



**St Stephen Churchtown Academy**  
**Medium Term Overview 2025 - 2026**



**Term: Summer 1**

**Class: Carlyon Bay**

|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>   | <b>Week 5</b>  |
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| <b>Oracy</b>                              | <p align="center"><b>Reasoning</b><br/>           Begin to offer support for their answers to questions with justifiable reasoning.</p> <p align="center"><b>Challenge</b><br/>           That is a valid point but have you considered...<br/>           I feel that we should also consider...<br/>           Whilst I understand what you are saying, I also...</p> |  |  |   |  |
| <b>Guided Reading</b>                     | <p align="center"><b>Retrieval</b><br/>           The smallest country<br/>           (NF)</p>   | <p align="center"><b>Vocabulary</b><br/>           Mythical Countries (NF)</p>   | <p align="center"><b>Retrieval focus</b><br/>           Country Comparisons<br/>           (NF)</p>  | <p align="center"><b>Retrieval focus</b><br/>           Changing Names<br/>           (NF)</p>  | <p align="center"><b>Vocabulary</b><br/>           Around the World<br/>           (F)</p>   |
| <b>English</b>                            | <p align="center"><b>Instructions</b><br/> <b>How to kill a minotaur</b><br/>           Wagoll<br/>           Find grammatical features</p>  | <p align="center"><b>Instructions</b><br/> <b>How to kill a minotaur</b><br/>           Practise and apply grammatical skills</p>    | <p align="center"><b>Instructions</b><br/> <b>How to kill a minotaur</b><br/>           Plan, write and edit independent extended piece of writing</p>                         | <p align="center"><b>Poetry</b><br/> <b>Limericks</b><br/>           Wagoll<br/>           Find grammatical features<br/>           Practise and apply grammatical skills</p> | <p align="center"><b>Poetry</b><br/> <b>Clerihews</b><br/>           Practise and apply grammatical skills<br/>           Plan, write and edit independent extended piece of writing</p> |
| <b>Maths</b>                              | <p align="center"><b>Time</b><br/>           Telling time 'to' the hour on an analogue clock</p>   | <p align="center"><b>Fractions</b><br/>           Unit and non-unit Denominators<br/>           Numerators<br/>           Wholes</p> | <p align="center"><b>Fractions</b><br/>           Equivalent fractions<br/>           Number lines<br/>           Counting in fractions<br/>           Comparing fractions</p> | <p align="center"><b>Fractions</b><br/>           Adding and subtracting fractions<br/>           Fractions of amounts</p>  | <p align="center"><b>Shape</b><br/>           2D shapes</p>  |
| <b>Science</b><br><b>States of Matter</b> | How many states of matter are there?   | Can temperature change the state of an object?   | Can all liquids become frozen to become solids?  | Does temperature affect rates of evaporation?   | What are the stages of the water cycle?  |

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| <b>RE</b><br>What does it mean to be a Hindu in Britain today? | How do Hindus show their faith within their families in Britain today?  | How do Hindus show their faith within their communities in Britain today?  | What is meant by dharma, Sanatan and Dharma?                             | What is the Hindu 'way of life'?  | Are community rituals for everybody?  |
| <b>History</b><br><b>Ancient Greece</b>                        | <b>Ancient Greeks</b><br>How can we possibly know so much about the Ancient Greeks who lived 2,500 years ago? | <b>Ancient Greeks</b><br>What can we work out about everyday life in Ancient Greece? Inc looking at Greek vases      | <b>Ancient Greeks</b><br>What was life like for women in Ancient Greece? | <b>Ancient Greeks</b><br>Why was Athens able to be so strong in the 5 <sup>th</sup> and 6 <sup>th</sup> century BC?   | <b>Ancient Greeks</b><br>What happened at the battle of 'Marathon'?   |
| <b>Art</b>   | <b>Mixed media: Collage</b><br><b>Pablo Picasso</b><br>To learn about famous artists and their artwork.       | <b>Mixed media: Collage</b><br><b>Pablo Picasso</b><br>To develop cutting, layering and composition planning skills. | <b>Bank Hol</b>  | <b>Mixed media: Collage</b><br><b>Pablo Picasso</b><br>To experiment with collage techniques and material textures.<br>To replicate or reinterpret a collage by the focus artist. | <b>Mixed media: Collage</b><br><b>Pablo Picasso</b><br>To create an original collage artwork with intention and evaluation. |
| <b>Music</b>   | Listen and Respond, Sing, Play<br>He's got the whole world in his hands                                       | Listen and Respond: Summertime<br>Sing and play- He's got the whole world in his hands                               | Listen, Respond, Sing and play.<br>Why does music make a difference.     | Compose and improvise:<br>Why does music make a difference.   | Listen, respond, sing and play- Panda extravaganza  |
| <b>Spanish</b><br><b>All about school</b>                      | What is in the classroom?   | What is in the classroom?  | What is in your pencil case?   | What is in your pencil case?  | What's your favourite subject?  |
| <b>Computing</b>   | <b>Events and Actions</b><br>To explain how a sprite moves in an existing project                             | <b>Events and Actions</b><br>To create a program to move a sprite in four directions                                 | <b>Bank Hol</b>  | <b>Events and Actions</b><br>To adapt a program to a new context<br>To develop my program by adding features  | <b>Events and Actions</b><br>To identify and fix bugs in a program<br>To design and create a maze-based challenge           |
| <b>PSHE</b>  | <b>Rights and Respect</b><br>Helping each other to stay safe  | <b>Rights and Respect</b><br>Recount task  | <b>Rights and Respect</b><br>Our helpful volunteers                      | <b>Rights and Respect</b><br>Can Harold afford it?  | <b>Rights and Respect</b><br>Earning money  |
| <b>PE</b><br><b>Athletics</b><br><br><b>Competitions</b>       | 100m warm up<br><br>Throwing and catching over arm, under arm   | 100m warm up<br><br>Long jump – standing and running   | 100m warm up<br><br>400m practice  | 100m warm up<br><br>Relay practice<br>High jump practice  | 100m warm up<br><br>Circuit of long jump (standing and running), throwing and replay sprints                                |

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| <b>Throwing and<br/>Jumping</b> |  |  |  |  |  |
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