

Sandy Hill Academy

Medium Term Overview





	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Recount-Letter-Little Red Riding Hood. Spelling/Phonics: Words that are homophones.	Recount-Letter- Little Red Riding Hood. Spelling/Phonics: Words that are homophones or	Recount-Letter- Little Red Riding Hood. Spelling/Phonics: Words ending in '- tion'.	Poetry-Free Verse Spelling/Phonics: Words with an apostrophe for contraction.	Poetry-Free Verse Spelling/Phonics: Words with an apostrophe for possession.	Poetry-Free Verse Spelling/Phonics: Challenge Words (Common exception words).
	Multiplication and	near homophones. Multiplication and	Fractions	Fractions	Time	Time
Maths	Division To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Division To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	To recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. To write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	To recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. To write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.	To compare and sequence intervals of time To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. To know the number of minutes in an hour and the number of hours in a day.	To compare and sequence intervals of time To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. To know the number of minutes in an hour and the number of hours in a day.
Science	Materials To recall prior learning about	Materials To identify and describe the	Materials To understand how light travels	Materials To plan and carry out a comparative	Materials To record data in a pictogram and	Materials To make observations on

Term: Summer 2

	materials when	suitability of a	differently through	test to investigate	draw conclusions	how the shape of	
	making	variety of	opaque,	the suitability of	about the most	solid objects can	
	observations.	everyday	transparent, and	materials for	suitable material	be changed by	
		materials including	translucent	blackout curtains.	for blackout blinds.	squashing,	
		wood, metal,	materials.			bending, twisting	
		glass, brick, rock,				and stretching.	
		paper and					
		cardboard.					
	Computer Science	Computer Science	Computer Science	Computer Science	Computer Science	Computer Science	
	I can debug a simple	I can debug a	I can debug a				
	program (find and	simple program	simple program	simple program	simple program	simple program	
	fix a problem).	(find and fix a	(find and fix a				
		problem).	problem).	problem).	problem).	problem).	
	I can create an						
	exercise routine for	I can create an	I can create an				
Computing	the class to stay	exercise routine	exercise routine	exercise routine	exercise routine	exercise routine	
	healthy! I can	for the class to	for the class to				
	decompose my	stay healthy! I can	stay healthy! I can				
	routine into sections	decompose my	decompose my	decompose my	decompose my	decompose my	
	and write the	routine into	routine into	routine into	routine into	routine into	
	algorithm for all of	sections and write	sections and write	sections and write	sections and write	sections and write	
	the steps involved.	the algorithm for	the algorithm for	the algorithm for	the algorithm for	the algorithm for	
		all of the steps	all of the steps				
		involved.	involved.	involved.	involved.	involved.	
	Historical Interpretation						
Compare 2 versions of a past event.							
History	Compare pictures or photographs of people or events in the past.						
	Discuss reliability of photos/ accounts/stories.						
	2.00000 (0.000m), 0. p. 10.000, 0.000m, 0.0000						

	What is the	What is the	What is the	What is the	What is the	What is the
	geography of where	geography of	geography of	geography of	geography of	geography of
	I live?	where I live?	where I live?	where I live?	where I live?	where I live?
	Human & Physical	Human & Physical	Human & Physical	Human & Physical	Human & Physical	Human & Physical
	Geography	Geography	Geography	Geography	Geography	Geography
Geography	Columbus &	Columbus &	Columbus &	Columbus &	Columbus &	Columbus &
3 1 3	Armstrong	Armstrong	Armstrong	Armstrong	Armstrong	Armstrong
	Connected	Connected	Connected	Connected	Connected	Connected
	Geography – How	Geography – How	Geography – How	Geography – How	Geography – How	Geography – How
	does Kampong Ayer	does Kampong	does Kampong	does Kampong	does Kampong	does Kampong
	compare with where	Ayer compare with	Ayer compare with	Ayer compare with	Ayer compare with	Ayer compare with
	I live?	where I live?	where I live?	where I live?	where I live?	where I live?
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Art		Crea	ate textured collages	from a variety of med	ia.	
			· ·	,		
			Make a simp	le mosaic.		
	I can create a fact-	I can identify	I can design and	I can follow my	I can follow the	I can evaluate my
	file on the	processes and	make my own	design to make	recipe to make my	cupcake for a
DT	achievements of	equipment used in	cupcake suitable	my cupcake.	cupcake.	feast for an
	chef Paul Ainsworth.	cooking.	for a feast for an			explorer.
	AA/Is a da a AAssaldaa assal	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	explorer.	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
DE	Who is a Muslim and	Who is a Muslim	Who is a Muslim	Who is a Muslim	Who is a Muslim	Who is a Muslim
RE	how do they live?	and how do they	and how do they	and how do they	and how do they	and how do they
	(part 2) Health and	live? (part 2) Health and	live? (part 2) Health and	live? (part 2) Health and	live? (part 2) Health and	live? (part 2) Health and
	Wellbeing	Wellbeing	Wellbeing	Wellbeing	Wellbeing	Wellbeing
PE	vvelibeling	vvelibeling	vvelibeling	vvelibeling	vvelibering	vvelibeling
r L						
	Team Building	Team Building	Team Building	Team Building	Team Building	Team Building
	V	<u> </u>	Ü	<u> </u>	<u> </u>	<u> </u>
	Growing and	Growing and	Growing and	Growing and	Growing and	Growing and
PSHE/RSHE	changing	changing	changing	changing	changing	changing
	Reflect, Rewind and	Reflect, Rewind	Reflect, Rewind	Reflect, Rewind	Reflect, Rewind	Reflect, Rewind
Music	<u>Replay</u>	and Replay	and Replay	and Replay	and Replay	and Replay
	Genre: Classical	Genre: Classical	Genre: Classical	Genre: Classical	Genre: Classical	Genre: Classical

Look back and consolidate your learning. Learn the language of music. Look back and consolidate your learning. Learn the language of music. Learn the language of music. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and musical sounds. I know how to make connections between notations and mus		The history of music.	The history of	The history of	The history of	The history of	The history of	
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