



St Stephen Churchtown Academy



Medium Term Overview

Term: Spring 1

Class: Carlyon Bay & Lansallos

	Week 1 (Thurs and Fri only)	Week 2 8th Jan	Week 3 15th Jan	Week 4 22nd Jan	Week 5 29th Jan	Week 6 5th Feb
Reading	Focus: Sequencing and Summarising The Orchestra: A day in the life of an orchestra conductor (F)	Focus: Sequencing and Summarising The Orchestra: A day in the life of an orchestra conductor (F)	Focus: Sequencing and Summarising Urban Living: Rural Vs Urban (NF)	Focus: Sequencing and Summarising Underwater: The Origin of Mermaids (F)	Focus: Sequencing and Summarising Light: Optical Wonders (NF)	Focus: Sequencing and Summarising Creation Myths: The Four Worlds (F)
Writing	The firework maker's daughter Introduction to book. Descriptive Writing about fireworks 2A sentences Expanded noun phrases	The firework maker's daughter Recount WAGOLL Identify grammatical features: 1 st person paragraphs Speech 2A sentences Expanded noun phrases Conjunctions Fronted adverbials	The firework maker's daughter Setting and character descriptions Writing to include grammatical features from WAGOLL	The firework maker's daughter Plan and write recount of Lila's journey Revise and edit	Persuasive Text on the Cornish Rebellion (balanced argument)	Persuasive Text on the Cornish Rebellion (balanced argument)
Maths Yr 3	Multiplication & Division B Multiply 2 digits by 1 digit (no exchange)	Multiplication & Division B Multiply 2 digits by 1 digit (no exchange & with exchange)	Multiplication & Division B Divide 2 digit by 1 digit (without and with exchange)	Multiplication & Division B Consolidation	Length and perimeter	Length and perimeter
Maths Yr4	Multiplication and division B Related facts (x10 x100)	Multiplication and division B Multiply 2 by 1 and 3 by 1	Multiplication and division B Divide 2 by 1 and 3 by 1	Length and Perimeter	Length and Perimeter	Fractions Wholes and mixed numbers

Science	<u>N/A</u>	States of Matter Solid, liquid or gas	States of Matter Investigating Gases	States of Matter Heating and cooling	States of Matter Wonderful water/Evaporation investigation	States of Matter The water cycle
Computing Year 3	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?
Computing Year 4	What is data?	Collecting temperature via a sensor	Sensors gadget designs	Data conditions and selection	Practical project using MicroBits Analysing a football being kicked	Conclude project
History	Wow day activities Who was Henry VII What is a rebellion	Why did the Cornish rebel against Henry VII? Using the painting "After An Gof" by Peter Waterfield	Who was Henry VII? Who was Perkin Warbeck and what part does he play? (Cover two lessons)	Who were Michael An Gof, Peter Flamank and Lord Audley and what did they have to gain? (Shorter lesson)	March to London, was this a threat to Henry VII?	What did the Cornish Rebellion Result in? How do we remember the cause and its protagonists? What happened afterwards?
Art Carlyon Bay	Water Colour – Georgia O'Keeffe	To recognise and explore techniques used by Georgia O'Keeffe	To develop control and use of watercolour	To experiment with different brush strokes and textures	To record observations in a sketchbook To develop a composition inspired by Georgia O'Keeffe	To create a final watercolour painting
Art Lansallos	Water Colour - Water lilies by Claude Monet (inc other Giverny based paintings)	To recognise and explore techniques used by Claude Monet	To develop control and use of watercolour Colour mixing – tones and shades	To experiment with different brush strokes and textures, including laying and overlapping	To record observations in a sketchbook To develop a composition inspired by Claude Monet	To create a final watercolour painting
DT						
RE	N/A	<u>What does it mean to be a Hindu in Britain today?</u> What are Hindu's main beliefs?	<u>What does it mean to be a Hindu in Britain today?</u> How do Hindus show their faith with their families?	<u>What does it mean to be a Hindu in Britain today?</u> Where does a Hindu worship?	<u>What does it mean to be a Hindu in Britain today?</u> What special festivals do Hindus have?	<u>What does it mean to be a Hindu in Britain today?</u> What similarities and differences does the Hindu religion have with other faiths? (holy Book)

PE 1	<u>Boccia</u> To explore how we send the ball towards a target.	<u>Boccia</u> To develop sending the ball and to begin to understand why it is so important that we are accurate.	<u>Boccia</u> To send the ball, whilst developing our understanding of why we need to be accurate when sending the ball.	<u>Boccia</u> To continue to apply their understanding of why we need to be accurate when sending the ball through a variety of different challenges.	<u>Boccia</u> To introduce pupils to the scoring system used in Boccia.	<u>Boccia</u> 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 Year 3	<u>N/A</u>	<u>Keeping Safe</u> Danger or risk? Safe or unsafe?	<u>Keeping Safe</u> The Risk robot	<u>Keeping Safe</u> Super Searcher	<u>Keeping Safe</u> Help or harm?	<u>Keeping Safe</u> Alcohol and cigarettes: the facts
PSHE Year 4						
Music Year 3	<u>Compose using your imagination</u> Your imagination part 1	<u>Compose using your imagination</u> Your imagination part 2	<u>Compose using your imagination</u> You're a shining star part 1	<u>Compose using your imagination</u> You're a shining star part 2	<u>Compose using your imagination</u> Music makes the world go round	<u>Compose using your imagination</u> Assessment checkpoint
Music Year 3/4	<u>Compose with your friends</u> Bringing us together part one Singing and glockenspiels	<u>Compose with your friends</u> Bringing us together part 2 Singing and composing	<u>Compose with your friends</u> Old Joe Clarke part one Play glockenspiels to music and improvise	<u>Compose with your friends</u> Old Joe Clarke part two Improvise with he song - instruments	<u>Compose with your friends</u> Dance with me Singing	<u>Compose with your friends</u> Assessment check point Revisit tracks performed throughout unit and perform favourites

<p>MFL Year 3</p>	<p>The Greedy Mouse To appreciate stories, songs, poems and rhymes in the language in the context of food.</p>	<p>The Greedy Mouse To appreciate stories, songs, poems and rhymes in the language in the context of food.</p>	<p>Please May I Have? To understand key features and patterns of basic grammar in the context of food.</p>	<p>Please May I Have? To understand key features and patterns of basic grammar in the context of food.</p>	<p>Preferences To understand key features and patterns of basic grammar in the context of stating preferences about food</p>	<p>Preferences To understand key features and patterns of basic grammar in the context of stating preferences about food</p>
<p>MFL Year 3/4</p>	<p>What Colour Is It? To describe people, places, things and actions orally and in writing in the context of describing food by colour.</p>	<p>What Colour Is It? To describe people, places, things and actions orally and in writing in the context of describing food by colour.</p>	<p>Describing Food To describe people, places, things and actions orally and in writing in the context of describing objects using adjectives.</p>	<p>Describing Food To describe people, places, things and actions orally and in writing in the context of describing objects using adjectives.</p>	<p>I'm Hungry! To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.</p>	<p>I'm Hungry! To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.</p>