



St Stephen Churchtown Academy

Medium Term Overview 2021 - 2022



Term: Spring 2

Class: Crooklets Year 1 (See Polkerris for Rec)

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|------------------|---|---|--|---|---|--|
| English | Fictional Story Writing The Fish Who Could Wish Imitate Week (Assessments) | Fictional Story Writing The Fish Who Could Wish Imitate/SPAG Week | Fictional Story Writing The Fish Who Could Wish SPAG/Innovate Week | Fictional Story Writing The Fish Who Could Wish Innovate Week | Non-Fictional: Fact Files Animals (Assessments) | Non-Fictional: Fact Files Animals |
| Maths | Counting in 2s, 5s and 10s | Length and Height | Weight and Mass | | Money | Number Bonds |
| Science | Animals Including Humans: Animals LO: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. WS: Identifying and Classifying Activity: Observing Animals Outside (classification). | Animals Including Humans: Animals LO: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. WS: Identifying and Classifying Activity: Sorting animals into their groups | Animals Including Humans: Animals LO: I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). WS: Identifying and Classifying Activity: Comparing animals | Animals Including Humans: Animals LO: I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. WS: Identifying and Classifying Activity: Sorting animals based on what they eat. | Animals Including Humans: Animals LO: I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). WS: Identifying and Classifying Activity: Writing about animal body parts. | Animals Including Humans: Animals LO: I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. WS: Identifying and Classifying Activity: What do I eat? |
| Computing | Computer Science: Discovery Coding Pre-Assessment Logging on to Chrome books | Computer Science: Discovery Coding Level 1: On the Move Under the Sea | Computer Science: Discovery Coding Level 1: On the Move Royal Chase | Computer Science: Discovery Coding Level 1: On the Move Transport on the go | Computer Science: Discovery Coding Level 1: On the Move Another Planet | Computer Science: Discovery Coding Level 1: On the Move Creating your own algorithms |
| History | Significant Individuals: Mary Anning PRE-ASSESSMENT | Significant Individuals: Mary Anning | Significant Individuals: Mary Anning | Significant Individuals: Mary Anning | Significant Individuals: Mary Anning | Significant Individuals: Mary Anning POST-ASSESSMENT |

| | | | | | | |
|------------------|--|--|--|--|--|---|
| | HOOK Skill: Interpreting historical resources NC: Can talk about an object or a historical account. Activity: Will look at a suitcase of objects and be able to link the objects together to come up with an answer of what type of person this suitcase could belong to. | Collect Information Skill: Thinking Critically NC: Can talk about similarities and differences between historical sources Can talk about past events and identify features of sources. Activity: Will look at clues relating to Mary Anning and be able to come to a conclusion that the person is a woman and some of the things she may have done. | Make Sense of Information Skill: Chronology NC: Creates simple timelines to sequence events and objects within living memory Activity: Listen to the story of Mary Anning and sequence events together. | Draw own Conclusions Skill: Significance NC: Can describe an important person/event from the past. Activity: Will be able to order the people in order of significance to Mary. | Check Knowledge Skill: Interpreting historical sources NC: Can talk about an object or a historical account Activity: Will be able to match the correct description with the correct photo/object | OUTCOME Skill: Interpreting historical sources NC: Can talk about an object or a historical account Activity: Write why Mary Anning should be remembered more. |
| Geography | N/A | N/A | N/A | N/A | N/A | N/A |
| Art | Marc Quinn NC: To use a range of materials creatively to design and make products. To know about the work of a range of artists, craft makers and designers, making links to their own work. Activity: To make sculptures out of bread. | Michelle Reader NC: To use sculpture to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products. Activity: To create a sculpture out of recycled materials. | Barbera Hepworth NC: To use sculpture to develop and share their ideas, experiences and imagination. To know about the work of a range of artists, craft makers and designers, making links to their own work. Activity: To create an abstract sculpture. | Jill Townsley NC: To use a range of materials creatively to design and make products. To know about the work of a range of artists, craft makers and designers, making links to their own work. Activity: To use plastic spoons and rubber bands to make a sculpture. | Brenden Jamison NC: To use sculpture to develop and share their ideas, experiences and imagination. To know about the work of a range of artists, craft makers and designers, making links to their own work. Activity: To use sugar cubes to make a sculpture. | Eva Rothschild NC: To develop a wide range of art and design techniques in using line, shape, form and space. To know about the work of a range of artists, craft makers and designers, making links to their own work. Activity: To make a sculpture using line, shape, form and space. |
| DT | N/A | N/A | N/A | N/A | N/A | N/A |
| RE | Why does Easter Matter to Christians? Tell stories of Holy Week and Easter from the Bible. | Why does Easter Matter to Christians? Tell stories of Holy Week and Easter from the Bible. | Why does Easter Matter to Christians? Tell stories of Holy Week and Easter from the Bible. | Why does Easter Matter to Christians? To recognise that incarnation and | Why does Easter Matter to Christians? Give examples of how Christians show their beliefs about Jesus' | Why does Easter Matter to Christians? Think, talk and ask questions about whether the story of |

| | | | | | | |
|--------------|--|---|--|--|--|--|
| | Activity: To sequence the story of Holy Week. | Activity: To match emotions to different characters at different times of the story of Holy Week. | Activity: To write a diary from the perspective of different characters from the story of Holy Week. | salvation are big parts in the story in the Bible. Activity: To decorate eggs with scenes from Holy Week. | death and resurrection in church worship at Easter. Activity: To match different parts of Holy Week to different rituals. | Easter only has something to say to Christians or if it has anything to say to pupils about sadness, hope, or heaven, exploring ideas and giving reasons for answers. Activity: To paint a picture to reflect how the story makes me feel. |
| PE | Ball Skills: Feet LO: to recap the different ways of using our feet to move with a ball. Health and Wellbeing LO: to introduce agility. | Ball Skills: Feet LO: to develop using our feet to move with a ball. Health and Wellbeing LO: to explore ways of being balanced and to understand why we need to be balanced when playing sport. | Ball Skills: Feet LO: to apply dribbling with our feet into games. Health and Wellbeing LO: to introduce coordination (hand eye coordination).. | Ball Skills: Feet LO: to consolidate pupils understanding of where to dribble and why.. Health and Wellbeing LO: to understand the importance of being 'agile'. | Ball Skills: Feet LO: to explore kicking (passing) a ball. Health and Wellbeing LO: to understand the importance of being balanced. | Ball Skills: Feet LO: to develop pupils kicking (passing) technique applying this into a game to score points. Health and Wellbeing LO: to understand the importance of being coordinated. |
| PSHE | Rights and Responsibilities Harold's wash and brush up | Rights and Responsibilities Around and about the school | Rights and Responsibilities Taking care of something | Rights and Responsibilities Harold's money | Rights and Responsibilities How should we look after our money? | Rights and Responsibilities Basic first aid |
| Music | Round and Round Round and Round | Round and Round Living La Vida Loco Round and Round | Round and Round The Imperial March Round and Round | Round and Round It Had Better Be Tonight Round and Round | Round and Round Why Don't You? Round and Round | Round and Round Oye Coma Va? Round and Round |