterloo Sing Momma Mia Play recorders notes A and G Improvise Compose with G A and B (learn B)	Listen and appraise Super Trouper Sing and play along with Momma Mia on recorders and intro glockenspiels A, G and B	Listen and appraise Thank you for the music Mini concert, favourite songs, play and sing options, play own compositions from previous sessions
MfL (KS2)	Recap Hello Goodbye	Recap What is your name Goodbye	Numbers 0-10	Numbers 0-10	How old are you?	How old are you? Happy Birthday	Goodbye