



St Stephen Churchtown Academy
Medium Term Overview – 2025 – 2026



Term: Autumn 2

Class: Perranporth

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Oracy Sentence Stems Summary	To summarise... So far we have talked about...	To summarise... So far we have talked about...	To summarise... So far we have talked about...	The main points raised were... Our discussion focused on...	The main points raised were... Our discussion focused on...	The main points raised were... Our discussion focused on...	The main points raised were... Our discussion focused on...
Reading	Paul Gauguin Information Wassily Kandinsky Information	Tomb Raider Narrative The Great Pyramid Explanation	Early Arrivals Information Mythology Information	Megan Hine Biography Giants at War Narrative	Important People information Technology information	The Magic of Merlin Information Wonderful Wizards Information	Saturnalia Information
Writing	Physical Features of the United Kingdom Non- chronological report on UK physical geography	Physical Features of the United Kingdom Non- chronological report on UK physical geography	Physical Features of the United Kingdom Non- chronological report on UK physical geography	Dracula Detailed character description focusing on Dracula's traits and atmosphere	Dracula Detailed character description focusing on Dracula's traits and atmosphere	Dracula Detailed character description focusing on Dracula's traits and atmosphere	Alan Peat My life as a pencil
Maths	Year 4 and Year 5 Multiplication and division	Year 4 Multiplication and division Year 5 Fractions	Year 4 Multiplication and division Year 5 Fractions	Year 4 Multiplication and division Year 5 Fractions	Year 4 Multiplication and division Year 5 Fractions	Year 4 Multiplication and division – consolidation Year 5 Fractions	Year 4 and Year 5 consolidation
Science	Year 5 Earth and Space Spherical Bodies	Year 5 Earth and Space Planets	Year 5 Earth and Space Geocentric and Heliocentric	Year 5 Earth and Space Night and Day	Year 5 Earth and Space Night and Day around the World	Year 5 Earth and Space The Moon	Year 5 Earth and Space Consolidation

	Year 4 What is a rock and how can it be grouped? Enquiry Type: Identifying, Grouping and Classifying WS: Making careful observations NC: Know that rocks can be grouped based on their appearance and simple physical properties (how they feel).	Year 4 How were rocks formed? Enquiry Type: Pattern Seeking WS: Record findings using simple scientific language, drawings and labelled diagrams. NC: Know that rocks can be grouped based on their appearance and simple physical properties (how they feel).	Year 4 Why Are Different Rocks Suited for Different Purposes? Enquiry Type: Comparative testing WS: Use a stopwatch, Record findings using scientific language. NC: Know that rocks can be grouped based on their appearance and simple physical properties (how they feel).	Year 4 How are fossils made? Enquiry Type: Research WS: Record findings using simple scientific language, drawings and labelled diagrams. NC: In simple terms how fossils are formed when things that have lived are trapped within rock.	Year 4 What is soil and how is it made? Enquiry Type: Comparative testing WS: Use equipment, set up simple tests, use classification keys NC: Recognise that soils are made from rocks and organic matter.	Year 4 Assessment Point	Year 4 Pupil-led Investigation (Extended Write) Cont. Soil permeation
Computing	Photo editing Changing digital images	Photo editing Recolouring	Photo editing Cloning	Photo editing Combining	Photo editing Creating	Photo editing Evaluating	Photo editing Assessment
History	NA	NA	NA	NA	NA	NA	NA
Geography	Fieldwork	Eco-Tourism and Eco Travel Where do we find tourism?	Eco-Tourism and Eco Travel How has the carbon footprint of travel changed over time?	Eco-Tourism and Eco Travel How has the carbon footprint of travel changed over time?	Eco-Tourism and Eco Travel Why is tourism vital to a settlement?	Eco-Tourism and Eco Travel What is the carbon footprint of a tourist?	Eco-Tourism and Eco Travel Assessment
Art	NA	NA	NA	NA	NA	NA	NA
DT	Shell structures Investigating and evaluating activities of products and designs	Shell structures Focussed tasks: Making levers and linkages	Shell structures Create design brief and criteria	Shell structures Design their own Christmas card against design brief and criteria.	Shell structures Apply technical knowledge and skills from IEAs and FTs Begin to make prototype	Shell structures Apply technical knowledge and skills from IEAs and FTs Evaluate prototype and make final product	Shell structures Evaluate final product against design criteria

RE Racism – can religion help?	To describe examples of ways in which people use texts/ teachings to make sense of responses to racism.	To make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these.	To make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these.	To find out about and consider the Golden and Silver rule in relation to racism.	To discuss and express our own views on what can be done to reduce racism.	To discuss and express our own views on what can be done to reduce racism.	
PE 1	Invasion: Dodgeball Introduce jumping and ducking	Invasion: Dodgeball Develop throwing with accuracy and power over an increased distance	Invasion: Dodgeball Develop catching (dodgeball)	Invasion: Dodgeball Consolidate dodging, jumping and ducking into game situations	Invasion: Dodgeball Combine, dodging, catching and throwing	Invasion: Dodgeball Level 1 tournament	Invasion: Dodgeball Level 1 tournament
PE 2	Dance: Space Responding to stimuli working together	Dance: Space Extending sequences with a partner in character	Dance: Space Developing character dance	Dance: Space Developing sequences with a partner in character that show relationships and interlinking dance moves	Dance: Space Sequences, relationships, choreography and performance	Dance: Space Full performance	Dance: Space Feedback
PSHE	Tolerance and respect	Kind conversations	Happy being me	ABCDE of Rights	Understanding experiences of migration	Bessie Coleman	Diversity
Music	Sing and play in different styles The Sparkle in my life part 1	Sing and play in different styles The Sparkle in my life part 2	Sing and play in different styles Dreaming of Mars part 1	Sing and play in different styles Dreaming of Mars part 2	Sing and play in different styles Get on Board	Sing and play in different styles Assessment checkpoint	Christmas carols
MfL (KS2)	Let's go! Transport	Let's go! How do you go to school	Let's go! Directions	Let's go! I like to move it	Let's go! How do I get to	Let's go! We all go together	Assessment