



STM Medium Term Plan (Engagement Creative Real)

Autumn 2020



Launch Day

A trip to Spain day

Mini project

Pablo Picasso-style portrait

Mini project

History of Hull timeline poster

Mini project

Make a shadow Christmas decoration

Real life outcome

A piece of writing typed using word processing

Science

Knowledge: Light

- To know that light is needed in order to see things and that dark is the absence of light.
- To know that light is reflected from surfaces.
- To know that light from the sun can be dangerous and that there are ways to protect their eyes.
- To know that shadows are formed when the light source is blocked by a solid object.
- To know that there are patterns in the way that the size of shadows change.

Skills: Light

- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

How:

Investigations, observations, gathering of information, comparisons, reporting findings and using results to write conclusions.



Would I rather live in Hull or Barcelona?

STM Core

Wholeness:
Jigsaw-
Being Me in My World
Celebrating Difference

Enrichment:
Anti-bullying week
Remembrance Day
Children in Need

Geo/Hist

Knowledge: History

- A local history study over time tracing how several aspects of national history are reflected in the history of Hull.

Geography

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (England) and region in a Western European country (Spain).

How:

History

Create timelines of the history of Hull. Research and learn about key events in the history of Hull - (the founding of Hull, the history of its port, its role in the English Civil War and the significance of William Wilberforce). Compare life in the past to today.

Geography

Locate the United Kingdom and Spain (and their cities) on maps. Study the physical and human geographical features of England and Spain. Compare and contrast the features of the two countries.

Skills: History

- Place events on a timeline.
- Date events
- Find out about everyday lives of people in time studied.
- Compare with our life today.
- Use evidence to reconstruct life in Hull in the past.
- Evaluate the usefulness of different sources.
- Explain how historic items and artefacts can be used to help build up a picture of life in the past.
- Ask a variety of questions when conducting historical enquiries.

Geography

- Use junior atlases
- Introduce index and contents page within atlases
- Use maps on the internet e.g. Google maps.
- Locate the counties in Western Europe on a map.
- Understand the basic human and physical features of England and the UK.
- Compare the physical and human characteristics of Spain and England.



Art

Knowledge:

- Create sketch books to record observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including sculpture with a range of materials [for example pen and ink]
- Learn about great artists in history (Pablo Picasso)

Skills:

- Drawing**
- A light sketch using different hardness of pencils showing, line, tone and texture. Annotations on sketches showing ideas.
- Artists**
- Compare the work of great artists/architects/ designers throughout history and be able to identify more than one piece of art by selected artists.

How:

Comparing portraits by Pablo Picasso before sketching our own self-portrait in his style.

Computing

Knowledge:

- Use technology safely, respectfully and responsibly.
- Select, use and combine a variety of software to create a range of content that accomplish given goals, including presenting data and information.

Skills:

- Protect personal information when I do different things online, including passwords and safety features.
- Combine a mixture of text, graphics and sound to share my ideas and learning.
- Use appropriate keyboard commands to amend text on my device.

How:

Discuss internet and computer safety. Type up a piece of work using word processing, insert images and practice keyboard and mouse skills.

PE



Knowledge:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example: hockey] and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Skills:

- Basic movements including running, passing and receiving, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities, Participation in team games, developing simple tactics for attacking and defending.

How:

Individual, paired and small team Hockey activities.

DT

Knowledge:

- Research and design a product that is fit for purpose and aimed at particular individuals or groups.
- Communicate ideas through discussion and annotated sketches.
- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- Select from and use a wider range of materials and components
- Evaluate ideas and products against their own design criteria and consider the views of others to improve work.

Skills:

- Design a product and make sure it looks attractive.
- Choose a material for both its suitability and its appearance.
- I can produce a set of labelled designs (both initial and final) indicating materials to be used and measurements required.
- I can evaluate existing products with regard to how they achieve their purpose.
- I can evaluate a finished product based on a given design criteria including the quality of the finished product.

How:

Make a Christmas decoration that uses shadows to create an effect.

Languages

Coverage:

Greetings, numbers to 10, age, pencil case items, Christmas

Activities:

Children will use the new language to hold conversations, understand and create invitations, understand songs, stories and video about birthdays and other celebrations.

Music

Knowledge:

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.
- Listen with attention to detail and recall sounds.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments.
- Use and understand staff and other musical notations.
- Improvise and compose music for a range of purposes.

Skills:

- To compose music that combines musical elements.
- Carefully choose sounds to achieve an effect.
- Order my sounds to help create an effect.
- Create short musical patterns with long and short sequences and rhythmic phrases

How:

Follow the Charanga unit *Glockenspiel 1* and listen to and discuss the St Mary's Music Service clips.



Literacy Medium Term Plan

| | | |
|--|---|--|
| <p>Fiction - Autumn Poetry/ Christmas Poetry</p> | <p>Non-Fiction - Would I rather live in Hull or Barcelona?</p> | <p>Fiction - Conversation/playscript</p> |
| <p><u>Model Text</u> Various Autumn poetry WAGOLLS</p> <p><u>Genre</u> Haiku Cinquain Diamante</p> <p><u>Focus</u> Expanded noun phrases Word type Rules of different poetry forms</p> <p><u>Writing Outcome (Draft)</u> Own poems following the conventions of the different poetry types</p> | <p><u>Model Text</u> Barcelona brochure</p> <p><u>Genre</u> Persuasive writing</p> <p><u>Focus</u> Paragraphs Sub-headings Topic sentences to introduce non-fiction paragraphs Conjunctions</p> <p><u>Writing Outcome (Draft)</u> Hull brochure</p> | <p><u>Model Text</u> BFG playscript/ conversation within narrative</p> <p><u>Genre</u> Narrative</p> <p><u>Focus</u> Punctuation for speech</p> <p><u>Writing Outcome (Draft)</u> A conversation between two characters using punctuation for speech</p> |
| <p><u>Independent Outcome</u> Christmas poems</p> | <p><u>Independent Outcome</u> Persuasive piece on why Victorian children should go to school (Spring)</p> | <p><u>Independent Outcome</u> Use of punctuation for speech in future narratives</p> |



Maths Medium Term Plan

| Topic | National Curriculum | Small Steps | Core Number Facts | Real Life Links/Cross Topic |
|--------------------------|---|--|---|---|
| Place value | <ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three digit number (hundreds, tens, ones). Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100. | <ul style="list-style-type: none"> Hundreds Represent numbers to 1,000 100s, 10s and 1s (1) 100s, 10s and 1s (2) Number line to 1,000 Find 1, 10, 100 more or less than a given number Compare objects to 1,000 Compare numbers to 1,000 Order numbers Count in 50s | 10/ 100 more or less | History timelines |
| Addition and subtraction | <ul style="list-style-type: none"> Add and subtract numbers mentally, including: a three digit number and ones; a three digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | <ul style="list-style-type: none"> Add and subtract multiples of 100 Add and subtract 3-digit numbers and ones - not crossing 10 Add 3-digit and 1-digit numbers - crossing 10 Subtract a 1-digit number from a 3-digit number - crossing 10 Add and subtract 3-digit numbers and tens - not crossing 100 Add a 3-digit number and tens - crossing 100 Add and subtract 100s Spot the pattern - making it explicit Add and subtract a 2-digit and 3-digit number - not crossing 10 or 100 Add a 2-digit and 3-digit number - crossing 10 or 100 Subtract 2-digit number from a 3-digit number cross the 10 or 100 Add two 3-digit numbers - not crossing 10 or 100 Add two 3-digit numbers - crossing 10 or 100 | Addition and subtraction of three-digit numbers | Link to general real-life addition and subtraction problems e.g. money. |



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|-----------------------------|---|---|-------------------------|--|
| | | <ul style="list-style-type: none">• Subtract a 3 -digit number from a 3-digit number - no exchange• Subtract a 3-digit number from a 3-digit number - exchange• Exchange answers to calculations• Check. | | |
| Multiplication and division | <ul style="list-style-type: none">• Count from 0 in multiples of 4, 8, 50 and 100.• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.• Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one digit numbers, using mental and progressing to formal written methods.• Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. | <ul style="list-style-type: none">• Multiplication - equal groups• Multiplying by 3• Dividing by 3• The 3 times-table• Multiplying by 4• Dividing by 4• The 4 times-table• Multiplying by 8• Dividing by 8• The 8 times-table. | 3, 4 and 8 times tables | |