



St Stephen Churchtown Academy

Medium Term Overview 2020-2021



Term: Spring 2

Class: Caerhays

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English						
Maths Yr5	To add and subtract fractions with the same denominator and denominators that are multiples of the same number	To add and subtract fractions with the same denominator and denominators that are multiples of the same number	To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents To read and write decimal numbers as fractions Convert between units of measure, including using common decimals and fractions	To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Compare areas and calculate the area of rectangles (including squares) using standard units.	To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Compare areas and calculate the area of rectangles (including squares) using standard units.
Maths Yr6						
Science Yr5	LO: I can identify changes during puberty and explain why they happen. WS: I can explain similarities and differences and talk about changes.	LO: I can describe sexual reproduction in plants. WS: I can label detailed drawings with scientific vocabulary.	LO: I can describe asexual reproduction in plants. WS: I can observe changes over time and plan a scientific investigation.	LO: I can explain the life cycle of a mammal, noting similarities and differences. WS: I can categorise mammals into groups and visually represent their life cycle.	LO: I can compare the life cycles of birds. WS: I can write a detailed scientific report on the life cycle of a bird and draw supporting images.	LO: What is an animal behaviouralist and what impact do they have on the way we see wildlife? WS: I can summarise my research and present my findings verbally

Science Yr6						
Computing Yr5	I can write code that performs calculations with variables (e.g. every time a coin is collected, add one point to the score)		I can decompose (break into smaller chunks) a programming problem	I can create code that acts on multiple inputs	I can create code that produces multiple outputs	
Computing Yr6	I can use a random function in my code for purposeful effect (e.g. a program randomly chooses a number from 1-4 and displays a corresponding statement)		I can produce a multi-function, debugged program that uses variables, selection and repetition.		I can program and debug multiple functions on programmable hardware (e.g. with a Microbit)	
History						
Geography	Why is the Amazon Rainforest being destroyed? What can be done to save it? I can develop an opinion on land use.		What effect does the palm oil industry have on the Amazon Rainforest? I can discuss the effect of economic activity and trade distribution on an area of land.	Who are the Yanomami and how is deforestation effecting their lives? I can discuss similarities and differences between my life and the Yanomami people. I can link this to ideas of human and physical geography.		
Art			To paint a watercolour rainforest with a focus on contrasting shades of one colour.	To draw a self portrait which represents me, my interests, and my personality.		
DT	To create Fairtrade products out of recycled materials.					
RE	Consider Hindu values and how they make a difference to Hindu life, individually and in the community.	Research how Hindus makes a difference in the world.		To explore how Hindu's look at ideas of justice and injustice.		To explore how Hindu's look at ideas of justice and injustice.
PE 1	Why do we need to keep fit and healthy? How do we keep fit and healthy? What are the benefits of leading a	Why do we warm up before we exercise? What happens to our heart, lungs, blood and muscles when we exercise?	What is flexibility?	What is strength?	What is the aerobic system? What is the main function of the heart, lungs, blood and muscles?	Student led circuit training with a focus on strength, flexibility, and warm ups.

	healthy active lifestyle?					
PE 2 Cricket	<p>When do we strike the ball?</p> <p>Where do we strike the ball?</p> <p>What factors will affect how hard or soft we strike the ball?</p>	<p>What makes a successful bowl?</p> <p>Can we vary the way we bowl?</p> <p>Which side of the wicket are we bowling on? Why are we bowling there?</p>	<p>When, where and why do we retrieve the ball?</p> <p>Why do we need to return the ball quickly?</p> <p>When, where and why do we throw underarm?</p> <p>When, where and why do we throw overarm?</p>	<p>Can outfielders and the bowler work together to create a tactic to get the batter out?</p> <p>Why have we created this tactic? When will we use this tactic?</p> <p>Will we use this tactic for every batter, or will we change tactics?</p>	<p>What factors will affect how hard or softly we strike the ball?</p> <p>If the fielders are standing close, where can we strike the ball? Why are we striking the ball there?</p> <p>If the fielders are standing back, where can we strike the ball? Why are we striking the ball there?</p> <p>What risks are there if we strike the ball in the air when the fielders are standing back?</p>	<p>What tactics have the fielding team created? When and where are the fielding team going to apply these tactics during the game?</p> <p>Have we selected a bowling order? Why have we selected this bowling order?</p>
PSHE	<p>LO: To understand that the news can be influenced by opinions.</p>	<p>LO: Define the differences between responsibilities, rights and duties and discuss what can make them difficult to follow.</p>	<p>LO: Explain what we mean by the terms voluntary, community and pressure (action) group. Give examples of voluntary groups, the kind of work they do and its value.</p>	<p>LO: What should I ask before buying a product?</p>	<p>LO Define the terms loan, credit, debt and interest. Suggest advice for a range of situations involving personal finance.</p>	<p>LO: Explain some of the areas that local councils have responsibility for. Understand that local councillors are elected to represent their local community.</p>
Music	<p>LO: To consider what a walk through the Amazon</p>	<p>LO: To experiment with instruments to</p>	<p>LO: To experiment with classroom items</p>	<p>LO: To compose and perform a soundscape.</p>	<p>LO: To evaluate our soundscape and make improvements.</p>	

	Rainforest would sound like.	form the sounds of the rainforest.	to form sounds of the rainforest.			
MfL (KS2)	<p>To understand basic grammar appropriate to the language being studied in the context of describing someone else's family.</p> <p>To describe someone else's family using the corr</p>	<p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of farm animals.</p> <p>To join in a Spanish version of a familiar song.</p>	<p>To describe people, places, things and actions orally and in writing in the context of describing farm animals.</p> <p>To describe your favourite animal using adjectives with the correct spelling</p>	<p>To present ideas and information orally to a range of audiences in the context of describing their homes.</p> <p>To describe different types of homes using adjectives with the correct spelling.</p>	<p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of talking about your house.</p> <p>To use a bilingual dictionary to increase your vocabulary.</p>	<p>To present ideas and information orally to a range of audiences in the context of talking about yourself, your home, your family and animals.</p> <p>To present information about yourself in Spanish using conjunctions.</p>