



St Stephen Churchtown Academy

Term : Spring 1

Years : 3&4

Medium Term Overview 2021-2022

Classes : Lansallos and Carlyon Bay



	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English The firework maker's daughter	Chapter 1 Firework description Instructions	Chapter 2 Writing a letter Describing the setting Fronted adverbials	Chapter 3 Character empathy Diaries / recounts Chapter 4 Planning a narrative	Chapter 4 Write a narrative Chapter 5 Adventurous vocabulary – thesaurus work Character description Chapter 6 Inverted commas	Chapter 6 Inverted commas (cont) Newspaper reports Review conjunctions (subordinating and coordinating) Fronted adverbials	Chapter 7 Newspaper reports Direct and reported speech	Chapter 7 Diaries Whole book review
Guided Reading The 13 Storey Tree house	Intro & Chapter 1 Predictions 'What is a treehouse'	Chapters 2 & 3 VIPERS	Chapter 4 & 5 VIPERS How images enhance these chapters	Chapters 6 & 7 VIPERS	Chapters 8 & 9 VIPERS How the authors create tension Substory 'Superfinger'	Chapters 10 & 11 VIPERS Predicting Chapter 10 based upon the title Dilemmas in stories	Chapters 12 & 13 VIPERS How images enhance the chapter Predicting plotlines for sequels

Maths Multiplication and division (4 weeks) Shape (2 weeks) Statistics (1 week) Fluency- Times table facts	Revision of times table facts Introducing written methods- 2-digits x 1-digit	Securing written methods- 2 and 3-digits x 1-digit	Division- written methods 2-digits divided by 1-digit	Written methods for division Remainders	Angles in shapes Comparing and ordering angles Horizontal and vertical lines	Parallel and perpendicular lines Properties of 2d and 3d shapes	Pictograms Bar charts Interpreting and creating own graphs
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<p>Science Year 3 - Light</p>	<p>INTRODUCE NEW TOPIC (Know Want to Know)</p> <p>Light and Dark</p> <p>I can recognise that I need light to see things, and that dark is the absence of light.</p> <p>Feely bag experiment, can the children guess the object without seeing it?</p>	<p>Reflective surfaces</p> <p>I can investigate which surfaces reflect light</p> <p>The children chose the most reflective material for a new book bag, then design the bag</p>	<p>Marvellous Mirrors</p> <p>I can use a mirror to reflect light and explain how mirrors work</p> <p>The children investigate how they can change the direction of light by playing mirror games.</p>	<p>Sun Safety</p> <p>I know that light from the sun can be dangerous and that there are ways we can protect our eyes.</p> <p>The children design and advertise a pair of sunglasses or a sun hat.</p>	<p>Making shadows</p> <p>I can investigate which materials block light to form shadows.</p> <p>The children investigate that shadows are formed when the light from a light source is blocked by a solid object ... investigating the best material for curtains that would block light.</p>	<p>Changing Shadows</p> <p>I can find patterns when investigating how shadows change size.</p> <p>Experimenting patterns in the way that the size of shadows change by investigating what happens when you change the distance between the object and the light source.</p>	<p>Summing up the Topic</p> <p>Light posters – Everything I have learned (L of KWL)</p>
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<p>Science Year 4 - Electricity</p>	<p>INTRODUCE NEW TOPIC (I think I know/I wonder)</p> <p>Exciting Electricity</p> <p>I can explain how electricity is generated. Asking relevant questions</p> <p>Explore where electricity comes from and how it is made.</p>	<p>Everyday Electrical Appliances</p> <p>I can identify electrical appliances and the types of electricity they use. Identifying and classifying</p> <p>Sorting items considering whether they use electricity and/or are battery powered.</p>	<p>Electrical Circuits</p> <p>I can predict and test and incomplete circuits.</p> <p>Comparison tests</p> <p>Explore circuit images and building own.</p>	<p>Conductors and Insulators</p> <p>Investigation</p> <p>I can identify, sort and test materials into electrical conductors or insulators.</p> <p>Fair test Children to write prediction and method for investigation.</p>	<p>Splendid Switches</p> <p>I can explain how a switch works and why they are needed.</p> <p>Identify switches in images and link to 'real world' use. Build and test circuits that include a switch.</p>	<p>Investigating Switches</p> <p>I can create my own switch.</p> <p>Children to create their own switches using conductors and test.</p>	<p>Summing up the topic (I now know)</p> <p>End of unit assessment</p>
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	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Computing Year 3	<p>What is Cyberbullying?</p> <p>To know what cyberbullying is and how to address it</p> <p>To be able to explain and recognise what cyberbullying is</p>	<p>To buy or not to buy?</p> <p>To understand how websites use advertisements to promote products.</p> <p>Looking into the legitimacy of adverts that appear on the internet – is it a scam – too good to be true?</p>	<p>Keep it to yourself!</p> <p>To create strong passwords and understand privacy settings.</p> <p>Thinking about privacy settings, creating passwords – not sharing passwords</p>	<p>Emailing</p> <p>To safely send and receive emails.</p> <p>How we are respectful and responsible when sending emails – and how we keep ourselves safe</p>	<p>Online Communication</p> <p>To explore different ways children can communicate online.</p> <p>Looking at all of the technologies we use and how we communicate online</p>	<p>Party planners</p> <p>o use knowledge about online safety to plan a party online</p> <p>Using the internet to plan a party</p>	<p>Cross curricular – Researching element of Roman Topic – producing a slide show of facts and interesting information</p> <p>History Link</p>
Computing Year 4	<p>Cyberbullying</p> <p>I can identify how a message can hurt someone's feelings. I can say how I should respond to a hurtful message online.</p> <p>How messages can hurt people</p>	<p>Super searches</p> <p>can use a search engine accurately.</p> <p>Using search engines effectively</p>	<p>Copcats!</p> <p>I understand the term 'plagiarism' and how to avoid it.</p> <p>Looking into 'Plagiarism'</p>	<p>Too much information?</p> <p>To create a safe online profile.</p> <p>Creating a sample online game, thinking about the information that would need to be included</p>	<p>The online community</p> <p>To explain how to be a responsible digital citizen.</p> <p>How to be a good digital citizen</p>	<p>Cyber superheroes</p> <p>To create an online safety superhero character.</p> <p>Children create their own online super hero</p>	

History Romans part 1	Where did the Roman Empire come from?	How did the Roman Army help expand the Empire?	What was Britain like before the Romans invaded?	How did Britain become part of the Roman Empire?	Who was Boudica and how did she rebel against the Romans?	What did the Romans build after they settled in Britain?	What were houses like in Roman Britain?
	Timeline to set period into wider context	Facts about the Roman Army (why so powerful)	Evaluating the aspects of Iron age Britain	Evaluating why the Romans wanted to invade, how many attempts there were.	Using historical resources (primary and secondary) learn the story of Boudica's rebellion	Investigating different buildings and structures that the Romans introduced to Britain to improve the efficiency of society.	Learn about the different houses found in Roman Britain and what sort of people might live in each house type.
	Story of the founding of Rome	Design and make a Roman shield	Cultural, geographical links		Comic strip the story	Research Roman roads and aqueducts.	Comparing house types, consider what sort of evidence survives today – why do we know so much?
	Historical and Geographical contexts					Geography map skills	
Geography (Next term)	-	-	-	-	-	-	-
Art		Design and make a Roman shield				Make a model Roman aqueduct	Designing a Roman floor mosaic, for a wealthy villa
DT- Linked with Roman topic							
RE	Describe how Hindus show their faith within their families in Britain today.	Describe how Hindus show their faith within their faith communities in Britain today	Identify some different ways in which Hindus show the faith between here and parts of India	Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean	Make links between Hindu practices and the idea that Hinduism is a whole way of life.	What is good about being a Hindu in Britain today	

<p>PE</p> <p>1) Outdoor adventure activities- Problem solving</p> <p>2) Gymnastics- symmetrical and asymmetrical</p>	<p>To explore what makes a good team with the focus on cooperation and responsibility.</p> <p>Cross the river challenge.</p>	<p>To explore what makes a good team with the focus on communication.</p> <p>Around the clock challenge.</p>	<p>To explore what makes a good team with the focus on collaboration and communication.</p> <p>Place the pen challenge.</p>	<p>To explore how to motivate each other in a team.</p> <p>River Rope challenge.</p>	<p>To explore what makes a good team with the focus on collaboration and communication.</p> <p>Cave challenge.</p>	<p>To explore how to motivate each other in a team.</p> <p>Crossing cave challenge.</p>	
	<p>Explore movement and balance in a symmetrical way.</p>	<p>Explore movement and balance in an asymmetrical way.</p>	<p>Use of apparatus in movement and balance. Initiate a sequence moving between apparatus and floor.</p>	<p>Travelling between floor and apparatus. Incorporate in sequence.</p>	<p>Sequence to include both symmetrical and asymmetrical balances and movements, including both apparatus and floor space. Pair work, supporting each other and building on each others' ideas.</p>	<p>Refining sequence, adding symmetrical and asymmetrical balances. Peer evaluation and responding to advice to improve sequence performance.</p>	<p>Final performance to group. Record paired performances to share and incorporate self-evaluation.</p>
<p>PSHE/SCARF</p> <p>Keeping myself safe</p>	<p>The people we share our world with (From last term) Recognising similarities and difference between each other, and other groups of people.</p>	<p>Danger, Risk or hazard? To use and understand the terms danger, risk and hazard, applying them to a range of scenarios.</p>	<p>Picture Wise Sharing pictures on line. Children to recognise when and how a picture is safe to share online and when a photo is unsafe.</p>	<p>How dare you? Understanding 'dares' and the meaning of the term. Discuss how to respond to dares and how being dared to do something isn't an excuse to do it.</p>	<p>Medicines- check the label Understanding medicine safety and whats on a label.</p>	<p>Know the norms. Smoking and alcohol- teaching children the facts and statistics.</p>	<p>Keeping ourselves safe. Sharing scenarios and how they can keep themselves safe, who they can trust and ask for help, and how they will know if another person is responding in a safe and appropriate way.</p>

Music	Carlyon Bay and Lansallos	Carlyon Bay-Recorders	Carlyon Bay-Recorders	Carlyon Bay-Recorders	Carlyon Bay-Recorders	Carlyon Bay-Recorders	Carlyon Bay-Recorders
	Roman music Listening to and appraising	Lansallos Charanga unit 'Three little birds' Three Little Birds by Bob Marley a. Warm-up Games b. Flexible Games c. Start to learn the song Three Little Birds	Lansallos Charanga unit 'Three little birds' Jamming by Bob Marley Three Little Birds a. Warm-up Games b. Flexible Games c. Sing the song Three Little Birds d. Play instrumental parts	Lansallos Charanga unit 'Three little birds' Small People by Ziggy Marley Three Little Birds a. Warm-up Games b. Flexible Games c. Sing the song Three Little Birds d. Play instrumental parts e. Improvise	Lansallos Charanga unit 'Three little birds' 54 - 46 Was My Number by Toots and The Maytals Three Little Birds a. Warm-up Games b. Flexible Games c. Sing the song Three Little Birds d. Play instrumental parts e. Improvise f. Compose	Lansallos Charanga unit 'Three little birds' Ram Goat Liver by Pluto Shervington Three Little Birds a. Warm-up Games b. Flexible Games c. Sing the song Three Little Birds d. Play instrumental parts e. Improvise f. Play your composition(s) within the song	Lansallos Charanga unit 'Three little birds' Our Day Will Come by Amy Winehouse Three Little Birds a. Warm-up Games b. Flexible Games c. Sing the song Three Little Birds d. End-of-unit performance
MfL (KS2) Time to eat	To name food items.	To count items and use 'some' for food.	To talk about likes and dislikes for food. I can understand other people's food preferences.	To describe colour, adding more information about colour.	To describe food items using a range of adjectives.	I can ask and answer questions about food.	I can enter in to conversation about food.