



St Stephen Churchtown Academy

Medium Term Overview 2021-2022



Term: Spring A Frozen Lands

Class: Readymoney

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	New Year resolutions	Story introduction- Where is home, Little Pip? Story setting	SPAG focus Punctuation, sentence types. How are penguins adapted to environment?	Boxing up text and Innovate a new story, researching Sahara animals.	Writing their own innovated story.	Polar animal fact file writing <i>CC links- science</i>	
Maths	Pre block assessment	Place value (within 20) Teen numbers, tens and ones, one more and one less Comparing numbers and objects		Addition and Subtraction (within 20) Adding by making ten, Subtraction, first without crossing 10 and then crossing 10.		Place value (within 50) Counting to 50, one more, one less, Ordering numbers, Counting in 2s and 5s	
Year 1							
Year 2	Pre block assessment	Multiplication and Division Equal groups, recognising and using the x symbol, arrays. 2, 5 and 10 times table Grouping and dividing		Fraction of Number- Halves, quarters and thirds. Counting in fractions		Time On the hour, half past, quarter past and quarter to.	Statistics Tally charts and pictograms
Science- Seasons- Autumn (to be completed) and Winter	Everyday Materials- Comparative tests- Series of investigations to check if certain materials have the same properties or not.	Everyday Materials Ogden Trust Investigation: Magnetic Materials	<u>Extended write</u> <u>Post assessment on materials- KWL focusing on L.</u>	<u>Pre assessment</u> Autumn to Winter To observe and describe how day length varies in the context of autumn to winter. To observe changes across the 4 seasons by looking at how trees and the clothes that we wear change from autumn to winter. TAPS- Winter walk	Seasonal Weather (Winter) To observe and describe weather associated with the seasons by observing and recording the weather in winter. To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction in winter	Animals in Winter To observe changes across the 4 seasons by exploring how some animals adapt to survive in winter. Research polar animal facts. <i>CC links- Geography,</i> identify the location of cold areas of the world. Name and locate the world's seven	<u>Extended write</u> Polar Animal fact file <u>Post assessment.</u>

					Winter weather diary	continents and five oceans.	
Computing E-Safety	Finish off previous unit Year 1 Algorithms with commands Post assessment	E-Safety Pre-assessment Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of naming and dating a digital self-portrait. To create, name and date my digital creative work.	Use technology safely and respectfully in the context of searching for appropriate images online. To safely search for images online	Use technology safely and respectfully in the context of learning about the SMART rules for Internet safety. To understand how to communicate safely online.	E-Safety Week Use technology safely and respectfully in the context of keeping personal information safe. To understand what personal information I need to keep safe.	Recognise common uses of information technology beyond school in the context of sending an email. To explore how to use email to safely communicate.	Keeping Zibb Safe Online Use technology safely and respectfully in the context of guiding others to make the right choices online. To apply my online safety knowledge to help others make good choices online. Post Assessment
	Year 2 Burst the Bubbles Combine start events and click event together <u>Post assessment</u>						
History							
Geography Why don't penguins need to fly?		Where is Pip's home and what do we find there? Share the story Where Is Home, Little Pip by Karma Wilson and	How are penguins able to survive in Antarctica? Share the story Don't Be Afraid, Little Pip by Karma Wilson and Jane Chapman.	How does Antarctica compare with the Sahara Desert? Introduce the Sahara Desert- use	How is the Arctic different from the Antarctic? Compare the Antarctic with the Arctic. Use satellite	Why are there no Polar Bears in Antarctica? Discuss how polar bears survive in the Arctic and that	So why don't penguins need to fly? Children to consider what would be more

Physical landscape features		Jane Chapman. Introduce the word 'continent' and 'Antarctica'. Talk about the characteristics of antarctica. <i>CC links- English- adjectives</i>	Talk about the features of the penguin. Discuss it's wings- what are they better suited for and why? <i>CC links- Science</i> Yr1- Identify and name a variety of common animals...including birds. Yr 2- identify that most living things live in habitats to which they are suited	as another landscape that is similar in many ways to the Antarctic- barren, windswept, huge, hostile. Discuss how camels survive there. <i>CC links- Science</i> Yr1- Identify and name a variety of common animals...including mammals. Yr 2- identify that most living things live in habitats to which they are suited	photos and webcams based at both poles. Make the important distinction that there is land under the snow in the Antarctic but only ocean under the Artic snow.	the Antarctic is too far away. It also has different extremes which the polar bear would not be able to survive. If the polar bear wanted to travel there, how could it? Where would it visit on its journey? <i>CC links- English Spoken language-</i> participate in discussions, role play and debates.	beneficial- a penguin flying or a penguin swimming? Create a class collage entitled, 'Swimming with the Emperor Penguins in Antarctica.
Art Colour mixing		Cold colouring mixing	Origami penguins	Hot colouring mixing	Hot and cold colouring painting	Build a snowman or igloo	Whole class collage. <i>CC links with geography</i>
DT							
RE 1.4 GOSPEL What is the Good News Jesus brings?		Good news and the 12 disciples. Matthew 9:9-13 Explore the story of Matthew, the tax collector. Introduce the word, 'gospel' and 'good news'.	Forgiveness- Luke 6:37-38. explore why this is an important part of the 'good news'. Discuss God's forgiveness and how we can forgive others.	Peace- John 14:27 Explore the meaning of peace in context of the good news. Discuss different ways people find peace.	Friendship- Exploring the benefits of offering friendship to others and finding ways of being at peace and bringing peace. Discuss how Christians believe that these are good things for all people.	Prayer- Digging deeper section. Explore how Christians pray to God. Look through a variety of prayers. Create a prayer display- Jesus is Good News. Children to reflect on the question- What is the Good news Jesus brings?	Bringing good news to others- Explore charities such as food banks and homeless shelters.

PE-lesson 1 Locomotion: Running		Pupils will explore running using different body parts and different techniques and begin to understand how to run efficiently.	The focus of learning is for pupils to develop their running technique applying it into a game . Pupils will develop their understanding of where we need to run and why.	The focus of learning is to apply pupils knowledge of how to run and where to run, while exploring running at different speeds .	The focus of learning is to apply the correct technique of running as fast as we can in a racing context .	The focus of learning is to apply pupils understanding and application of running over a longer duration and as part of a team.	The focus of learning is for pupils to apply their understanding of running, applying it into a competitive game . They will begin to understand the basic principles of attack and defence. Pupils will start to develop their understanding of what the consequences could be in a game if we do not run and avoid the defender.
	PE-lesson 2 Gymnastics: Body parts	The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.	The focus of the learning is to apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.'	The focus of the learning is to explore the different theme words , ('big' and 'small' with 'narrow,' 'wide' or 'curled,) changing the combinations on different apparatus .	The focus of the learning is to explore adding movement combinations together to create mini sequences .	The focus of the learning is to adapt our mini sequences, exploring how we can make them more creative .	
PSHE Keeping Myself Safe	<u>Complete Pre-Assessment</u> Healthy Me. Understand that the body gets energy from food, water and	Super Sleep. Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep.	Who Can Help Me? Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe.	Harold Loses Geoffrey. Recognise the range of feelings that are associated with loss	What Could Harold do? Understand that medicines can sometimes make people feel better when they're ill; Explain simple	Good or Bad Touches? Understand and learn the PANTS rules; Name and know which parts should be private;	Sharing Pictures Exploring E-Safety- <i>CC links to computing.</i> <u>Computing KS1</u> Use technology safely and respectfully, keeping personal

	<p>air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle.</p>	<p><i>CC links to Science for year 2</i> <u>Science Y2</u> Animals including humans (Non-statutory guidance) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.</p>	<p><i>CC links to English-English Y1</i> Writing - composition Write sentences by saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense.</p>		<p>issues of safety and responsibility about medicines and their use. <i>CC links to Science for year 2-</i> <u>Science Y2</u> Animals including humans Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <u>Science Y2</u> Animals including humans Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.</p>	<p>Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help.</p>	<p>information private. <u>Computing KS1</u> Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <u>Complete Post Assessment</u></p>
<p>Music Your Imagination</p>		<p>Listen and Appraise - Your Imagination by Joanna Mangona and Pete Readman: Follow with warm up games and then sing the song.</p>	<p>Listen and Appraise - Supercalifragilisticexpialidocious from Mary Poppins. Follow with warm up games. Finish with first practise with glockenspiels</p>	<p>Listen and Appraise - Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack. Continue to rehearse singing Your imagination. Revisit glockenspiels.</p>	<p>Listen and Appraise - Daydream Believer by The Monkees Choose a game from flexible choices. Continue with glockenspiels and own compositions.</p>	<p>Listen and Appraise - Rainbow Connection from The Muppet Movie Follow with vocal warm ups. Finish with improvise activities</p>	<p>Listen and Appraise - A Whole New World from Aladdin Choose a flexible game. Then finish with performance with glockenspiels.</p>