



# St Stephen Churchtown Academy

## Medium Term Overview



**Term:** Autumn 1

**Class:** Caerhays

|                                            | Week 1                                                      | Week 2                                                                       | Week 3                                                                                   | Week 4                                                                                         | Week 5                                                                                         | Week 6                                                              | Week 7                                                             |
|--------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Oracy<br/>Sentence Stems</b>            | I think because...<br><br>I am of the opinion... because... | I agree with... and would like to add...<br><br>Extending on... I believe... | Extending on... I believe...<br><br>Developing on ...'s comments, I would like to add... | That is a valid point but have you considered...<br><br>I feel that we should also consider... | That is a valid point but have you considered...<br><br>I feel that we should also consider... | Whilst I understand what you are saying, I also...                  | Whilst I understand what you are saying, I also...                 |
| <b>Reading</b>                             | Viking invasion<br><br>Bede                                 | Lady liberty<br><br>Mining in Cornwall                                       | The case of the Silver Snake<br><br>Trimdon Garage disaster                              | History of Mining<br><br>Levers                                                                | Gravity<br><br>A Quick Bite                                                                    | Parliament of the Dead<br><br>Edinburgh Castle                      |                                                                    |
| <b>Writing<br/>Grammarsaurus</b>           | Nouns; common, proper, collective, abstract                 | Verbs; being verbs and to have, regular / irregular action                   | What is a subject?<br>Subject verb focus, single clause sentences inc pronouns           | Subject / verb<br>Coordinating conjunctions<br>Compound subjects                               | Subject / verb<br>Coordinating conjunctions<br>Compound / dummy subjects<br>Gerunds            | Application and review of all units<br><br>Non Fiction writing unit | Non-fiction writing unit                                           |
| <b>Maths</b>                               | Roman Numerals<br>Place value to 1,000,000                  | Partitioning and comparing numbers to 1,000,000                              | Rounding within 1,000,000                                                                | Addition and Subtraction                                                                       | Addition and Subtraction                                                                       | Multiplication and Division<br><br>Prime, square and cubed numbers  | Multiplication and Division<br><br>Prime, square and cubed numbers |
| <b>Science<br/>Properties of Materials</b> | Comparing materials                                         | Separating mixtures                                                          | Insulation                                                                               | Sugar solution                                                                                 | Changes of State                                                                               | Irreversible changes                                                | Identifying changes of state                                       |
| <b>Computing<br/>Systems and Searching</b> | Systems and how they work                                   | Computer Systems and us                                                      | Searching the Web                                                                        | Selecting search results                                                                       | How search results are ranked                                                                  | How searches are influenced                                         |                                                                    |
| <b>History<br/>St Stephen in 1841</b>      | Bridging activity – Who were the Victorians?                | What was St Stephen like in 1841?                                            | What can the 1841 census tell us about life in St Stephen?                               | What jobs did people do in St Stephen in 1841?                                                 | What were homes and families like in the 1840s?                                                | How did people in St Stephen cope with                              | What does the 1841 census help us understand                       |

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|                                                            |                                                                                                                                                                  |                                                                                                                                                                         |                                                                                                                                                                   |                                                                                                                                                                                           |                                                                                                                                                                                           | hardship and illness?                                                                                                                                        | about life in St Stephen?                                                                                                                                |
| <b>Geography</b>                                           | Autumn 2                                                                                                                                                         | Autumn 2                                                                                                                                                                | Autumn 2                                                                                                                                                          | Autumn 2                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                  | Autumn 2                                                                                                                                                     | Autumn 2                                                                                                                                                 |
| <b>Art Drawing</b>                                         | <b>Artist Focus – Leonardo da Vinci's drawings</b><br><br>Who was Leonardo da Vinci, and how did he use pencil drawing to explore the human body and inventions? | <b>Controlled sketching &amp; Observational drawing</b><br><br>How can practicing controlled sketching help you draw the form and structure of objects more accurately? | <b>Shading and cross-hatching techniques</b><br><br>How can shading techniques like cross-hatching and blending help create depth and texture in pencil drawings? | <b>Drawing inventions – combining imagination and observation</b><br><br>How can you combine observation and imagination to create a pencil drawing of an invention inspired by da Vinci? | <b>Drawing inventions – combining imagination and observation</b><br><br>How can you combine observation and imagination to create a pencil drawing of an invention inspired by da Vinci? | <b>Layering and texture building in drawing</b><br><br>How can layering pencil marks and using different textures add interest and realism to your drawings? | <b>Evaluation and presentation</b><br><br>How can evaluating your own drawings help you understand the human body and the process of exploration better? |
| <b>DT</b>                                                  | Autumn 2                                                                                                                                                         | Autumn 2                                                                                                                                                                | Autumn 2                                                                                                                                                          | Autumn 2                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                  | Autumn 2                                                                                                                                                     | Autumn 2                                                                                                                                                 |
| <b>RE Christians and how to live: what would Jesus do?</b> | The greatest commandments                                                                                                                                        | Foundations for living                                                                                                                                                  | Sermon on the Mount                                                                                                                                               | Giving and Charity                                                                                                                                                                        | Healing and Compassion                                                                                                                                                                    | Prayer as a Foundation                                                                                                                                       | Justice and Forgiveness                                                                                                                                  |
| <b>PE 1 Netball</b>                                        | Refining passing and moving skills                                                                                                                               | Explore the function of passes including bounce pass and shoulder pass                                                                                                  | Using a range of passes                                                                                                                                           | Defending and marking effectively                                                                                                                                                         | Defending and marking effectively                                                                                                                                                         | Tactical play                                                                                                                                                | Tactical play                                                                                                                                            |
| <b>PE 2 Collaboration</b>                                  | What makes an effective team with the focus on collaboration.                                                                                                    | Develop and apply effective collaboration skills when working as part of a team.                                                                                        | Continue to develop and apply effective collaboration skills when working as part of a team.                                                                      | Collaborate effectively as they work together in teams to create and apply attacking tactics.                                                                                             | Collaborate effectively as they work together in teams to create and apply defensive tactics.                                                                                             | Apply a refined understanding of collaboration and apply this when working together as a team.                                                               | Apply a refined understanding of collaboration and apply this when working together as a team.                                                           |

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| <b>PSHE<br/>Teamwork &amp;<br/>Conflict<br/>Resolution</b> | British Values           | Collaboration<br>Challenge | Give and take              | Communication              | Our emotional<br>needs       | Being assertive            | Neurodiversity |
| <b>Music<br/>Melody and<br/>Harmony in<br/>Music</b>       | Ghost parade –<br>part 1 | Ghost parade –<br>part 2   | Words can hurt –<br>part 1 | Words can hurt –<br>part 2 | Joyful, Joyful               | Joyful, Joyful             |                |
| <b>MfL (KS2)<br/>All About Me</b>                          | Welcome Back             | Likes and dislikes         | Who do you live<br>with?   | Jobs                       | What are you<br>going to do? | Let me introduce<br>myself |                |