



St Stephen Churchtown Academy
Medium Term Overview 2021-2022



Term: Autumn 2

Class: Year 4/5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	See Weekly Planning						
Maths	See Weekly Planning						
Science Year 4 Year 5	Electricity Ways that electricity is generated Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.	Electricity Electrical appliances and the types of electricity they use Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.	Electricity Predict, test complete and incomplete circuits Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	Electricity Identify and sort materials into electrical conductors or insulators Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	Electricity How a switch works and why they are needed Demonstrate that dissolving, mixing and changes of state are reversible changes.	Electricity Research and design unusual switches Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Electricity Assessment What do I know about electricity? Demonstrate my understanding of properties and changes to materials through a self led practical.
Computing	Y4 Discovering coding to program bubbles to float around the	Y4 Discovering coding To learn how to turn the planes	Y4 Discovering coding	Y4 Discovering coding To learn a new way of moving and	Y4 Discovering coding To make a game	Y4 Discovering coding To build a game that uses hit	Y4 Discovering coding Consolidation

	<p>screen, and how to make them pop when clicked.</p> <p>Y5 Garage band To create a new song by tapping on the +sign in the top left corner.</p>	<p>using the arrow keys.</p> <p>Y5 Garage band To choose what instrument you would lie to use. Find smart Guitar.</p>	<p>To use buttons to control a helicopter.</p> <p>Y5 Garage band To add a drum track/loop.</p>	<p>stopping objects, using the step and wait commands.</p> <p>Y5 Garage band To add more bars.</p>	<p>Y5 Garage band To start recording some guitar music.</p>	<p>events and the 'random position' command.</p> <p>Y5 Garage band To write a Rock piece of music.</p>	<p>Y5 Garage band To record some guitar.</p>
History	<p>WW1 The causes</p>	<p>WW1 Remembrance Day</p>	<p>WW1 Life in the trenches</p>	<p>WW1 The Western front</p>	<p>WW1 The Home front</p>	<p>WW1 Christmas truce</p>	<p>WW1 What do you know about WW1?</p>
Geography	NA	NA	NA	NA	NA	NA	NA
Art	NA	NA	NA	NA	NA	NA	NA
DT	<p>Trenches To understand what WW1 trenches are.</p>	<p>Trenches To design WW1 trenches.</p>	<p>Trenches To explore WW1 trenches.</p>	<p>Trenches To make a trench</p>	<p>Trenches To make a trench</p>	<p>Trenches To add details</p>	<p>Trenches To evaluate and present WW1 trenches</p>
<p>RE Year 4 Year 5</p>	<p>What is God is like (in Hinduism)?</p> <p>- Look at images of Brahma, Vishnu and Shiva and match their image to their roles</p> <p>Explain connections between biblical texts and the concept of the kingdom.</p>	<p>One God many faces</p> <p>Use the Hindu story of 'The Blind men and the Elephant' to understand how Hindus believe in one God with many faces</p> <p>Consider different possible meanings for the biblical texts studied, showing</p>	<p>Aum – many meaning many uses</p> <p>Using the symbol of Aum (om) Children record their ideas and understanding of Hinduism so far</p> <p>Make clear connections between belief in the kingdom of God and how Christians put</p>	<p>How do Hindus worship – home shrines</p> <p>Investigating how in a Hindu families may have a shrine in their own home, how they treat the images of their God</p> <p>Show how Christians put their belief into practice in different ways.</p>	<p>Diwali 1</p> <p>Retell the story of Diwali, emphasis on how Hindus reflect on the story within their daily lives.</p> <p>Diwali dancing – look at how the hand, arm and eye movements have meaning, children work in groups to make their own simple dance</p>	<p>Diwali 2</p> <p>Retell the story of Diwali, emphasis on how Hindus reflect on the story within their daily lives.</p> <p>Diwali dancing – look at how the hand, arm and eye movements have meaning, children work in groups to make</p>	<p>How and why Hindus use the symbol of light</p> <p>Why Diva lights are important for Hindus</p> <p>(e.g. what is it for, what is it made from, how is it used within worship, how do people feel using them, how is it valued)</p>

		awareness of different interpretations.	their beliefs into practice.		Show how Christians put their belief into practice in different ways.	their own simple dance Relate the Christian 'kingdom of God' model to issues, problems and opportunities in the world today	Articulate my own response to the importance of love and service in the world today.
PE	To introduce jumping	To develop throwing with accuracy	To develop catching	To consolidate dodging, jumping	To combine dodging, catching and throwing	To complete and take part in a tournament	To complete and take part in a tournament
PSHE	Valuing difference Can you sort it?	Valuing difference Islands	Valuing difference Friend or acquaintance?	Valuing difference What would I do?	Valuing difference The people we share our world with	Valuing difference That is such a stereotype!	Valuing difference Assessment
Music	Brass project	Brass project	Brass project	Brass project	Brass project	Brass project	Brass project
MfL (KS2)	Let's go! Transport	Let's go! How do you go to school?	Let's go! Directions	Let's go! I like to move it!	Let's go! How do I get to ...?	Let's go! We all go together	Let's go! Assessment