



# St Stephen Churchtown Academy










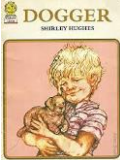

## Medium Term Overview

**Term:** Autumn 2

**What can you see at night?**

**Class:** Crooklets

	Week 1 3/11/25	Week 2 10/11/25	Week 3 17/11/25	Week 4 24/11/25	Week 5 1/12/25	Week 6 8/12/25	Week 7 15/12/25
<b>Oracy</b> Organise group discussions independent of an adult.	 Theme: Group Discussion  build: I would like to add...	 Theme: Group Discussion  build: I would like to add...	 Theme: Group Discussion  build: I would like to add...	 Theme: Group Discussion  build: I would like to add...	 Theme: Group Discussion  build: Following on from...	 Theme: Group Discussion  build: Following on from...	 Theme: Group Discussion  build: Following on from...
<b>Guided Reading Year 1</b>	Super Daisy	Super Daisy	Super Daisy	Super Daisy	The Lonely Christmas Tree	The Lonely Christmas Tree	The Lonely Christmas Tree
<b>Writing Year 1</b>	Grammarsaurus	Grammarsaurus	Grammarsaurus	Sentence building Owls	Sentence building Owls	Non-fiction Owls	Non-fiction Owls
<b>Maths Year 1</b>	Addition	subtraction	subtraction	subtraction	3d shapes	2d shapes	consolidation
<b>Science Year 1</b> Animals including humans: the human body and senses	<b>Senses- Smell</b> Say which part of the body is associated with each sense. To perform simple tests <b>Post assessment</b>	<b>Seasons.</b> To observe changes across the 4 seasons in the context of the weather. To observe and describe how day length varies by exploring the average number of hours	<b>Seasonal Changes Autumn</b>  <b>Autumn Walk</b> To observe changes across the 4 seasons by going on an autumn walk.	<b>Seasonal Changes Autumn</b>  Using scientific equipment to record data about the weather.  <b>Post assessment</b>	<b>Odgen Trust- Earth and space-</b> Plan an enquiry  <b>Pre assessment</b>	<b>Odgen Trust- Earth and space-</b> investigation	<b>Odgen Trust- Earth and space-</b> Write up  <b>Post assessment</b>

		of day light in autumn <b>Pre assessment</b>	Photo evidence- checklists-  <b>TAPS observing changes over time</b>				
<b>Computing</b> <b>Year 1</b> Programming Animations (i pads)	<b>Comparing tools</b>	<b>Joining blocks</b>	<b>Make a change</b>	<b>Adding sprite</b>	<b>Project design</b>	<b>Following a design</b>	
<b>History</b>  <b>Toys- What's in the toy box?</b>	What are our toys like today? 	What are other people's toys like?	How can we tell these toys are old? 	What were our grandparents' toys like and how do we know?	Who played with these toys a long time ago?	Assessment How can we set up a toy museum?	
<b>Geography</b>							
<b>Art</b>							
<b>DT</b> <b>Structures</b>	Look at different structures and choose favourite	To show my ideas by talking, drawing or modelling	To plan own structure	To make my product	To make my product	Evaluate my product	
<b>RE</b> What is the 'good news' that Christians say Jesus brings? 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  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> Attack V Defence Games for Understanding	<b>Session 1</b> The focus of the learning is to understand the basic	<b>Session 2</b> The focus of the learning is to apply simple attacking	<b>Session 3</b> The focus of the learning is to understand the basic principles of defence.	<b>Session 4</b> The focus of the learning is to apply simple defending	<b>Session 5</b> The focus of the learning is to consolidate pupils' knowledge of	<b>Session 6</b> The focus of the learning is to consolidate pupils' knowledge of	

	principles of attack.	principles into a game situation.		principles into a game situation.	how, where and why to attack in a game.	how, where and why to defend in a game.	
<b>PE 2</b> Dance The Zoo	The focus of the learning is to respond to the stimulus (big animals) using a range of different, controlled movements showing character expression.	The focus of the learning is to respond to the stimulus (small animals) using a range of different and controlled movements.	The focus of the learning is for pupils to respond to rhythm using a range of controlled movements.	The focus of the learning is for pupils to respond to rhythm using a range of controlled movements that represent arctic animals.	The focus of learning is for pupils to respond to a rhythm performing a range of controlled movements that represent a big cat and a zookeeper.	The focus of the learning is to explore the relationship between a zookeeper and a big cat, creating movement patterns.	
<b>PSHE</b> Tolerance and Respect	<b>Black History Month</b>	<b>Same or different?</b> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.	<b>Unkind, tease or bully?</b> Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.	<b>It's not fair</b> Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.	<b>Who are your special people?</b> Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.	<b>Our special people balloons</b>  Recognise that they belong to various groups and communities such as their family;  Explain how these people help us and we can also help them to help us.	
<b>Music</b> <b>Year 1</b> <b>Dance, sing and play</b>  <b>Nativity</b>	<b>Twinkle, Twinkle Little Star</b>  Playing glockenspiels	<b>In the Orchestra</b>  Listen and respond  Singing	<b>Nativity singing</b>	<b>Nativity singing</b>	<b>Nativity singing</b>	<b>Nativity performance</b>	

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