



# St Stephen Churchtown Academy

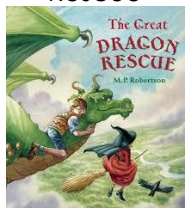
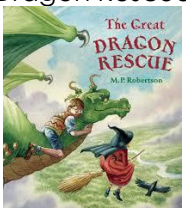
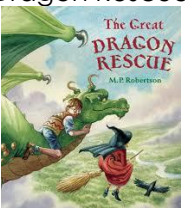
## Medium Term Overview



**Term:** Autumn 2

**What's in the toy box?**

**Class:** Fistral and Readymoney

|                                                                                                         | Week 1<br>3/11/25                                                                                               | Week 2<br>10/11/25                                                                                              | Week 3<br>17/11/25                                                                                                        | Week 4<br>24/11/25                                                                                                         | Week 5<br>1/12/25                                                                                                          | Week 6<br>8/12/25                                                                                               | Week 7<br>15/12/25                                                                                              |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Oracy</b><br><br>Listen to others and be willing to change their mind based on what they have heard. | <br><br>Following on from .... | <br><br>I disagree because.... | <br><br>So far we have talked about.... | <br><br>So far we have talked about.... | <br><br>So far we have talked about.... | <br><br>To summarise...      | <br><br>To summarise....     |
| <b>Guided Reading</b>                                                                                   | The Great Dragon Rescue<br>   | The Great Dragon Rescue<br>   | The Great Dragon Rescue<br>            | The Great Dragon Rescue<br>            | The Great Dragon Rescue<br>            | The Great Dragon Rescue<br> | The Great Dragon Rescue<br> |
| <b>Writing</b>                                                                                          | Grammarsaurus PV                                                                                                | Building unit - Toys in space                                                                                   | Building unit - Toys in Space                                                                                             | Non-chronology                                                                                                             | Non-chronology                                                                                                             | Non-chronology                                                                                                  |                                                                                                                 |
| <b>Maths</b>                                                                                            | Shape                                                                                                           | Subtraction                                                                                                     | Subtraction                                                                                                               | Time                                                                                                                       | Multiplication                                                                                                             | Multiplication                                                                                                  | Multiplication                                                                                                  |
| <b>Science Year 2</b><br><br>Living things and their habitats                                           | What examples can I find of living things, things that are no longer alive                                      | What microhabitats can we find in our school?                                                                   | Do plants need particular habitats too?                                                                                   | How do different habitats provide for the basic needs of different kinds of animals and plants?                            | How do animals obtain food from other animals and plants?                                                                  | All animals need to live in the right habitat. Why?                                                             |                                                                                                                 |

|                                                                                                    |                                                                                                                    |                                                                                            |                                                                                                                           |                                                                                         |                                                                                         |                                                                                          |                 |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------|
|                                                                                                    | and things that have never been alive?                                                                             |                                                                                            |                                                                                                                           |                                                                                         |                                                                                         |                                                                                          |                 |
| <b>Computing</b><br><b>Robot algorithms</b><br><br>Beebots                                         | To describe a series of instructions as a sequence.                                                                | To explain what happens when we change the order of instructions.                          | To use logical reasoning to predict the outcome of a program.                                                             | To explain that programming projects can have code and artwork.                         | To design an algorithm to create a program.                                             | To create and debug a program that I have written.                                       |                 |
| <b>History</b><br><b>Geography</b><br><br>Toys- What's in the toy box?                             | What are our toys like today?<br> | What are other people's toys like?                                                         | How can we tell these toys are old?<br> | What were our grandparents' toys like and how do we know?                               | Who played with these toys a long time ago?                                             | Assessment<br>How can we set up a toy museum?                                            |                 |
| <b>Art / DT</b><br><br><b>Structures</b>                                                           | Look at different structures and discuss.                                                                          | To look at different structures and choose favourite.                                      | To plan own structure                                                                                                     | To make my product                                                                      | To make my product                                                                      | Evaluate my product                                                                      |                 |
| <b>RE</b><br>What is the 'good news' that Christians say Jesus brings?<br>Part 2                   | What can we say about peace as part of the good news Christians believe Jesus brings?                              | How can we show the good news that Christians believe Jesus brings?                        | What do Christians believe Jesus showed them about how to pray?                                                           | Clay Community Church visit<br><br>Focus on forgiveness                                 | What are the important parts of prayer for many Christians?                             | What is the good news that Christians believe Jesus brings?                              | Unit assessment |
| <b>PE 1</b><br><br><b>Attack V</b><br><b>Defence-</b><br><b>Games from</b><br><b>Understanding</b> | To create and understand simple attacking principles, applying them as a team into a game.                         | To create and understand simple defending principles, applying them as a team into a game. | To understand the transition from defence in to attack.                                                                   | To create and understand simple attacking tactics, applying them as a team into a game. | To create and understand simple defensive tactics, applying them as a team into a game. | To apply pupils' knowledge and understanding of attacking and defending into mini-games. |                 |
| <b>PE 2</b><br><br><b>Dancer: Mr</b><br><b>Candy's</b><br><b>Sweet Factory</b>                     | To respond to the stimulus using a range of different controlled movements                                         | To respond to the stimulus (sweets) using a range of difference and                        | To develop our character work, adding movements, expression and                                                           | To create movements that are telling a story while incorporating                        | To explore a variety of movements in character with a partner.                          | To consider the texture, taste and appearance of sweets as they create different         |                 |

|                                                                                                                    |                                                          |                                                                           |                                                                                                           |                               |                             |                                          |                                      |
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|                                                                                                                    | showing expression.                                      | controlled movements.                                                     | emotion to create a motif.                                                                                | emotion and varying dynamics. |                             | movement combinations to represent this. |                                      |
| <b>PSHE</b><br><br><b>Valuing Difference</b><br><br><b>Tolerance and Respect</b><br><br><b>Black History Month</b> | Neurodiversity                                           | Black History Month<br><br>Rosa Parks                                     | What makes us who we are?                                                                                 | My Special People             | How do we make others feel? | When someone is feeling left out         | An Act of kindness/Solve the Problem |
| <b>Music</b><br><br>Playing in an orchestra                                                                        | Listen and respond- Sparkle in the Sun.<br>Play recorder | Listen and respond- For the beauty of the Earth.<br>Play recorder- pulse. | Listen and respond- Listen to the world around you.<br>Add in glockenspiel and play with recorder- pulse. | Nativity practise/Songs       | Nativity practise/Songs     | Nativity practise/Songs (performance)    | Review of learning in music unit     |