



# St Stephen Churchtown Academy

## Medium Term Overview

**Term:** Autumn 1

**Class:** Cearhays



|                                                                               | Week 1                                         | Week 2                                                                 | Week 3                                                                                  | Week 4                                                                                     | Week 5                                                                                               | Week 6                                                                                      | Week 7                                                                         |
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| <b>Oracy</b><br>Instigate<br>(5-6)                                            | I know this is true/untrue because             | I know... therefore...                                                 |                                                                                         | I think... because                                                                         | I am of the opinion that... because...                                                               | We haven't yet considered...                                                                |                                                                                |
| <b>Reading</b><br>Vocabulary & Retrieval<br>(Year 6)                          | Baseline Assessment                            | <b>Vocabulary</b> – The Lambton Worm (Myth)<br>Alan Turing (Biography) | <b>Vocabulary</b> - Mexico City (Aztec folk tale)<br>The Airship (Historical narrative) | <b>Vocabulary</b> - Woman's football (Persuasive Letter).<br>A Cowardly Champion (Fantasy) | <b>Retrieval</b> – Who invented red and yellow cards (information)<br>Ice (Other cultures narrative) | <b>Retrieval</b> – Snow Globe (portal narrative)<br>Famous Empires (Historical information) | <b>Retrieval</b> - A Fairy Gruesome Murder (Play Script)<br>Adrift (Adventure) |
| <b>Writing</b><br>Dystopian Literature<br>Non-Chronological Report<br>(5 – 6) | Grammasaurus<br>The Place Value of Punctuation | Grammasaurus<br>The Place Value of Punctuation                         | Grammasaurus<br>The Place Value of Punctuation                                          | Non – Chronological Report<br><br>Creatures                                                | Non – Chronological Report<br><br>Creatures                                                          | Non – Chronological Report<br><br>Creatures                                                 | Non – Chronological Report<br><br>Creatures                                    |
| <b>Maths</b><br>Place Value Calculation<br>(Year 6)                           | Baseline assessment                            | Number and Place Value – ordering, digit values, comparing.            | Number and Place Value – multiplying and dividing by 10, 100, 1000, negative            | Number and Place Value – negative numbers, rounding                                        | Calculation – Addition & Subtraction                                                                 | Calculation – Multiples and factors, order of operations, Multiplication                    | Calculation – Multiplication & Division                                        |
| <b>Maths</b><br>Place Value Calculation<br>(Year 5)                           | Roman Numerals                                 | Place Value: Powers of 10                                              | Place Value: Powers of 10                                                               | Place Value: Powers of 10                                                                  | Calculation – Addition & Subtraction                                                                 | Calculation – Addition & Subtraction                                                        | Calculation – Multiplication & Division                                        |
| <b>Science</b><br>Animals including humans<br>(Year 5 and 6)                  | Introduction – Pre assessment                  | Understand how offspring vary and are not identical to their parents   | Learn about animal adaptations                                                          | Learn about plant adaptations                                                              | Explore what we can learn from fossils                                                               | Explore the theory of evolution by natural selection                                        | Explore human evolution                                                        |

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| <b>Computing</b><br>Computer systems and contexts                                |                                                                                                           | To explain the importance of internet addresses                             | To recognise how data is transferred across the internet | To explain how sharing information online can help people work together | To evaluate different ways of working together online                     | To recognise how we communicate using technology                    | To evaluate different methods of online communication   |
| <b>History Ancient Egypt (Year 5-6)</b>                                          | Topic Introduction                                                                                        | Where was Ancient Egypt and when did it exist?                              | Why was the River Nile so important?                     | Why did Ancient Egyptians build pyramids?                               | Who were the pharaohs and what did Egyptians believe about the afterlife? | What was everyday life like for people in Ancient Egypt?            | Assessment                                              |
| <b>DT</b>                                                                        |                                                                                                           | <b>Textiles</b><br>Evaluate and research existing products                  | <b>Textiles</b><br>Focused practical tasks               | <b>Textiles</b><br>Design own product                                   | <b>Textiles</b><br>Make your own product                                  | <b>Textiles</b><br>Evaluate your own product                        |                                                         |
| <b>RE</b><br><br>What does it mean if Christians believe God is holy and loving? | What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God? | What does the Bible say God is like?                                        | How can ideas of God be expressed in art?                | How do some Christians respond to a holy and loving God?                | How do churches and cathedrals reflect Christian ideas about God?         | What does it mean if Christians believe God is holy and loving?     |                                                         |
| <b>PE 1</b><br><br>Gymnastics                                                    |                                                                                                           | Be creative finding different ways of moving their bodies and use of levels | Take it in turns to lead the group, creating movements   | Take it in turns to lead the group, creating movements                  | Create 2 movements and 1 balance for your group to replicate              | 2 movements and 2 balances for your group to replicate              | Combine all the previous movements into a group routine |
| <b>PE 2</b><br><br>Netball                                                       |                                                                                                           | How can we maintain possession?                                             | How can you gain possession?                             | Understand and apply attacking tactics to game scenarios                | Understand and apply defensive tactics in game situations                 | How to apply 'powers' into game play to challenge tactical thinking | Apply all our skills to competitive situations          |
| <b>PSHE (Year 6)</b><br><br>Me & My Relationships                                | Let's negotiate                                                                                           | British Values                                                              | Solve the friendship problem                             | Behave Yourself                                                         | Assertiveness skills                                                      | Acting appropriately                                                |                                                         |
| <b>PSHE (Year 5)</b>                                                             | Collaboration Challenge                                                                                   | Give and Take                                                               | Communication                                            | Assertiveness                                                           | Our emotional needs                                                       | Being assertive                                                     |                                                         |

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| <b>Music</b><br>Grime            | How do the origins and key features of Grime music help us create our own beats? | How do tempo, bars, and loops help producers create Grime beats? | How does a synthesiser help create the sounds and textures used in Grime music? | How can we combine rap vocals, intros, sound effects, and mixing techniques to create an effective Grime track? | How can making independent creative decisions help us develop original Grime compositions? | What can we learn about our musical choices and creativity by performing, evaluating, and reflecting on our Grime compositions? |                                              |
| <b>MfL (KS2)</b><br>All About Me |                                                                                  | Exploring a Spanish town:<br>Who lives where?                    | Exploring a Spanish town: I go to school to learn                               | Exploring a Spanish town: Where is the library?                                                                 | Exploring a Spanish town: Comparing towns                                                  | Exploring a Spanish town: I like my town                                                                                        | Exploring a Spanish town: A town description |