




**St Stephen Churchtown Academy**

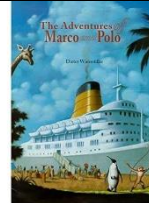
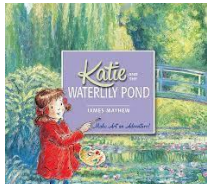
**Medium Term Overview**

**Term: Spring 1 2023/2024**

**Class: Year 2- Fistral**



	2 days	Week 1	Week 2	Week 3	Week 4	Week 5	
<b>Reading</b>	Big Book of the Blue						
<b>Writing</b>	Grammarsaurus- Common and proper nouns, verbs (regular, action, irregular), single clauses, co-ordinating conjunctions						
<b>Maths</b>	Money			Division		Fractions	
<b>Science Living things and their habitats</b>	Complete investigation from previous unit (How to keep astronauts warm).	To explore and compare the differences between things that are alive, dead and never alive.	To identify and name a variety of plants and animals in their habitats.	To identify minibeast in microhabitats.	To find out about world habitats.	To make a variety of food chains.	
<b>Computing Robot Algorithms</b>	To describe a series of instructions as a sequence.	To explain what happens when we change the order of instructions.	To use logical reasoning to predict the outcome of a program.	To explain that programming projects can have code and artwork.	To design an algorithm to create a program.	To create and debug a program that I have written.	
<b>Geog/History Why don't Penguins need to fly (Hot and Cold)</b>	Where is Pip's home and what do we find there?  Identify Antarctica on a world map.	How are penguins able to survive in Antarctica?  How animals adapt to life in different places.	How does Antarctica compare with the Sahara Desert.	How is the Arctic different to life in the Antarctic?  Comparing maps with aerial photographs.	Why are there no polar bears in Antarctica?  Map work- could polar bears get	Why do Marco and Polo find visiting each other so difficult?	

					there from the Arctic?	
<b>Art/DT</b>		Painting- Moonlit Night pictures Artist- Claude Monet				
	Mixing and blending colours- colour wheel, painting techniques- blending, shade					
<b>RE</b> <b>What is the good news Jesus brings?</b>	Pre-assessment	<b>Good news and the 12 disciples.</b> Matthew 9:9–13 Explore the story of Matthew, the tax collector. Introduce the word 'good news'.	<b>Forgiveness-</b> Luke 6:37–38. explore why this is an important part of the 'good news'. Discuss God's forgiveness and how we can forgive others.	<b>Peace-</b> John 14:27 Explore the meaning of peace in context of the good news. Discuss different ways people find peace.	<b>Friendship-</b> Exploring the benefits of offering friendship to others and finding ways of being at peace and bringing peace. Discuss how Christians believe that these are good things for all people.	<b>Prayer-</b> Digging deeper section. Explore how Christians pray to God. Look through a variety of prayers. Create a prayer display- Jesus is Good News. Children to reflect on the question- What is the Good news Jesus brings?
<b>PE 1</b> <b>Locomotion- Jumping</b>	To consolidate pupils jumping and to apply an effective jumping technique.	To consolidate pupils knowledge of how, where and why we jump in a game.	To apply knowledge of how to jump and how to jump in combination, into their own ideas for linking jumps.	To develop pupils' application of jumping.  To jump using different combinations, jumping for distance and speeds.	To develop application of linking jumps together.  To develop jumping using different combinations, jumping for distance.	To bring together the suggested sequence of learning.  To apply knowledge of jumping in to competitions.
<b>PE 2</b> <b>Gymnastics- linking</b>	To apply 'champion gymnastics' to explore different movements that	To apply 'champion gymnastics' to develop the different movements that	To apply 'champion gymnastics' to explore different ways pupils can perform the	To apply 'champion gymnastics' to develop the different ways pupils can perform	To apply 'champion gymnastics' to create their own sequences.	To perform completed sequences.

	pupils can link together	pupils can link together on apparatus.	sequence- Jump, Roll, balance.	a sequence on apparatus, jump, roll and balance.		
<b>PSHE Keeping Myself Safe</b>	Harold's picnic  Understand that medicines can make people feel better- understand the issues of safety and responsibility about medicines.	How safe would you feel?  Keeping safe in different scenarios and who may help us to stay safe.	What should Harold say?  Saying 'yes', no' 'I'll think about it' and 'I'll tell..' for different scenarios.	I don't like that!  Recognising that body language and facial expression can give clues about how people feel.	Fun or not?  Understanding personal space and inappropriate touch.	Should I tell?  Identify safe and unsafe 'secrets'.
<b>Music Inventing a Musical Story</b>	Listen and respond- Rainbows Play instrumental parts	Listen and respond- Maple leaf Rag Singing- Rainbows	Listen and respond- Hands, feet, heart  Play instrumental parts	Listen and respond- Maple leaf Rag  Singing- Hands, Feet, heart	Listen and respond- All around the world  Singing- All around the world	Listen and respond- Maple Leaf Rag  Play instrumental parts