



**St Stephen Churchtown Academy**  
**Medium Term Overview 2021-2022**



**Term:** Summer A Rainforests

**Class:** Readymoney

	Week 1	Week 2	Week 3	Week 4	Week 5
<b>English</b>	Introduction to our story focus- <b>The Great Green Forest</b> by Paul Geraghty. Describing the setting- revisit adjectives.	<b>SPAG</b> - focus on the Alan Peat 2A sentences: using 2 adjectives before a noun. Writing animal descriptions. Using ed, ing, er and est <a href="#">David Attenborough-national</a>	<b>Story writing</b> Writing the story from the point of view of the tree mouse. To include descriptions gathered from previous weeks.	<b>Rainforest riddles</b> Children to create their own riddles describing rainforest animals. This week is to research information	<b>Rainforest riddles</b> Children will write their riddles to put on display for people to read and work out the animal it describes.
<b>Maths Year 1</b>	<b>Capacity and volume</b> - Comparison of measure.	<b>Money</b> Recognising coins and notes. Adding coins together. Finding a total. <a href="#">The Royal Mint-national and global</a>	<b>Making groups and arrays</b> - Making and adding equal groups	<b>Doubles and grouping</b> - Equal groups and sharing.	<b>Making halves and wholes</b> . Finding halves of quantities.
<b>Year 2</b>	Revision- Inverse operations. Using part whole models Number bonds	Revision- addition of 2-digit numbers.	Revision- Subtraction of 2 digit numbers	Revision of fractions and time.	2, 5 and 10 multiplication tables
<b>Science- Year 1</b> Completion of- Animals including humans (animals) And then- Seasonal Changes (Spring) Finally- Begin our topic on Plants	<b>What is special about each group of animals?</b> Create a class mind map of the features of each classification group. Children will need to use their identification and classification skills.	<b>Post assessment</b> - grouping animals according to classification. <b>Extended write-</b>	<b>Pre-assessment</b> - in groups create a mind map on the season of spring. <b>TAPS-the tree of seasons</b> Go on a spring walk. Use checklist to spot the signs of spring. Add our findings to the seasons tree and discuss what is the same and different now that we have added to it. We can use the tree to develop our observations skills gathered over time.	<b>Weather Report</b> Complete a 5 day weather report- including details on rainfall, wind direction and temperature. Compare our weather reports to our winter weather reports. Can we see a change? <b>Post-assessment</b>	<b>Pre-assessment Plants</b> A hands-on lesson looking at bulbs and seeds. To launch our plants topic, we will plant a variety of seeds and make a start on our plant diary. Challenge: who can already name the different parts of a plant? <a href="#">Kew Gardens-Career cards.</a> <a href="#">Exploring jobs at Kew Gardens</a>

<p><b>Year 2- Habitats</b></p>	<p><u>Using Flowcharts</u> classify the types of plants/animals they have found?</p> <p>Using flowcharts to identify different plants and animals.</p> <p>(Twinkl)</p>	<p>To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants</p> <p>Sorting animals and plants into their preferred habitat and talking about why they live there.</p>	<p><u>To investigate what type of habitat woodlice live in.</u></p> <p>Making and interpreting a tally chart.</p> <p>Can children gather and record data in a tally chart or on a map?</p> <p>· Can children discuss their findings in relation to preferred habitats?</p>	<p><u>Daisy Count</u> Investigating the number of daisies growing in different areas of the school. Children to offer reasons why this might be.</p> <p>Animals and plants have characteristics which are adapted to their habitat (PL1, PL2)</p> <p>Can children generate ideas and prediction? Can children begin to test predictions and to look for evidence?</p>	<p><b><u>Post Assessment</u></b></p>
<p><b>Computing</b> <b>Year1- Scratch: junior</b></p> <p><b>Year2- Level 2</b> <b>Discovery Coding</b></p> <p>Tim Berners-Lee- National -World Wide Web</p>	<p><u>Pre-assessment to Scratch Junior.</u> <b>Introduction to Scratch Jr.</b> Children will choose a new character and background within a new project.</p>	<p><b>Grow and Shrink</b> We will learn to use the coding blocks to make an object grow and shrink when it is either taped or bumped.</p>	<p><b>Time to Move</b> In this lesson, children will change the speed and size of an object. They will also think about how to end a code-repeat once or repeat forever!</p>	<p><b>Repeat</b> Children will learn how to include a 'repeat block' within their code and how to add in the number of times they want their code to be repeated.</p>	<p><b>Sound</b> We finish this unit on Scratch learning how to add in sound effects within our code. We will recap on the coding blocks we have used within this unit. <b><u>Post-assessment</u></b></p>
	<p><u>Pre-assessment of Level 2.</u> <b>Red Riding Hood</b> Use the keyboard as an input device- using key press events.</p>	<p><b>Key to the Race</b> Continue to use key press events but now include actions such as hiding and showing objects.</p>	<p><b>Up in the Air</b> Use key press events in a new way to change direction of an object when using the 'turn' action.</p>	<p><b>Shark Attack</b> Make objects respond to a pointer press and release.</p>	<p><b>Snow White</b> Make an object follow the pointer around the screen. Understand that the pointer and keyboard can control an object within the same program. <b><u>Post-assessment of Level 2.</u></b></p>
<p><b>History</b> N/A</p>					

<b>Geography</b> Comparison – Kampong Ayer	<u>Pre-assessment</u> <b>Introduction to Kampong Ayer</b> How does the location of Kampong Ayer compare with where I live? Use Google Earth to locate it.	<b>Homes and Transport</b> How do people's homes at Kampong Ayer compare with mine? How do people in Kampong Ayer travel around compared with how people travel around where I live?	<b>Weather</b> How does the weather at Kampong Ayer compare with the weather where I live?	<b>School Life</b> How does going to school in Kampong Ayer compare with my school? CC links-RE Muslim faith	<b>Natural Environment</b> How does the natural environment around Kampong Ayer compare with the natural environment around where I live? <u>Post-assessment</u>
<b>Art</b> John Dyer- Artist in residence at the Eden Project.		<b>Rainforest art.</b> Exploring the artist Rousseau and discussing techniques used. Plan our own class display!	Create rainforest animals for class display	Continue to work on the rainforest animals. Review our work- can we make any improvements?	John Dyer- Artist in residence at the Eden Project. Local Discuss the artwork.
<b>DT</b>	<b>Wow Day</b> Levers/sliders Rainforest animal pictures	Finish off levers/sliders project.			
<b>RE</b> Who is Muslim and how do they live? Part 1 Muhammad- Global	<u>Pre-assessment</u> <b>Introduction to the Muslim faith-</b> Explore the meaning of the word Allah. Who is Allah to Muslims? Complete a fact file of what we have learnt. <u>Children will compile their learning into a booklet which they will then share with another class at the end.</u> Call to prayer - global	<b>Introduction to the word 'Shahada'</b> and how it is one of the 5 pillars of faith for Muslims. How do Muslims show they believe in the importance of Shahada? Children will correctly order the Shahada prayer.	<b>99 names of Allah</b> In this lesson we will explore the 99 names of Allah and how they express the characteristics of the Muslim God, Allah. We will look at how these names are written in beautiful calligraphy. Children will choose a name and have a go at writing it themselves. Why are these names important to Muslims?	<b>Introduction to Muhammad</b> The children will learn the prophet Muhammad and why he is important to Muslims. We will explore some of the things Muhammad did and how they inspire Muslims today. Children will story sequence the well-known 'Crying Camel' story. How can Muslims use this story to look after animals today?	<b>Muhammad- the story of Bilal, the first muezzin</b> We will retell the story of the slave Bilal who became the first muezzin.
<b>PE-lesson 1</b> Dance-Heroes	The focus of the learning is for pupils to create a range of controlled movements that represent a superhero.  Pupils will learn how to <b>control and co-ordinate their bodies</b> to perform a	The focus of the learning is for pupils to extend their sequence whilst performing as their character.  Pupils will perform a range of <b>controlled movements</b> that demonstrate their superheroes' superpowers.	The focus of the learning is for pupils to extend their creativity as superheroes and <b>explore movements that represent a superhero</b> rescuing/saving, someone/something.	The focus of the learning is for pupils to create a range of controlled movements that represent a villain.  Pupils will learn how to control and co-ordinate their bodies to <b>perform a sequence of</b>	The focus of learning is for pupils to <b>respond to a rhythm</b> performing a range of controlled movements that represent a superhero and villain.  Pupils will explore the relationships between the

<b>PE-lesson 2</b> Locomotion-jumping Greg Rutherford-National, Olympian Stef Reid-National, Paralympian	sequence of movements, including a balance (freeze position).			<b>movements</b> , including a balance as a villain.	two characters when performing their movements.
	Introduction into <b>standing long jump</b> - skill 1 - two footed take off and skill 2 - balanced landing.	Introduction into <b>triple jump</b> .... for this age group we start with 5 strides rather than the actual triple jump. Skill 1 - accurate strides and skill 2 - the landing jump. GDS will look at the actual triple jump (hop/step/jump)	Introduction into <b>high jump</b> . Skill 1 - jumping backwards onto crash mat building up to correct technique. Skill 2 - jumping with height to get over the rope.	Introduction into <b>vertical jump</b> . Skill 1 - correct technique for vertical jump and skill 2 - mark making on jump and recording results. Trying to improve score.	Have a round robin of all previous lessons. Little groups swapping between each station. <b>This lesson will be with the intention to better themselves.</b>
<b>PSHE</b> Being my Best	<b>I can eat a rainbow.</b> A discussion on the importance of eating a variety of foods. Children to record what different types of fruit and veg they eat in a typical day. CC links- Science: describing the importance of a healthy diet.	<b>Eat well</b> Sharing our likes and dislikes of different food types. Children will refer to the ' <u>Eat Well Plate</u> ' to design their own healthy packed lunch. CC links- Science: describing the importance of a healthy diet.	<b>Catch it! Bin it! Kill it!</b> A class discussion about how germs and diseases can spread. How can we limit the spread of colds, coughs and the flu? Children to create posters to tell others how to stop the spread of germs. Louis Pasteur- International  CC links- Science: describing the importance of good hygiene.	<b>Harold Learns how to ride his bike.</b> How do we learn new skills? A talk about the ups and downs of learning something new and why it is important to keep on going! Children we explore the idea of a 'learning line' and will complete one to reflect their learning journey .	<b>Pass on the Praise!</b> An opportunity to explore how it feels when we receive and pass on praise. Children will make their own 'feelings spinner' and use it to partner talk about how they felt or feel in different situations.
<b>Music</b> <b>Hands, feet, Heart</b> Music from South Africa, freedom songs	<b>Hands, Feet, Heart</b> Children will listen to this South African upbeat song. They will then find the pulse through the warm activity and finish with singing along altogether.	<b>The Click Song- Miriam Makeba</b> Children will appraise this South African song and discuss the 'click' sound. Complete a 'bronze' challenge game. Begin to practise using the glockenspiels to the 'Hands, Feet, Heart' song.	<b>Mbube-by Soweto Gospel Choir</b> Children will listen to this 52 strong choir-based song (will they recognise the links to The Lion King?) Complete a 'silver' challenge-colour copy back. Continue to practise the 'Hands, Feet, Heart' song with the glockenspiels.	<b>Bring Him Back- Huge Masekela</b> Children will hear the trumpet sounds within this song about Nelson Mandela. Complete a 'gold' challenge-clapping along on the 'offbeat'. Continue to practise the 'Hands, Feet, Heart' song with the glockenspiels.	<b>You Can Call Me Al- By Paul Simon</b> Children will listen and appraise this well know song by the American singer/songwriter. Will they pick out the penny whistle solo? Focus on glockenspiel final practise and performance.