



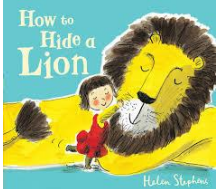
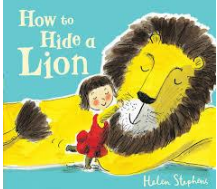
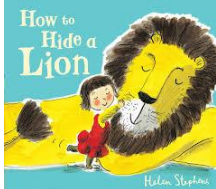
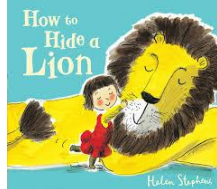
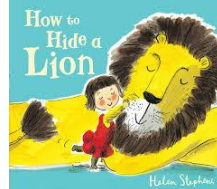
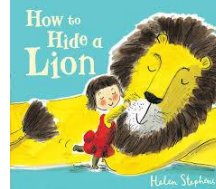
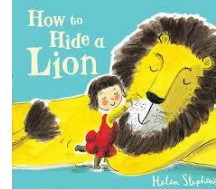
**St Stephen Churchtown Academy**  
**Medium Term Overview 2026-2027**



**Term:** Autumn 1

**Where will ships take us?**

**Class:** Fistral

|                                                                                                         | Week 1<br>7/9/26                                                                                               | Week 2<br>14/9/26                                                                                                  | Week 3<br>21/9/26                                                                                                  | Week 4<br>28/9/26                                                                                                  | Week 5<br>5/10/26                                                                                                 | Week 6<br>12/10/26                                                                                               | Week 7<br>19/10/26                                                                                                |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Oracy</b><br><br>Listen to others and be willing to change their mind based on what they have heard. | <br><br>I think... because... | <br><br>I believe that because... | <br><br>I would like to add .... | <br><br>I would like to add.... | <br><br>Following on from .... | <br><br>Following on from.... | <br><br>I disagree because.... |
| <b>Guided Reading</b>                                                                                   | How to hide a lion<br>        | How to hide a lion<br>            | How to hide a lion<br>           | How to hide a lion<br>          | How to hide a lion<br>         | How to hide a lion<br>        | How to hide a lion<br>         |
| <b>Writing</b>                                                                                          | <b>Grammarsaurus</b><br>Common nouns                                                                           | <b>Grammarsaurus</b><br>Proper nouns                                                                               | <b>Grammarsaurus</b><br>Common or Proper nouns?                                                                    | <b>Grammarsaurus</b><br>Verb – being verbs                                                                         | <b>Grammarsaurus</b><br>Verbs – regular actions verbs                                                             | <b>Grammarsaurus</b><br>Verb – action verb or being verb                                                         | <b>Grammarsaurus</b><br>Verbs – irregular action verbs                                                            |
| <b>Maths</b>                                                                                            | Place value<br><br>Numberlines<br>Reading and writing 2-digit numbers                                          | Place value<br><br>Place value of 2-digit numbers (tens and ones)                                                  | Place value<br><br>Counting on and back in 5s and 10s                                                              | Place value<br><br>Comparing and ordering 2-digit numbers                                                          | Addition<br><br>Adding 1s to a 2-digit number                                                                     | Addition<br><br>Adding 1s and 10s to a 2-digit number                                                            | Shape<br><br>Recognising 2d and 3d shape and their properties                                                     |
| <b>Science</b><br>Animals including humans.                                                             | What Do Animals Need to Survive?                                                                               | What Do Humans Need to Survive?                                                                                    | Why Do We Eat Different Types Of Food?                                                                             | What does a balanced diet look like?                                                                               | Why Should Humans Exercise?<br><br><b>Investigation</b>                                                           | What is hygiene and how do I keep clean?                                                                         | Assessment                                                                                                        |

|                                                                                              |                                                                                                          |                                                                                                                                     |                                                                                                                               |                                                                                                                                                       |                                                                                                         |                                                                                                                |                                                                |
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| <b>Computing</b><br><b>Digital</b><br><b>Photography</b><br><br><b>Ipads</b>                 | Taking<br>Photographs<br>Recognising<br>devices that take<br>photographs                                 | Landscape or<br>portrait?<br>Exploring how to<br>take a good<br>photo, thinking<br>about the format<br>of landscape or<br>portrait. | What makes a<br>good<br>photograph?<br>Talk about what<br>may have good<br>wrong with a<br>photo and how to<br>improve it.    | Lighting<br>How to use light<br>to make the best<br>of a photo.<br>Experiment with<br>different light<br>sources.                                     | Effects<br>Recognise that<br>images can be<br>changed and<br>which tools can<br>makes these<br>changes. | Is it real?<br>Look at different<br>photos and<br>discuss which are<br>real and which<br>have been<br>changed. | Photo gallery-<br>taking photos<br>and self/peer<br>evaluating |
| <b>History</b><br><b>Geography</b><br><br><b>Oceans</b>                                      | Where are the<br>oceans? How vast<br>are they?                                                           | What can I<br>discover on the<br>coast?                                                                                             | How do I ensure I<br>am safe on the<br>coast?                                                                                 | If I was a make<br>links to class text<br>what would I see?                                                                                           | Why are the<br>oceans<br>becoming larger?                                                               | How can I protect<br>our oceans?                                                                               | Assessment                                                     |
| <b>Art / DT</b><br><br><b>Hand</b><br><b>puppets</b>                                         | Look at different<br>puppets<br>and discuss.                                                             | To look at<br>different puppets<br>and choose<br>favourite.                                                                         | To plan own<br>puppet                                                                                                         | To make my<br>product                                                                                                                                 | To make my<br>product                                                                                   | Evaluate my<br>product                                                                                         | Assessment                                                     |
| <b>RE</b><br><br><b>What do</b><br><b>Christians</b><br><b>say made</b><br><b>the world?</b> | Who do Christians<br>say made the<br>world?                                                              | What happens in<br>Genesis?                                                                                                         | Why do Christians<br>look after the<br>world?                                                                                 | What happens at<br>Harvest and<br>why?                                                                                                                | How do artists<br>show the<br>Creation?                                                                 | Who do Christians<br>say made the<br>world?                                                                    | Assessment                                                     |
| <b>PE 1</b><br><br><b>Ball skills:</b><br><b>Hands</b>                                       | Develop dribbling:<br>Keeping<br>possession                                                              | Develop passing<br>and receiving:<br>Keeping<br>possession                                                                          | Combine<br>dribbling, passing<br>and receiving,<br>keeping<br>possession                                                      | Develop dribbling<br>to score a point                                                                                                                 | Develop passing<br>and receiving to<br>score a point                                                    | Combine<br>dribbling, passing<br>and receiving to<br>score a point                                             | Game                                                           |
| <b>PE 2</b><br><br><b>Gymnastics</b>                                                         | Apply 'champion<br>gymnastics' to<br>explore different<br>movements that<br>pupils can link<br>together. | Apply 'champion<br>gymnastics' to<br>develop the<br>different<br>movements that<br>pupils can link<br>together on<br>apparatus.     | Apply 'champion<br>gymnastics' to<br>explore different<br>ways pupils can<br>perform the<br>sequence. Jump,<br>Roll, Balance. | Apply 'champion<br>gymnastics' to<br>develop the<br>different ways<br>pupils can<br>perform a<br>sequence on<br>apparatus, jump,<br>roll and balance. | Apply 'champion<br>gymnastics' to<br>create their own<br>sequences.                                     | To perform their<br>completed<br>sequences.                                                                    | Consolidate                                                    |

|                                                    |                                                  |                                                                                 |                                                                                                                                                |                                                                                         |                                                                                                   |                                                                                      |                                             |
|----------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------|
| <b>PSHE</b><br><br><b>Me and My Relationships</b>  | Our ideal classroom<br><br><b>British Values</b> | Let's all be happy<br><br>Recognise and understand how to deal with feelings.   | Being a good friend<br><br>Recognise that friendship is a special kind of relationship.<br>Suggest ways that good friends care for each other. | Types of bullying<br><br>Exploring the difference between bullying and unkind behaviour | Don't do that!<br><br>Understand and describe ways of dealing with bullying and unkind behaviour. | Bullying or teasing?<br><br>Defining bullying and teasing and identifying scenarios. | <b>Neurodiversity</b>                       |
| <b>Music</b><br><br><b>Pulse, Rhythm and Pitch</b> | Listen and respond/Sing-<br>Music is in my soul  | Listen and respond- Bolero<br>Singing and improvisation-<br>Music is in my Soul | Listen and respond/Sing-<br>Hey Friends                                                                                                        | Listen and Respond- Eye of the Tiger                                                    | Compose with Hey Friends                                                                          | Listen and Respond/Sing-<br>Hello                                                    | Review songs-<br>Sing and play instruments. |