St Stephen Churchtown Academy

Medium Term Overview 2020-2021

Term: Autumn Term 12 **Class: Crooklets Year 1**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	See Weekly Planning						
Maths	See Weekly Planning						
Science	**Seasonal Changes: Autumn** **Pre-Assessment FOCUS: Elicit** Can children observe changes across the seasons? Can children record and discuss changes across the seasons? **NC**: Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies. **WS:** Observe over time and record data to help in answering questions **Intro to Seasons/ Weather Chart Activity**	**Seasonal Changes: Autumn** **NC**: Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies. **WS:** Observe over time and record data to help in answering questions **Autumn Walk Activity**	**Seasonal Changes: Autumn** **Post-Assessment** (same as pre-assessment) **Everyday Materials** **Pre-Assessment FOCUS: Elicit** Odd One Out Explorify **Naming Materials Activity:** **NC:** identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock **WS:** Identifying and Classifying	**Everyday Materials** **Objects and Materials Activity** **NC:** distinguish between an object and the material from which it is made **WS:** Identifying and Classifying	**Everyday Materials** **Properties Activity** **NC:** describe the simple physical properties of a variety of everyday materials **WS:** Identifying and Classifying	**Everyday Materials** **Ogden Trust Investigation: Magnetic Materials** **NC:** To compare and group together a variety of everyday materials on the basis of their simple physical properties. **WS:** Identifying and Classifying	**Everyday Materials** **Post-Assessment** (same as pre-assessment)

Computing	**Information Technology: Hello Ruby** **Pre-Assessment** Algorithms and Coding	**Information Technology: Hello Ruby** Ruby's Algorithms	**Information Technology: Hello Ruby** Ruby's Dance Loops	**Information Technology: Hello Ruby** Ruby's Big Events	**Information Technology: Hello Ruby** Ruby's Dress Code Conditionals	**Information Technology: Hello Ruby** Peanut Butter and Jelly Algorithms	**Information Technology: Hello Ruby** Ruby's Runtime **Post-Assessment** Algorithms and Coding
History	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Geography	**Why Don't Penguins Need to Fly?** **Pre-Assessment** Biomes, natural regions, weather in comparison to the equator animals in extreme environments.	**Why Don't Penguins Need to Fly?** AQ1: Where is Pip's home and what do we find there? **Activity:** Identify, recognise and describe the key geographical features of the Antarctic environment **Human and Physical Geography** LO: To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	**Why Don't Penguins Need to Fly?** AQ2: How are penguins able to survive in Antarctica? **Activity:** Identify ways in which penguins are adapted to the Antarctic environment **Human and Physical Geography** LO: To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	**Why Don't Penguins Need to Fly?** AQ3: How does Antarctica compare with the Sahara Desert? **Activity 1:** Identify countries in Africa which lie within the Sahara Desert. **Activity 2:** Identify, recognise and describe the key geographical features of the Sahara Desert **Human and Physical Geography** LO: To use basic geographical vocabulary to refer to key physical features.	**Why Don't Penguins Need to Fly?** AQ4: How is the Arctic different from the Antarctic? **Activity 1:** Describe ways that the Arctic region and North Pole is similar to and different from (compare and contrast) Antarctica and the South Pole and offer reasons for such differences **Human and Physical Geography** LO: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	**Why Don't Penguins Need to Fly?** AQ5: Why are there no Polar Bears in Antarctica? **Activity 1:** Describe and explain the components of the food chain of an Emperor Penguin **Activity 2:** Identify and describe 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica **Human and Physical Geography** LO: To use basic geographical vocabulary to refer to key physical features.	**Why Don't Penguins Need to Fly?** AQ6: Why do Marco and Polo find visiting each other so difficult? **Activity 1:** Compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco) **Place Knowledge** LO: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

				Geographical Skills and Fieldwork: LO: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	**Geographical Skills and Fieldwork:** LO: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	**Geographical Skills and Fieldwork:** LO: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	
Art	**Piet Mondrian** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a collage from primary colours. Learn about the work of a range of artists in the context of Piet Mondrian.	**Mark Rothko** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from secondary colours and tertiary colours Learn about the work of a range of artists in the context of Mark Rothko.	**Paul Klee** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from tints. Learn about the work of a range of artists in the context of Paul Klee.	**Jackson Pollock** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from shades I have mixed. Learn about the work of a range of artists in the context of Jackson Pollock.	**Robert and Sonia Delaunay** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from warm and cool colours. Learn about the work of a range of artists in the context of Robert and Sonia Delaunay.	**Wassily Kandinsky** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from a range of colours, tints and shades. Learn about the work of a range of artists in the context of Wassily Kandinsky.	
DT							Owl craft sculptures Nests – cooking
RE	**Incarnation: What Does Christmas Mean to Christians?** LO: I can give a clear account of Jesus' birth.	**Incarnation: What Does Christmas Mean to Christians?** LO: I can say why Jesus is important to Christians.	**Incarnation: What Does Christmas Mean to Christians?** LO: I can recognise stories from the Gospel.	**Incarnation: What Does Christmas Mean to Christians?** LO: I know that stories from the Gospel reflect Jesus' life.	**Incarnation: What Does Christmas Mean to Christians?** LO: I can use stories of the Nativity in relation to Christmas.	**Incarnation: What Does Christmas Mean to Christians?** LO: I can say what I am thankful for at Christmas.	

PE		**Attack V Defence: Games for understanding** LO: To learn what 'attacking' means and why we attack during a game. **Dance: Growing** LO: To learn how to control and co-ordinate their bodies to perform movements through the 'growing' theme.	**Attack V Defence: Games for understanding** LO: To apply simple attacking principles into a game situation. **Dance: Growing** LO: To respond to rhythm and patterns through their movement	**Attack V Defence: Games for understanding** LO: To understand the basic principles of defence. **Dance: Growing** LO: To control and co-ordinate their bodies to perform a motif.	**Attack V Defence: Games for understanding** LO: To apply simple defending principles into a game situation. **Dance: Growing** LO: To control and co-ordinate their bodies to perform a motif.	**Attack V Defence: Games for understanding** LO: To consolidate pupils' knowledge of how, where and why to attack in a game. **Dance: Growing** LO: To use improvisation to explore various dynamics and movement qualities.	**Attack V Defence: Games for understanding** LO: To consolidate pupils' knowledge of how, where and why to defend in a game. **Dance: Growing** LO: To explore the relationship between two living things, creating movement patterns.
PSHE		**Valuing Difference** Same or Different?	**Valuing Difference** Unkind, tease or bully?	**Valuing Difference** Harold's School Rules	**Valuing Difference** Who are our special people?	**Valuing Difference** It's not fair!	
Music	**Adding Rhythm and Pitch** Twinkle, Twinkle Little Star	**Adding Rhythm and Pitch** In the Orchestra	**Adding Rhythm and Pitch** Daisy Bell	**Adding Rhythm and Pitch** Dancing Dinosaurs	**Adding Rhythm and Pitch** Rock-a-bye Baby	**Adding Rhythm and Pitch** Assessment Checkpoint	**Christmas Songs**