



## St Stephen Churchtown Academy

### Medium Term Overview



**Term:** Autumn 2

**Class:** Caerhays

|                                                            | Week 1                                                                                                                                   | Week 2                                                                                                                                                                                                               | Week 3                                                                                                                                                                                           | Week 4                                                                                                                                                                                                     | Week 5                                                                                                                                | Week 6                                                                                                                                          |
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| <b>Oracy</b><br><b>Sentence Stems</b><br><b>Summary</b>    | To summarise...<br>So far we have<br>talked about...                                                                                     | To summarise...<br>So far we have<br>talked about...                                                                                                                                                                 | To summarise...<br>So far we have<br>talked about...                                                                                                                                             | The main points<br>raised were...<br>Our discussion<br>focused on...                                                                                                                                       | The main points<br>raised were...<br>Our discussion<br>focused on...                                                                  | The main points<br>raised were...<br>Our discussion<br>focused on...                                                                            |
| <b>Reading</b>                                             | Paul Gauguin<br>Information<br>Wassily Kandinsky<br>Information                                                                          | Tomb Raider<br>Narrative<br>The Great Pyramid<br>Explanation                                                                                                                                                         | Early Arrivals<br>Information<br>Mythology<br>Information                                                                                                                                        | Megan Hine<br>Biography<br>Giants at War<br>Narrative                                                                                                                                                      | Important People<br>information<br>Technology<br>information                                                                          | The Magic of Merlin<br>Information<br>Wonderful Wizards<br>Information<br>Saturnalia<br>Information                                             |
| <b>Writing</b><br><b>Grammarsaurus</b><br><b>Non Chron</b> | Gerunds<br>Application of skills                                                                                                         | Non Fiction                                                                                                                                                                                                          |                                                                                                                                                                                                  |                                                                                                                                                                                                            |                                                                                                                                       |                                                                                                                                                 |
| <b>Maths</b>                                               | <u>Multiplying and<br/>Dividing</u><br>Recognise prime<br>numbers<br>Square & cube<br>numbers<br>Multiply/divide by 10,<br>100, 1000     | <u>Multiplying and<br/>Dividing</u><br>Multiply/divide by 10,<br>100, 1000<br><u>Fractions</u><br>Find fractions<br>equivalent to a unit<br>fraction and a non-unit<br>fraction<br>Recognise equivalent<br>fractions | <u>Fractions</u><br>Convert improper<br>fractions to mixed<br>numbers<br>Convert mixed<br>numbers to improper<br>fractions<br>Compare fractions less<br>than 1<br>Order fractions less<br>than 1 | <u>Fractions</u><br>Compare and order<br>fractions greater than<br>1<br>Add and subtract<br>fractions with the same<br>denominator<br>Add fractions within 1<br>Add fractions with total<br>greater than 1 | <u>Fractions</u><br>Add to a mixed<br>number<br>Add two mixed<br>numbers<br>Subtract fractions                                        | <u>Fractions</u><br>Subtract from a mixed<br>number<br>Subtract from a mixed<br>number – breaking the<br>whole<br>Subtract two mixed<br>numbers |
| <b>Science</b><br><b>Earth and<br/>Space</b>               | Spherical Bodies                                                                                                                         | Planets                                                                                                                                                                                                              | Geocentric and<br>Heliocentric                                                                                                                                                                   | Night and Day                                                                                                                                                                                              | Night and Day around<br>the World                                                                                                     | The Moon                                                                                                                                        |
| <b>Computing</b><br><b>Vector Drawing</b>                  | Introduction to Vector<br>Drawings: Understand<br>what vector graphics<br>are and create simple<br>shapes and lines with<br>colour.<br>□ | Resizing and<br>Duplicating Objects:<br>Learn to resize and<br>duplicate objects to<br>create patterns and<br>compositions.                                                                                          | Rotating and Aligning<br>Objects: Rotate and<br>align objects<br>accurately to improve<br>layout and design.                                                                                     | Grouping and Layers:<br>Use grouping and<br>layers to organise and<br>manage objects in<br>your drawing.                                                                                                   | Mini Project –<br>Combining Skills: Apply<br>resizing, rotating,<br>aligning, grouping,<br>layering, and colouring<br>in one drawing. | Independent Full-<br>Page Project: Use all<br>vector drawing skills to<br>create an<br>independent full-page<br>design.                         |

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| <b>History</b>                                      | Autumn 1                                                                                                            | Autumn 1                                                                                                                                                      | Autumn 1                                                                                                                                    | Autumn 1                                                                                                       | Autumn 1                                                                                                | Autumn 1                                                                   |
| <b>Geography<br/>Eco Tourism<br/>and Eco Travel</b> | Fieldwork                                                                                                           | Where do we find tourism?                                                                                                                                     | How has the carbon footprint of travel changed over time?                                                                                   | How has the carbon footprint of travel changed over time?                                                      | Why is tourism vital to a settlement?                                                                   | What is the carbon footprint of a tourist?                                 |
| <b>Art<br/>Drawing</b>                              | Autumn 1                                                                                                            | Autumn 1                                                                                                                                                      | Autumn 1                                                                                                                                    | Autumn 1                                                                                                       | Autumn 1                                                                                                | Autumn 1                                                                   |
| <b>DT<br/>STRUCTURES</b>                            | Identify and explore different frame structures and their purposes.                                                 | Research key designers and historical frame structures.                                                                                                       | Build simple 2D and 3D frameworks using paper and other materials.                                                                          | Use tools and techniques safely to join and reinforce frameworks.                                              | Plan and design a small-scale frame structure for a specific purpose.                                   | Make, evaluate, and reflect on the finished frame structure.               |
| <b>RE<br/>Racism – can religion help?</b>           | 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. |
| <b>PE 1<br/>Dodgeball</b>                           | Introduce blocking - to develop pupils' understanding of why we might block a ball thrown towards us during a game. | Consolidate catching - to consolidate pupils' catching and understanding of why we need to catch during a game.                                               | To consolidate pupils' understanding and application of where we throw and why we need to throw with accuracy and power.                    | To explore basic attacking tactics applying them into game situations.                                         | To explore basic defensive tactics applying them into game situations.                                  | Level 1 tournament                                                         |
| <b>PE 2<br/>Dance</b>                               | to explore the social divide and prejudices that existed in the 19th century through movement.                      | to demonstrate a greater understanding of the prejudices in society in the 19th Century and portray this understanding through movement and characterisation. | To create movements that represent a variety of different circus performers.                                                                | To bring together the different characters and performers that would have formed a 19th Century (1850) circus. | To consolidate our performance utilising props and apparatus to extend characterisation and expression. | To finalise and perform our circus routine.                                |

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| <b>PSHE<br/>Valuing<br/>Differences</b>  | Qualities of<br>Friendship                                                                                              | Kind Conversations                                                                                                    | Happy being me                                                                                                                 | The land of the red<br>people                                                                                                               | Is it true?                                                                                                                               | Start, stop<br>stereotypes.                                                                                                                     |
| <b>Music</b>                             | The Sparkle In My Life –<br>Exploring Music: Listen,<br>respond, sing, play<br>instruments, and share<br>musical ideas. | Glassworks I –<br>Composing and<br>Improvising: Explore<br>music, improvise, and<br>compose using a song<br>or theme. | Dreaming Of Mars –<br>Listening and<br>Performing: Listen,<br>respond, and perform<br>the song while sharing<br>musical ideas. | Macaroni Sundae –<br>Playing and<br>Performing: Play<br>instrumental parts,<br>revisit previous songs,<br>and perform to share<br>learning. | Get On Board –<br>Listening and<br>Performing: Listen,<br>respond, and perform<br>music, consolidating<br>skills from previous<br>lessons | Glassworks I –<br>Consolidation and<br>Performance: Revisit<br>songs, compose if<br>desired, play<br>instruments, and<br>prepare for a concert. |
| <b>MfL (KS2)<br/>The way we<br/>look</b> | The body                                                                                                                | What do I look like?                                                                                                  | What are you doing?                                                                                                            | Fashion                                                                                                                                     | How are you feeling<br>today                                                                                                              | What's the matter?                                                                                                                              |