



St Stephen Churchtown Academy







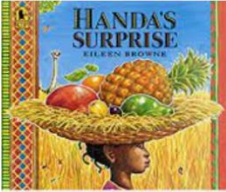
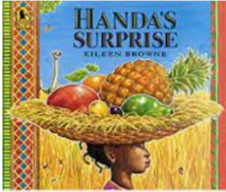
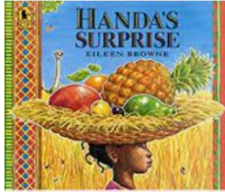
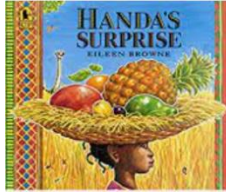
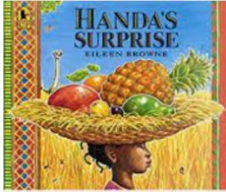
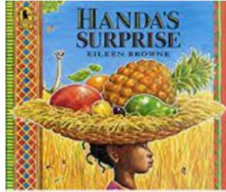
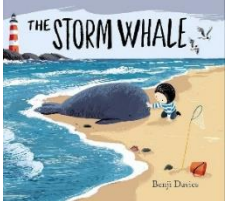
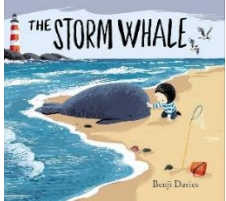
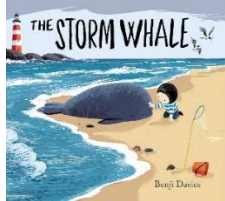


Medium Term Overview

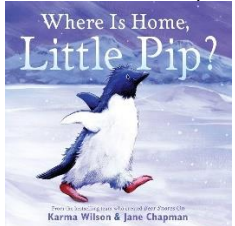
Term: Spring 1

Where do Whales travel?

Class: Readymoney

	Week 1 6/1/25 Monday= inset	Week 2 13/1/25	Week 3 20/1/25	Week 4 27/1/25	Week 5 3/2/25	Week 6 10/1/25
Oracy Begin to show body language associated with careful listening.	 Begin to show body language associated with careful listening. Clarify: Does that mean?	 Begin to show body language associated with careful listening. Clarify: Does that mean?	 Begin to show body language associated with careful listening. Clarify: Does that mean?	 Begin to show body language associated with careful listening. Clarify: What do you mean by...?	 Begin to show body language associated with careful listening. Clarify: What do you mean by...?	 Begin to show body language associated with careful listening. Clarify: What do you mean by...?
Guided Reading	 Author and prediction	 Vocab	 prediction	 comprehension	 comprehension	 sequence
Writing Yr 1 And Yr 2	 The Storm Whale	 The Storm Whale	 The Storm Whale	Whales non-chron	Whales non-chron	Whales non-chron
Maths Yr 1	Place value to 20	Place value to 20	Part/whole 1 more 1 less Number line	Comparing Ordering estimating	Addition and subtraction within 20	Addition and subtraction within 20
Maths Yr 2	Money		Division		Fractions	Shape

<p>Science Year 1 Everyday materials and Seasonal changes: winter</p>	<p>No science INSET</p>	<p>Seasonal changes- winter Winter walk- compare to autumn walk.</p>	<p>Materials and objects To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock To distinguish between an object and the material from which it is made</p>	<p>Properties To distinguish between an object and the material from which it is made</p>	<p>testing properties To describe the simple physical properties of a variety of everyday materials</p>	<p>Umbrella experiment Write up (Continue after half term if necessary).</p>
<p>Science Year 2 Uses of everyday materials: Earth and Space Ogden Enquiry</p>	<p>To identify uses of different everyday materials.</p>	<p>To group the uses of everyday materials.</p>	<p>To compare the suitability of everyday materials for different purposes. Ogden Trust investigation</p>	<p>Investigation: Curtains- what material keeps out the most light?</p>	<p>To explain how the shapes of objects made from some materials can be changed.</p>	<p>To find out how the shapes of objects can be changed (by pulling, twisting, squashing).</p>
<p>Computing Year 1 Digital Painting (Chrome books)</p>	<p>How can we paint using computers?</p>	<p>Using shapes and lines</p>	<p>Making careful choices</p>	<p>Why did I choose that?</p>	<p>Painting all by myself</p>	<p>Comparing computer art and painting</p>
<p>Computing Year 2 Computer systems and networks Non-tech</p>	<p>To identify examples of computers and their different uses.</p>	<p>To explore the uses of IT in school.</p>	<p>To explore the uses of IT outside of school (home/shops).</p>	<p>To recognise the benefits of IT and how different systems work together.</p>	<p>To understand how to use IT safely.</p>	<p>To identify different choices made with IT and how they are responsible for their choices.</p>
<p>History Geography Polar regions</p>	<p>What are our planets poles? Map work Identify poles from images and maps and compare in location to England.</p>	<p>How does Pip survive in such a cold environment? Pictorial explorations of adaptations by animals.</p>	<p>Are the poles as cold as they say? Seasonal and daily weather patterns across each pole. Comparative chart or graph.</p>	<p>What does Pip's home look like? Recognising human and physical features of the Arctic. Create a map of Pip's home.</p>	<p>How does Antarctica compare with the Sahara desert?</p>	<p>Assessment- Marco and Polo (penguin and giraffe) story- why would these animals find it so difficult to visit each other?</p>

	<p>Read book- Where is home little Pip?</p>  <p>Where Is Home, Little Pip? From the award-winning illustrated story presented by Karma Wilson & Jane Chapman</p>	<p>Identify animals adapted to live in the poles and how they have adapted.</p> <p>Read book- Don't be afraid little Pip.</p>				
<p>Art / DT Clay</p> <p>Katherine Gullo</p> <p>Fruit bowl (linked to Handa's Surprise)</p>	<p>To learn about a famous artist and their artwork</p>	<p>To combine two media (e.g., clay and paint, or paper collage and drawing).</p>	<p>To develop fine motor skills by moulding, shaping and painting.</p>	<p>To evaluate and refine artwork.</p>		
<p>RE</p> <p>Who is Jewish and how do they live? (PART 1</p>	<p>Vocab pre-assessment</p> <p>An open discussion on what makes an object special.</p> <p>Introduce some special Jewish objects a mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food</p>	<p>Continue exploring the role of different special objects- Star of David on a chain, prayer books, chanukiah, kippah</p> <p>Rabbi</p>	<p>Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4-9) i.e. God is one, that it is important to love God.</p>	<p>Look at a mezuzah, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home.</p>	<p>Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God</p>	

	Princes Road Synagogue				rested on the seventh day). Vocab-post assessment	
PE 1 Locomotion: Jumping	Recap jumping The focus of learning is to recap jumping, in different directions, at different speeds and different levels.	Developing jumping The focus of learning is for pupils to begin to develop their understanding of how to jump efficiently	Jumping circuits The focus of learning is to explore how jumping affects our bodies.	Explore skipping The focus of learning is to explore skipping.	Apply skipping and jumping into a game The focus of learning is to apply our understanding of jumping and skipping into a game.	Jumping level 1 competition The focus of learning is to bring together the suggested sequence of learning into a level 1 tournament.
PE 2 Gymnastics: Body Parts	Introduction to 'big' body parts The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.	Introduction to 'small' body parts The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus.	Combining big and small with wide, narrow and curled The focus of the learning is to apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.'	Transition between wide narrow and curled using big and small body parts The focus of the learning is to explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,') changing the combinations on different apparatus.	Adding (linking) movements together The focus of the learning is to explore adding movement combinations together to create mini sequences.	Creative ways of adding (linking) movements together The focus of the learning is to adapt our mini sequences, exploring how we can make them more creative.
PSHE Year 1 Growing and changing	No PSHE INSET	Then and Now	Taking Care of a Baby	Good or Bad Touches?	Keeping Privates Private	Sharing Pictures
PSHE Year 2 Growing and changing		Haven't you grown Identify different stages of growth	My body, your body (consent) Identify which parts of the body are private.	Respecting privacy Explain what privacy means.	Some secrets should never be kept Identify how inappropriate touch	I don't like that Recognise that body language and facial expressions can give clues as to how

		Identify what different ages are capable of.	Understand that people look different to each other.	Knowing not to touch someone else's belongings. Giving examples of different types of private information.	can make someone feel. Understand that there are unsafe secrets and secrets that are nice surprises.	comfortable and safe someone feels in a situation. Identify the types of touch they like and do not like. Identify who they can talk to if they feel uncomfortable.
Music I Wanna Play in a Band	I Wanna Play in a Band Step 1 Listen and respond Singing skills	I Wanna Play in a Band Step 2 Play an instrument	I Wanna Play in a Band Step 3 Improvise	I Wanna Play in a Band Step 4 Compose	I Wanna Play in a Band Step 5 Perform	I Wanna Play in a Band Step 6 Play an instrument