



St Stephen Churchtown Academy

Medium Term Overview 2020-2021



Term: Spring 1

Class: Caerhays

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Identifying the Features of persuasive writing (advertising). Identifying superlatives and comparatives. Applying features of persuasive writing to a product.	Developing a product to promote to a specific target audience. Writing and delivering a persuasive pitch to sell your product.	<u>Kensuke's Kingdom</u> Debating pros and cons. Empathising with a character dilemma. Planning and writing an agony aunt letter.	<u>Kensuke's Kingdom</u> Identifying ambitious vocabulary and using a dictionary to locate definitions. Using a thesaurus to locate synonyms. Developing descriptive language to describe a setting. Writing a setting description.	<u>Assessment week</u> SPAG focus. Looking at variety of verb tenses (past progressive, perfect present, passive etc). Colon, semi-colon and dash to separate main clause. Relative clauses and pronouns. Modal verbs. Identifying determiners in noun phrases.	<u>Kensuke's Kingdom</u> Animal role on the wall. Developing descriptive language to describe a character. Freeze framing to create adverbials to describe movement. Planning and writing a description of an animal character.
Maths Yr5	Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.	Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context	Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.	To identify 3-D shapes, including cubes and other cuboids, from 2-D representations To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	Compare angles, estimate and measure angles in degrees ($^{\circ}$) and draw angles of a given size. To identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°); other multiples of 90°	To use the properties of rectangles to deduce related facts and find missing lengths and angles To distinguish between regular and irregular polygons based on reasoning about equal sides and angles

Maths Yr6	Problem solving and reasoning based on fractions, decimals and percentages from the year 6 curriculum.	Rounding 3 digit decimals. Coordinates in the 1 st and 4 th quadrants. Translation and reflection.	Diameter and radius of circles. Perimeter and area of rectilinear shapes. Area of triangles and parallelograms. Volume of 3d shapes.	Drawing triangles. Finding missing angles in triangles and regular and irregular quadrilaterals.	Assessment week	Finding time intervals. Interpreting timetables and solving time problems based on them.
Science Yr5	LO: Demonstrate that dissolving, mixing and changes of state are reversible changes. "Big Write" Development of investigation skills around a linked experiment.	LO: 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. Development of investigation skills around a linked experiment. Class discussion on real life uses and potential careers.	LO: Describe changes as humans develop to old age by drawing a timeline. Research into the development of humans throughout age.	LO: Articulate the changes experienced in puberty. Class discussion on puberty and future developments in their own lives. Drawn timeline using scientific vocabulary.	LO: Conduct scientific research into the gestation period of other animals. Independent research led by teacher questions.	LO: Make comparisons between the growth of animals and humans. To record the length and mass of babies as they grow.
Science Yr6	L.O. To draw a circuit diagram of a series circuit.	L.O. To give reasons for classifying animals based on their similarities and differences	L.O. To describe how living things are classified into groups.	L.O. To identify the characteristics of different types of animals.	L.O. To describe and investigate helpful and harmful microorganisms.	L.O. To classify organisms found in my local habitat and explain my reasoning.
Computing	LO: What is cyber bullying? I can identify cyber bullying and describe how it may make others feel.	LO: How do I know if a website is secure? Exploration of websites led by class teacher.	LO: How do I chat safely online? Sensitive class discussion on online chat.	LO: What are stereotypes and how are they presented online? Consideration of online media.	LO: To discuss situations that might arise online and my response. Summary of the terms unit. Creating an E-Safety poster using ICT.	

	Sensitive class discussion on subject.	Discussion of signs and symbols to ensure content is safe and age appropriate.	Discussion of consequences to serious issues of bullying.			
Geography	<p>Where is it and where are the other rainforests?</p> <p>I can use atlases, globes, and digital mapping to locate the rainforests in relation to latitude and longitude.</p>	<p>How have plants and animals adapted to survive in the rainforest?</p> <p>I can use my comprehension skills to write a detailed report.</p>	<p>What is the Amazon River and why is it vital to the lives of many?</p> <p>I can use the eight points of a compass and six figure grid referencing to map the journey of the Amazon River.</p>	<p>Why is the rainforest being destroyed? What can be done to save it?</p> <p>I can develop an opinion on land use.</p>	<p>What effect does the palm oil industry have on the Amazon Rainforest?</p> <p>I can discuss the effect of economic activity and trade distribution on an area of land.</p>	<p>Who are the Yanomami and how is deforestation effecting their lives?</p> <p>I can discuss similarities and differences between my life and the Yanomami people. I can link this to ideas of human and physical geography.</p>
Art	<p>LO: to plan the creation of a rainforest diarama by using skills of observation and drawing.</p> <p>Can I use a range of materials and techniques?</p> <p>Sketching and drawing Annotation Consideration of materials</p>					
DT			<p>LO: to create a rainforest showbox by joining and crafting various materials?</p> <p>Experimenting with materials and colour.</p>		<p>LO: to create a moving puppet of an animal I would find in a rainforest</p> <p>Using cloth material to develop a 3D animal.</p>	
RE	<p>Identify and explain Hindu beliefs such as sharma, karma, samsara, and moksha.</p> <p>Give meanings to the story of the man in the well and link to Hindu beliefs.</p>		<p>Make clear connections between sharma, karma, samsara, and moksha, and the way Hindus live.</p> <p>Make connections between the Hindu aims of life and the four stages of life.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways.</p>		<p>Why are the Hindu beliefs important to their daily lives?</p> <p>What impact might a belief in karma and dharma have on the world? Are their similarities to other religions?</p>	
PE 1	LO: I can use a backhand and	LO: I can use backhand and forward hand shots	LO: I can use backhand and forward hand shots	LO: I can work with my doubles partner	LO: I can pick and choose my shots to score points and win	LO: I can demonstrate teamwork and

	forward hand shot to play badminton. Basic rules Small rallies	to find different areas of the court. Extended rallies to score points	to manipulate my opponents movement. Competitive rallies	to tactically play a game of badminton. Teamwork and negotiation skills Understanding of space	a game of badminton. Competitive rallies with a partner	sportsmanship to compete in a badminton tournament.
PE 2	LO: I can travel using unison and canon.	LO: I can travel on apparatus using unison and canon.	LO: I can create mirroring movements with my partner in sequence.	LO: I can develop my sequences using levels.	LO: I can use apparatus, mirroring, unison, canon, and levels to compose a final sequence.	LO: I can use apparatus, mirroring, unison, canon, and levels to perform a final sequence.
PSHE	LO: Describe why and how a habit can be hard to change.	LO: Explain how to weigh up risk factors when making a decision	LO: Suggest what someone should do when faced with a risky situation.	LO: Understand ways in which medicines can be helpful or harmful and used safely or unsafely.	LO: Understand the actual norms around smoking and the reasons for common misperceptions of these.	LO: Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
Music	LO: To discuss and understand the genre of Motown music. Learn to Sing the Song – Dancing in the streets	LO: To keep time and rhythm with a piece of Motown music. Playing Instruments – Dancing in the streets	LO: To mirror the style of Motown music. Improvise – Dancing in the streets	LO: To mirror the style of Motown music. Extended Improvisation – Dancing in the streets	LO: To develop my own piece of music in the style of Motown music. Composition – Dancing in the streets	LO: To combine improvisation, composition, and learnt music to perform a final performance. Final Performance – Dancing in the streets
MfL (KS2)	LO: To engage in conversations; ask and answer questions in the context of a role play about hot and cold drinks.	LO: To read carefully and show understanding of words, phrases and simple writing in the context of opening and closing times of a restaurant.	LO: To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of breakfast items.	LO: To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of describing preferred sandwich types.	LO: To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to	LO: Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of ordering food at a restaurant.

	To ask and answer questions about drink choices	To interpret a chart written in Spanish.	To express my breakfast choices in writing from memory.	To write sentences expressing my preferences.	English in the context of describing food. To use adjectives to describe nouns.	To take part in a role play in a pizza restaurant
--	---	--	---	---	--	---