



## St Stephen Churchtown Academy

### Medium Term Overview 2021-2022



Term: Spring 2

Class: Year 4/5

|  | Week 1  | Week 2   | Week 3  | Week 4  | Week 5   | Week 6   |
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| <b>English</b>                                       | Narrative<br>Peter Pan<br><br>Y4 – plural and possessive apostrophes<br>Y5 – adverbials of time | Narrative<br>Peter Pan<br><br>Y4 – plural and possessive apostrophes<br>Y5 – adverbials of time                  | Non-fiction<br>Non-chronological report<br><br>Y4 – commas to mark grammatical boundaries within sentences<br>Y5 -use of I and me | Non-fiction<br>Non-chronological report<br><br>Y4 – commas to mark grammatical boundaries within sentences<br>Y5 -use of I and me | Poetry<br>Alan Peat poetry<br>Poetry features<br><br>Y4 – Consolidation of apostrophes<br>Y5 – adapting writing for different purposes | Poetry<br>Alan Peat poetry<br>Poetry features<br><br>Y4 – Consolidation of apostrophes<br>Y5 – adapting writing for different purposes |
| <b>Guided reading</b>                                | James and the giant peach – Roald Dahl<br>Chapter 24- 25<br>VIPERS                              | James and the giant peach – Roald Dahl<br>Chapter 26 -27<br>VIPERS   | James and the giant peach – Roald Dahl<br>Chapter 27 – 30<br>VIPERS   | James and the giant peach – Roald Dahl<br>Chapter 31 – 34<br>VIPERS   | James and the giant peach – Roald Dahl<br>Chapter 35 – 37<br>VIPERS  | James and the giant peach – Roald Dahl<br>Chapter 38 – 39<br>VIPERS  |
| <b>Maths</b>   | Times table facts<br>Subtract and add fractions   | Times table facts<br>Tenths<br>Fractions of set objects<br>Calculate fractions of quantity<br>Multiply fractions | Times table facts<br>Fraction problem solving<br>Decimals – tenths, hundredths  | Times table facts<br>Decimals – divide 1 and 2-digit by 10<br>Decimals up to 2 decimal places                                     | Times table facts<br>Decimals – hundredth and thousands as decimals<br>Divide 1 and 2-digit by 100 percentages                         | Times table facts<br>Bonds to 10 and 100<br>Making a whole<br>Complements to 1   |
| <b>Science</b><br><b>Year 4</b><br><br><b>Year 5</b> | Year 4<br>Living things and their habitats<br><br>Grouping living things                        | Year 4<br>Living things and their habitats<br><br>Classifying vertebrates  | Year 4<br>Living things and their habitats<br><br>Invertebrate hunt   | Year 4<br>Living things and their habitats<br><br>Classification key  | Year 4<br>Living things and their habitats<br><br>Local habitat survey   | Year 4<br>Living things and their habitats<br><br>Environmental changes  |

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|  | YEAR 5   |   |  |   |  |   |
| <b>Computing</b><br><br><b>Year 4</b><br><b>and</b><br><b>Year 5</b> | <b>Year 4</b><br>Tinker Cad<br>Learning the moves<br>Exploring TinkerCad<br>and beginning to<br>learn how to place,<br>move, rotate and<br>resize 3D shapes.<br><br><b>Year 5</b><br>Discovery coding<br>Refresher session –<br>recapping previous<br>learning | <b>Year 4</b><br>Tinker Cad<br>Learn and practise<br>basic moves<br>Create the context<br>for designing an<br>inclusive play<br>space.<br><br><b>Year 5</b><br>Discovery coding<br>Faster and Slower<br>To explore setting<br>values in code to<br>control the speed<br>of an object. | <b>Year 4</b><br>Tinker Cad<br>Define Modularity<br>Using the skills from<br>last lesson begin to<br>build inclusive play<br>space.<br><br><b>Year 5</b><br>Discovery coding<br>Speedy Simulation<br>To explore the effect<br>of changing values,<br>and combine this<br>with conditional<br>events to create a<br>driving simulation. | <b>Year 4</b><br>Tinker Cad<br>Explore Modular<br>design<br>Learn to duplicate<br>and create modules<br>for inclusive play<br>space<br><br><b>Year 5</b><br>Discovery coding<br>Sailing the Seas<br>To learn that an<br>object’s properties<br>can include its x-<br>and y- co-ordinates,<br>and to use negative<br>numbers to alter<br>the location of the<br>boat along the x-<br>axis when it hits<br>moving waves | <b>Year 4</b><br>Tinker Cad<br>Digital prototype<br>Create inclusive<br>play space building<br>on week 2 adding<br>modular accents<br><br><b>Year 5</b><br>Discovery coding<br>Parachuting Cows<br>To write code<br>including if<br>statements to make<br>an object rotate,<br>and combine this<br>with conditional<br>events to make a<br>game. | <b>Year 4</b><br>Tinker Cad<br>Evaluate and Edit<br>Share design with a<br>peer and edit to<br>make<br>improvements to<br>inclusivity.<br><br><b>Year 5</b><br>Discovery coding<br>Going off Road<br>To set friction to<br>affect the speed<br>and movement of a<br>car in a driving<br>simulation. |
| <b>History</b>   | 100 years of<br>entertainment<br><br><b>At the movies</b><br>To understand<br>how cinema<br>changed over the<br>20 <sup>th</sup> century.  | 100 years of<br>entertainment<br><br><b>The beautiful<br/>game</b><br>To understand<br>how and why<br>football changed<br>over the 20 <sup>th</sup><br>century.   | 100 years of<br>entertainment<br><br><b>The swinging<br/>sixties</b><br>To understand<br>how young<br>people’s lives<br>were different in<br>the 1960s   | 100 years of<br>entertainment<br><br><b>Wish you were<br/>here</b><br>To understand<br>why Holiday<br>Camps became<br>popular in Britain.   | 100 years of<br>entertainment<br><br><b>The gogglebox</b><br>To understand<br>how important<br>television has<br>been to British<br>people   | 100 years of<br>entertainment<br><br><b>Technology</b><br>To see how<br>changes in 20 <sup>th</sup><br>century<br>technology affect<br>our lives today  |

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|   |  |  | compared with today.  |  |  |  |
| <b>Geography</b>                                | NA   | NA   | NA  | NA   | NA   | NA   |
| <b>Art</b>                                      | <b>Pop Art</b><br><br>To define and explore Pop Art using complementary colours.   | <b>Pop Art</b><br><br>To explore Roy Lichtenstein's work and dotty technique using primary colours.  | <b>Pop Art</b><br><br>To develop dotty technique.   | <b>Pop Art</b><br><br>To explore Andy Warhol's work.   | <b>Pop Art</b><br><br>To explore Andy Warhol's work using repetition and complementary colours.  | <b>Pop Art</b><br><br>To create my own pop art – inspired collage.   |
| <b>DT</b>                                       | NA   | NA   | NA  | NA   | NA   | NA   |
| <b>RE</b><br><b>Year 4</b><br><br><b>Year 5</b> | Year 4<br>To recall an Easter story<br><br><b>Year 5</b><br>What do Christians believe Jesus did to 'save' people? Holy week | Year 4<br>To explain the importance of Jesus' words at The Last Supper.<br><br><b>Year 5</b><br>Explain what Christians mean when they say that Jesus' death was a sacrifice | Year 4<br>To explain how prayer is related to Good Friday.<br><br><b>Year 5</b><br>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper | Year 4<br>To relate Jesus' example of self-giving love to an example from World War Two.<br><br><b>Year 5</b><br>Show how Christians put their beliefs into practice in different ways | Year 4<br>To explain the importance, in Christianity, of the cross and the resurrection going together.<br><br><b>Year 5</b><br>To weigh up the values and impact of ideas of sacrifice in their own lives and the world today | Year 4<br>To explain why Easter eggs are given at Easter.<br><br><b>Year 5</b><br>To articulate their own responses to the idea of sacrifice, recognising different points of view |
| <b>PE</b>                                       | Cricket<br>Develop an understanding of batting and fielding<br><br>Tennis<br>Develop forehand                                | Cricket<br>Introduce bowling underarm<br><br>Tennis<br>Creating space to win a point using a racket  | Cricket<br>Develop stopping and returning the ball<br><br>Tennis<br>Introduce backhand  | Cricket<br>Develop retrieving and returning the ball<br><br>Tennis<br>Applying the forehand and  | Cricket<br>Striking the ball at different angles and speeds<br><br>Tennis<br>Applying the forehand and   | Cricket<br>Consolidate sequence of learning<br><br>Tennis<br>Level 1 tournament  |

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|                  |  |   |   | backhand in game situations   | backhand; creating space to win a point   |  |
| <b>PSHE</b>      | <p>Rights and Responsibilities</p> <p>To explain how different people in the school and local community help them stay healthy and safe.</p>                               | <p>Rights and Responsibilities</p> <p>To explain that rules and laws are there to protect everybody and keep us all safe and healthy.</p>                         | <p>Rights and Responsibilities</p> <p>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> | <p>Rights and Responsibilities</p> <p>To explain the logos of various national and international environmental organisations.</p> | <p>Rights and Responsibilities</p> <p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p> | <p>Rights and Responsibilities</p> <p>To explain that money is deducted (taken away) from pay for taxes or National Insurance.</p> |
| <b>Music</b>     | <p>Brass</p> <p>Refresher session – recapping previous learning</p>  | <p>Brass</p> <p>to produce a nice sounding note control the air</p>   | <p>Brass</p> <p>Breathing and the science of how the sound is produced.</p>   | <p>Brass</p> <p>To think about listening – the importance of an audience member and a performer</p>                               | <p>Brass</p> <p>To think about performing – team effort.</p>  | <p>Brass</p> <p>The final performance</p>  |
| <b>MfL (KS2)</b> | <p>The Wider World</p> <p>United Kingdom</p> <p>To answer the question 'Where do you live?' orally and in writing, using countries and capitals of the United Kingdom.</p> | <p>The Wider World</p> <p>Where is Spanish spoken?</p> <p>To ask and answer the question 'Where is Spanish spoken?' using countries and their capital cities.</p> | <p>The Wider World</p> <p>The equator</p> <p>To use Spanish compass points in a sentence in order to talk about the location of different countries.</p>                        | <p>The Wider World</p> <p>Continents</p> <p>To answer orally and in writing which continent a country is from.</p>                | <p>The Wider World</p> <p>Animals</p> <p>To ask and answer a question using a verb in the past tense</p>  | <p>The Wider World</p> <p>Which continent is it from?</p> <p>To adapt sentences in Spanish to create new ones</p>                  |