



STM Medium Term Plan (Engagement Creative Real)  
Autumn 2020

Launch Day

Create Covid safety poster

Mini project

Create The Story of Creation collage

Mini project

Recreate van Gogh's Starry Night

Mini project

Making clay model.

Real life outcome

Make a teddy.

Science

Knowledge:

- To know that some materials are more suitable than others for specific uses.
- To know how the shape of some solid objects can be changed in different ways.

Skills:

Gathering and recording data to help in answering questions.  
Perform simple tests.  
Suitability of a material based on multiple properties.

How:

Investigate - How materials can be changed. Does it bend? Does it squash? Does it twist? Does it stretch?

Test – How suitable is a material based on multiple properties. Bendy, waterproof and strong. E.g. a cover for a picnic basket.

Year 1 catch up/  
Which material?

STM Core

Wholeness:

Being me in my world – Jigsaw

Celebrating differences – Jigsaw

Wellbeing – Adjustments to being 'Covid secure'

Enrichment:

School rules – The right to safe, respected and to learn.

British values – celebrating differences and showing respect.

Democracy – voting for classroom representatives.

History and Geography

Knowledge:

Changes beyond living memory.

Lives of significant individual

Name and locate the four countries and capitals of the UK

Identify the 5 oceans and 7 continents

Skills:

I can describe memories of key events in lives.

I can give examples of things that were different when my grandparents were children.

I can research the life of a famous person from the past using different sources of evidence.

How

Study real life events and why we have them - Remembrance day

Create a case study on the life of a significant individual: The life of Martin Luther King.



### Art

**Knowledge:**

Pictures that show mixed colours of tints and tones.

Understand an artists techniques

**Skills:**

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination and recreate a famous painting.

**How:**

Recreate van Gogh's Starry Night.

### Computing

**Knowledge:**

Technology beyond school.

Algorithms for coding.

**Skills:**

recognise common uses of information technology beyond school

use algorithms for coding

**How:**

Create your own algorithm

### PE

**Knowledge:**

Throwing and catching,

Ball skills.

**Skills:**

Throw underarm, move and stop safely, throw and catch with both hands, throw and kick in different ways.

**How:**

Throwing and catching games – rounders, cricket.

Ball skills - football

### DT

**Knowledge:**

Design a product with a purpose

Make a product with a purpose

To know what is healthy

**Skills:**

I can evaluate my finished product based on the design criteria.

I can explain why I have chosen specific textiles.

Identify a

**How:**

Make a teddy

Design, make and evaluate a clay model car

### Music

**Knowledge:**

Learn to sing and to use their voices, to create and compose music on their own and with others.

**Skills:**

Use voices to sing, speak and chant. Sing songs from memory with accurate pitch, make different sounds with instruments, follow instructions about whether to play and sing.

**How:**

Singing and performing Christmas carols



Literacy Medium Term Plan

Fiction	Non-Fiction	Fiction	Non-Fiction	Poetry
<p><b><u>Model Text</u></b> Disney's Cars</p> <p><b><u>Genre</u></b> Fantasy</p> <p><b><u>Focus</u></b> Narrative</p> <p><b><u>Writing Outcome (Draft)</u></b> Write an innovated Cars story</p>	<p><b><u>Model Text</u></b> Collins book of Transport</p> <p><b><u>Genre</u></b> Information</p> <p><b><u>Focus</u></b> The development of cars throughout the years</p> <p><b><u>Writing Outcome (Draft)</u></b> Create a leaflet on different transport</p>	<p><b><u>Model Text</u></b> Toy Story's Christmas</p> <p><b><u>Genre</u></b> Fantasy</p> <p><b><u>Focus</u></b> Narrative</p> <p><b><u>Writing Outcome (Draft)</u></b> Write an innovated Christmas story</p>	<p><b><u>Model Text</u></b> Instructions for making sandwiches</p> <p><b><u>Genre</u></b> Instructions</p> <p><b><u>Focus</u></b> DT link, writing instructions for real life outcome</p> <p><b><u>Writing Outcome (Draft)</u></b> Writing instructions for a different sandwich</p>	<p><b><u>Model Text</u></b> In Flanders Field</p> <p><b><u>Genre</u></b> Poetry</p> <p><b><u>Focus</u></b> Non fiction element</p> <p><b><u>Writing Outcome (Draft)</u></b> Own poem about Remembrance Day</p>
<p><b><u>Independent Outcome</u></b> Write your own fantasy story</p>	<p><b><u>Independent Outcome</u></b> Create a leaflet on new/future transport</p>	<p><b><u>Independent Outcome</u></b> Write your own Christmas story</p>	<p><b><u>Independent Outcome</u></b> Writing instructions for a healthy meal (wholeness/dt)</p>	<p><b><u>Independent Outcome</u></b> Create their own poem on WW1 (history)</p>



## Maths Medium Term Plan

Topic	National Curriculum	Small Steps	Core Number Facts	Real Life Links/Cross Topic
Place Value	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ♣ recognise the place value of each digit in a two-digit number (tens, ones) ♣ identify, represent and estimate numbers using different representations, including the number line ♣ compare and order numbers from 0 up to 100; use and = signs ♣ read and write numbers to at least 100 in numerals and in words ♣ use place value and number facts to solve problems.	Count objects to 100 and read and write numbers in numerals and words Represent numbers to 100 Tens and ones with a part whole model Tens and ones using addition Use a place value chart Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s	Times tables – 2, 3, 5  Place value of Tens and Ones	Counting resources required in various tasks in the classroom.
Addition and subtraction	Pupils should be taught to: ♣ solve problems with addition and subtraction: ♣ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ♣ applying their increasing knowledge of mental and written methods ♣ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ♣ a two-digit number and ones ♣ a two-digit number and tens ♣ two two-digit numbers ♣ adding three one-digit numbers ♣ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another	Fact families – Addition and subtraction bonds to 20 Check calculations Compare number sentences Related facts Bonds to 100 (tens) Add and subtract 1s 10 more and 10 less Add and subtract 10s Add a 2-digit and 1-digit number – crossing ten Subtract a 1-digit number from a 2-digit number – crossing ten Add two 2-digit numbers – not crossing ten – add ones and add tens Add two 2-digit numbers – crossing ten – add ones and add tens Subtract a 2-digit number from a 2-digit number – not crossing ten	10 more and 10 less Add and subtract 10s Add and subtract 2-digit and 1-digit number – crossing ten	Counting resources required in various tasks in the classroom.



	cannot ♣ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens Bonds to 100 (tens and ones) Add three 1-digit numbers		
Money	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ♣ find different combinations of coins that equal the same amounts of money	Count money – pence Count money – pounds (notes and coins) Count money – notes and coins Select money Make the same amount Compare money Find the total Find the difference Find change Two-step problems	Count money – pence and pounds, notes and coins	Buy items from the 'Year 2' shop.