



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	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	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: To find similarities and differences between	LO: To identify secure websites by identifying privacy seals of approval	LO: To understand the benefits and pitfalls of online relationships and	LO: To identify how the media play a powerful role in	LO: To apply my online safety knowledge to my online activities.	LO: To use my knowledge of online safety to create a multiple choice quiz.

	bullying and cyberbullying		identify information that I should never share.	shaping ideas about girls and boys.		
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 forward hand shot to play badminton.	LO: I can use backhand and forward hand shots	LO: I can use backhand and forward hand shots to manipulate my	LO: I can work with my doubles partner to tactically play a game of badminton.	LO: I can pick and choose my shots to score points and win	LO: I can demonstrate teamwork and sportsmanship to

	Basic rules Small rallies	to find different areas of the court. Extended rallies to score points	opponents movement. Competitive rallies	Teamwork and negotiation skills Understanding of space	a game of badminton. Competitive rallies with a partner	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: To understand what is meant by addiction.	LO: To understand how different drugs are categorised.	LO: To understand the laws regarding drugs.	LO: To understand the norms about alcohol use.	LO: To understand all people have basic emotional needs (part 1)	LO: To understand all people have basic emotional needs (part 2)
Music	How does music improve our world? Disco fever (part 1)	How does music improve our world? Disco fever (part 2)	How does music improve our world? La Bamba (part 1)	How does music improve our world? La Bamba (part 2)	How does music improve our world? Change	How does music improve our world? Assessment checkpoint
MfL (KS2)	LO: To engage in conversations; ask and answer questions in the context of a role play about hot and cold drinks. To ask and answer questions about drink choices	LO: To read carefully and show understanding of words, phrases and simple writing in the context of opening and closing times of a restaurant. To interpret a chart written in Spanish.	LO: To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of breakfast items. To express my breakfast choices in writing from memory.	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. To write sentences expressing my preferences.	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 English in the context of describing food. To use adjectives to describe nouns.	LO: Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of ordering food at a restaurant. To take part in a role play in a pizza restaurant