



# St Stephen Churchtown Academy








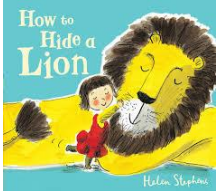
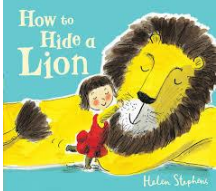
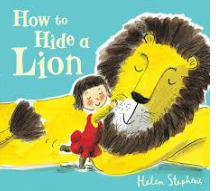
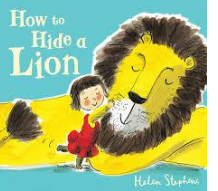
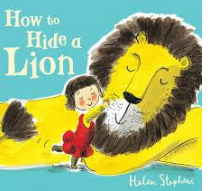
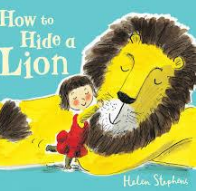
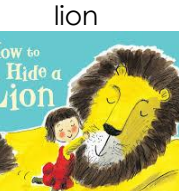
## Medium Term Overview

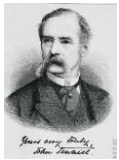


**Term:** Autumn 1

**Where is home?**

**Class:** Fistral and Readymoney

	Week 1 8/9/24	Week 2 15/9/24	Week 3 22/9/24	Week 4 29/9/24	Week 5 6/10/24	Week 6 13/10/24	Week 7 20/10/24
<b>Oracy</b>  Listen to others and be willing to change their mind based on what they have heard.	  I think... because...	  I believe that because...	  I would like to add ...	  I would like to add....	  Following on from ....	  Following on from....	  I disagree because....
<b>Guided Reading</b>	How to hide a lion 	How to hide a lion 	How to hide a lion 	How to hide a lion 	How to hide a lion 	How to hide a lion 	How to hide a lion 
<b>Writing</b>	<b>Grammarsaurus</b> Common nouns	<b>Grammarsaurus</b> Proper nouns	<b>Grammarsaurus</b> Common or Proper nouns?	<b>Grammarsaurus</b> Verb – being verbs	<b>Grammarsaurus</b> Verbs – regular actions verbs	<b>Grammarsaurus</b> Verb – action verb or being verb	<b>Grammarsaurus</b> Verbs – irregular action verbs
<b>Maths</b>	Place value  Numberlines Reading and writing 2-digit numbers	Place value  Place value of 2-digit numbers (tens and ones)	Place value  Counting on and back in 5s and 10s	Place value  Comparing and ordering 2-digit numbers	Addition  Adding 1s to a 2-digit number	Addition  Adding 1s and 10s to a 2-digit number	Shape  Recognising 2d and 3d shape and their properties
<b>Science Year 2</b> Animals including humans.	Introducing unit- I wonder/think I know....	To find out how animals change as they grow into adults.	To compare the changes of the human life cycle.	To find out about and describe what animals, including humans, need to survive.	<b>Investigation:</b> To test the effects of exercise on the human body.	To find out about the importance of healthy eating and hygiene.	

	<p>To notice that animals, including humans, have offspring which grow into adults.</p> <p>Ask questions. Make comparisons.</p> <p>Matching animals with their offspring.</p>	<p>Observing closely/changes over time. Researching using secondary sources- images, books.</p> <p>Exploring life cycles.</p>	<p>Noticing patterns. Developing explanations. Recording in a table.</p> <p>Exploring how people grow. Sorting activities and life stages of people.</p>	<p>Asking questions. Researching using secondary sources- books, internet. Making observations.</p> <p>Suggest answers to questions, using knowledge and research.</p>	<p>Using equipment to measure. Comparative tests.</p> <p>Carry out an investigation on the effect of exercise on the human body- record findings and write conclusion.</p>	<p>Labelled diagrams. Table.</p> <p>Recognise and sort healthy food. Create a healthy plate.</p> <p>Evaluate unit- return to initial questions.</p>	
<p><b>Computing</b></p> <p><b>Digital Photography</b></p> <p><b>Ipads</b></p>	<p>Taking Photographs</p> <p>Recognising devices that take photographs</p>	<p>Landscape or portrait?</p> <p>Exploring how to take a good photo, thinking about the format of landscape or portrait.</p>	<p>What makes a good photograph?</p> <p>Talk about what may have good wrong with a photo and how to improve it.</p>	<p>Lighting</p> <p>How to use light to make the best of a photo. Experiment with different light sources.</p>	<p>Effects</p> <p>Recognise that images can be changed and which tools can makes these changes.</p>	<p>Is it real?</p> <p>Look at different photos and discuss which are real and which have been changed.</p>	<p>Photo gallery- taking photos and self/peer evaluating</p>
<p><b>History</b></p> <p><b>Geography</b></p> <p><b>Field work and Map skills</b></p>	<p>Where is our school?</p>	<p>If I was a bird, what would my classroom look like?</p>	<p>How do I use a map?</p>	<p>If I was a bird, what would the playground look like?</p>	<p>Fieldwork</p>	<p>Fieldwork</p>	
<p><b>Art / DT</b></p> <p><b>Painting</b></p> <p><b>Pencil Drawing Inspired by John Tenniel</b></p>	<p>Who was John Tenniel?</p> 	<p>How do shapes help us to make drawings that tell stories?</p>	<p>How can light and dark pencil marks help show feelings and details?</p>	<p>How can we draw faces that show how someone feels?</p>	<p>How can your drawing tell a story and show feelings?</p>	<p>Share and reflect on your drawing.</p>	<p>Self and peer evaluating of artwork.</p>
<p><b>RE</b></p> <p><b>What is the good news Christians say Jesus</b></p>		<p>Pre assessment</p> <p><b>Lesson 1:</b> What did Jesus' good news mean for Matthew in the Bible story?</p>	<p><b>Lesson 2:</b> What might a Christian say was the good news that Jesus brought to Matthew?</p>	<p><b>Lesson 3:</b> What do many Christians believe is the good news that Jesus brings about forgiveness?</p>	<p><b>Lesson 4:</b> What do many Christians believe is the good news that Jesus brings about peace?</p>	<p><b>Lesson 5:</b> What might Christians do to follow the life of Jesus and bring 'good news' to people?</p>	<p><b>Lesson 6:</b> How might Christian prayer link to saying sorry and forgiveness? Post assessment</p>

<b>brings? Part 1</b>							
<b>PE 1</b> <b>Ball skills:</b> <b>Hands</b>	Develop dribbling: Keeping possession	Develop passing and receiving: Keeping possession	Combine dribbling, passing and receiving, keeping possession	Develop dribbling to score a point	Develop passing and receiving to score a point	Combine dribbling, passing and receiving to score a point	
<b>PE 2</b> <b>Team building</b>	Introduce teamwork: Inclusion	Develop teamwork	Building trust and developing communication	Cooperation and communication	Explore simple strategies	Problem solving: Consolidate teamwork	
<b>PSHE</b> <b>Teamwork &amp; Conflict Resolution</b>	Our ideal classroom  <b>British Values</b>	Let's all be happy  Recognise and understand how to deal with feelings.	Being a good friend  Recognise that friendship is a special kind of relationship. Suggest ways that good friends care for each other.	Types of bullying  Exploring the difference between bullying and unkind behaviour	Don't do that!  Understand and describe ways of dealing with bullying and unkind behaviour.	Bullying or teasing?  Defining bullying and teasing and identifying scenarios.	<b>neurodiversity</b>
<b>Music</b> <b>Pulse, Rhythm and Pitch</b>	<b>Listen and respond/Sing-</b> <b>Music is in my soul</b>	<b>Listen and respond- Bolero</b> <b>Singing and improvisation-</b> <b>Music is in my Soul</b>	<b>Listen and respond/Sing-</b> <b>Hey Friends</b>	<b>Listen and Respond- Eye of the Tiger</b>	<b>Compose with Hey Friends</b>	<b>Listen and Respond/Sing- Hello</b>	Review songs- Sing and play instruments.