



## St Stephen Churchtown Academy

### Medium Term Overview



Term: Spring 1

Class: Carlyon Bay

	<b>Week 1 6<sup>th</sup> Jan</b>	<b>Week 2 13<sup>th</sup> Jan</b>	<b>Week 3 20<sup>th</sup> Jan</b>	<b>Week 4 27<sup>th</sup> Jan</b>	<b>Week 5 3<sup>rd</sup> Feb</b>	<b>Week 6 10<sup>th</sup> Feb</b>
<b>Oracy</b>				<b>Presentational Speaking</b> Deliberately vary tone of voice in order to convey meaning. <b>Clarify: Sentence stems</b> Can you clarify what you mean by...? So, are you saying that...?		
<b>Reading</b>	Focus: Sequencing and Summarising  The Orchestra: A day in the life of an orchestra conductor (F)	Focus: Sequencing and Summarising  Creation Myths: The Four Worlds (F)	Focus: Sequencing and Summarising  Underwater: The Origin of Mermaids (F)	Focus: Sequencing and Summarising  Light: Optical Wonders (NF)	Focus: Sequencing and Summarising  Urban Living: Rural Vs Urban (NF)	Focus: Sequencing and Summarising  What is Magnetism? (NF)
<b>Writing</b>	<b>The Land of Roar</b> <b>Narrative</b> Identify SPAG features Vocabulary Past tense	<b>The Land of Roar</b> <b>Narrative</b> Structure of text Practise Spag skills	<b>The Land of Roar</b> <b>Narrative</b> Practise Spag skills Plan and write final piece apply spag features taught	<b>The Land of Roar</b> <b>Narrative</b> Plan and write final piece apply spag features taught	<b>Poetry</b> <b>Free verse</b> Identify SPAG features Vocabulary Practise Spag skills	<b>Poetry</b> <b>Free verse</b> Plan and write final piece apply spag features taught
<b>Maths</b>	<b>Multiplication and Division</b> 3 Times Tables	<b>Statistics</b> Pictograms and Bar Charts	<b>Multiplication and Division</b> 4 Times Tables  <b>Shape</b> Turns and angles Right angles	<b>Shape</b> Comparing angles Measuring and drawing accurately  <b>Multiplication and Division</b> 8 Times Tables	<b>Time</b> Roman numerals 5 minute intervals Time to the minute	<b>Shape</b> Horizontal and vertical Parallel and perpendicular 2D shapes polygons
<b>Science</b>	<b>Animals Including Humans</b> What Happens To Our Food When We Eat It? (Identify the organs of the digestive system).	<b>Animals Including Humans</b> What Is the Role Of Each Organ in the Digestive System? (Describe the functions of the	<b>Animals Including Humans</b> Why Do We Have Different Shaped Teeth?	<b>Animals Including Humans</b> How Do Different Liquids Affect Our Teeth? (Investigation)	<b>Animals Including Humans</b> Why are Food Chains Important? (understanding food chains)	<b>Animals Including Humans</b> Post-assessment and Review

		main organs of the digestive system).	(Identify types of human teeth and their functions).		What Can We Tell About an Animal from Looking at Its Teeth?	
<b>Computing</b>	How does a digital device work?	What parts make up a digital device?	How do digital devices help us?	How am I connected?	How are computers connected?	What does our school network look like?
<b>History</b>	<u>WWI</u>	<u>WWI</u>	<u>WWI</u>	<u>WWI</u>	<u>WWI</u>	<u>WWI</u>
<b>Art</b>						
<b>RE</b>	<b>What do Hindus believe God is like?</b> How do Hindus describe the ultimate reality?	<b>What do Hindus believe God is like?</b> How might the idea of Brahman being in everything affect how you live?	<b>What do Hindus believe God is like?</b> What can we find out about some Hindu deities?	<b>What do Hindus believe God is like?</b> How do many Hindus understand deities?	<b>What do Hindus believe God is like?</b> What can we learn about deities from Ganesh?	Revisit Lesson
<b>PE 1</b>	<b>Boccia</b> To explore how we send the ball towards a target.	<b>Boccia</b> To develop sending the ball and to begin to understand why it is so important that we are accurate.	<b>Boccia</b> To send the ball, whilst developing our understanding of why we need to be accurate when sending the ball.	<b>Boccia</b> To continue to apply their understanding of why we need to be accurate when sending the ball through a variety of different challenges.	<b>Boccia</b> To introduce pupils to the scoring system used in Boccia.	<b>Boccia</b> To bring together the suggested sequence of learning into a level 1 competition.
<b>PE 2</b>	<b>Gymnastics</b> Exploring movements and balances in a symmetrical way.	<b>Gymnastics</b> Exploring movements and balances in a symmetrical and asymmetrical way.	<b>Gymnastics</b> To re-create pupils symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.	<b>Gymnastics</b> To start with symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence.	<b>Gymnastics</b> Pupils' to complete their sequences. Start with symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating their asymmetrical balance to end the sequence.	<b>Gymnastics</b> To perform completed sequences.

PSHE	<u>Growing and Changing</u> INSET	<u>Growing and Changing</u> My changing body	<u>Growing and Changing</u> Consent	<u>Growing and Changing</u> Body space	<u>Growing and Changing</u> None of your business!	<u>Growing and Changing</u> Secret or surprise?
Music	<b>Compose using your imagination</b> Your imagination Part 1	<b>Compose using your imagination</b> Your imagination Part 2	<b>Compose using your imagination</b> You're a shining star Part 1	<b>Compose using your imagination</b> You're a shining star Part 2	<b>Compose using your imagination</b> Music makes the world go round	<b>Compose using your imagination</b> Assessment checkpoint
MfL	<b>Time to Eat</b> The Greedy Mouse To appreciate stories, songs, poems and rhymes in the language in the context of food.	<b>Time to Eat</b> The Greedy Mouse To appreciate stories, songs, poems and rhymes in the language in the context of food.	<b>Time to Eat</b> Please May I Have? To understand key features and patterns of basic grammar in the context of food.	<b>Time to Eat</b> Please May I Have? To understand key features and patterns of basic grammar in the context of food.	<b>Time to Eat</b> Preferences To understand key features and patterns of basic grammar in the context of stating preferences about food	<b>Time to Eat</b> Preferences To understand key features and patterns of basic grammar in the context of stating preferences about food