



St Stephen Churchtown Academy









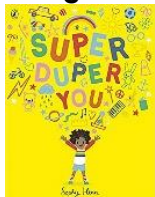
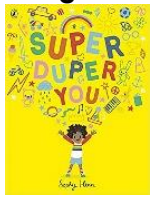
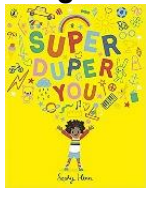
Medium Term Overview



Term: Autumn 1

What makes me marvellous?

Class: Crooklets

	Week 1 1/9/25 (2 days)	Week 2 8/9/25	Week 3 15/9/25	Week 4 22/9/25	Week 5 29/9/25	Week 6 6/9/25	Week 7 13/9/25	Week 8 20/9/25
Oracy Listen to others and be willing to change their mind based on what they have heard.	 Theme: listening	 Theme: listening Instigate: I think...	 Theme: listening Instigate: I think...	 Theme: listening In my opinion...	 Theme: listening In my opinion...	 Theme: listening I believe that....	 Theme: listening I believe that....	 Theme: listening I believe that....
Guided Reading Year 1		Senses poem	Senses poem	Senses poem	Senses poem	Super Daisy	Super Daisy	Super Daisy
Writing Year 1		Finger fit 	Finger fit 	Finger fit 	Grammarsaurus	Grammarsaurus	Grammarsaurus	Grammarsaurus
Maths Year 1		Place value within 10	Place value within 10	Place value within 10	Addition	Addition	Addition	Addition
Science Year 1 Animals including humans: the human body and senses		Preassessment The Human Body Identify, name, draw and label the basic parts of the human body	The Human Body Identify, name, draw and label the basic parts of the human body	Senses-SIGHT Say which part of the body is associated with each sense. To perform simple tests.	Senses- SOUND Say which part of the body is associated with each sense. To perform simple tests.	Senses- TASTE Say which part of the body is associated with each sense. To perform simple tests.	Senses- TOUCH Say which part of the body is associated with each sense. To perform simple tests.	Senses-SMELL Say which part of the body is associated with each sense. To perform simple tests.

						Taste experiment write up.		
Computing Year 1 Moving a robot		Buttons Children will be introduced to the buttons on a BeeBot and explore what they can do.	Directions Children will discuss the importance of precise language when giving direction.	Forwards and Backwards Developing a deeper understanding on how to give precise directions.	Four Directions Children will build on from last week to include turning left and right when giving clear directions.	Getting There Children will decide which instructions they will give to the BeeBot using their prior knowledge.	Routes Children will record their own directional algorithms and test them out on their BeeBots.	
History								
Geography Why are maps important?		Where is our school? location	If I was a bird, what would my classroom look like? Topography	How do I use a map? Topography	If I was a bird, what would the playground look like? Topography and sustainability	Fieldwork Double session		
Art Pencil drawing How can pencil drawings be used to tell stories and show realistic details, feelings, and mood?		1. lesson : Artist Focus – Who was John Tenniel? Who was John Tenniel, and how did he use pencil drawings to tell stories and show feelings?	Lesson 2: Drawing basic shapes to build pictures How do shapes help us make drawings that tell stories?	Lesson 3: Using light and dark pencil marks How can light and dark pencil marks help show feelings and details?	Lesson 4: Drawing faces to show feelings How can we draw faces that show how someone feels?	Lesson 5: Tell a story with your drawing How can your drawing tell a story and show feelings?	Lesson 6: Share and reflect on your drawing How does talking about your drawing help others understand your story and feelings?	
DT								
RE What is the 'good		Pre assessment Lesson 1: What did Jesus'	Lesson 2: What might a Christian say	Lesson 3: What do many Christians	Lesson 4: What do many Christians	Lesson 5: What might Christians do to follow the	Lesson 6: How might Christian prayer link to	

news' that Christians say Jesus brings? Part 1		good news mean for Matthew in the Bible story?	was the good news that Jesus brought to Matthew?	believe is the good news that Jesus brings about forgiveness?	believe is the good news that Jesus brings about peace?	life of Jesus and bring 'good news' to people?	saying sorry and forgiveness? Post assessment	
PE 1 Ball skills Hands 1		<p>The focus of learning is to develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender.</p> <p>Pupils will explore different ways of sending (passing) the ball to their partner.</p>	<p>The focus of learning is to explore and develop different ways of sending a ball (passing) using our hands.</p> <p>Pupils will learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.</p>	<p>The focus of learning is to develop different ways of sending a ball using our hands.</p> <p>Pupils will learn why we need to send a ball using different force and speeds.</p>	<p>The focus of learning is for pupils to use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.</p>	<p>The focus of learning is to develop different ways of stopping a ball with our hands, preventing pupils from passing the ball.</p> <p>Pupils will combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.</p>		
PE 2 Team building		<p>The focus of the learning is to introduce teamwork.</p> <p>Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out.</p> <p>Pupils will start</p>	<p>The focus of the learning is to develop the skills required to make an effective team.</p> <p>Pupils will start to develop their communication skills, enabling them to create simple strategies to complete a challenge.</p>	<p>The focus of the learning is to understand why it is important to trust our partner (team) if we are going to be successful.</p> <p>Pupils will develop their communication skills to enable them to successfully complete a challenge.</p>	<p>The focus of the learning is to continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team.</p>	<p>The focus of the learning is to explore simple strategies as a team.</p>	<p>The focus of the learning is to explore simple strategies as a team to help us solve a problem.</p>	

		to learn and understand what makes an effective team.						
PSHE Year 1 Teamwork and conflict resolution	British values Exploring what the British values are, naming them and understanding why they are important to us.	Neurodiversity Discuss about being special and unique, valuing differences and being aware that not everyone thinks, learns or sees the world the same way.	Why we have classroom rules Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these	How are you listening Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel	Thinking about feelings Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body.	Feelings and Bodies Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt	Good friends Identify simple qualities of friendship; Suggest simple strategies for making up.	British values Exploring what the British values are, naming them and understanding why they are important to us.
Music Year 1 Hands feet and heart	Find the beat Quiz time! Learn to sign the song.	1-2-3-4-5 Sing and play along to the song using the glockenspiels.	Head, shoulders, knees and toes Singing and performing the song	Shapes A chance to improvise with the glockenspiels	We talk to animals Listening and responding	Assessment check point- Quiz time! Have a go with simple composition	Find the beat Quiz time! Learn to sign the song.	