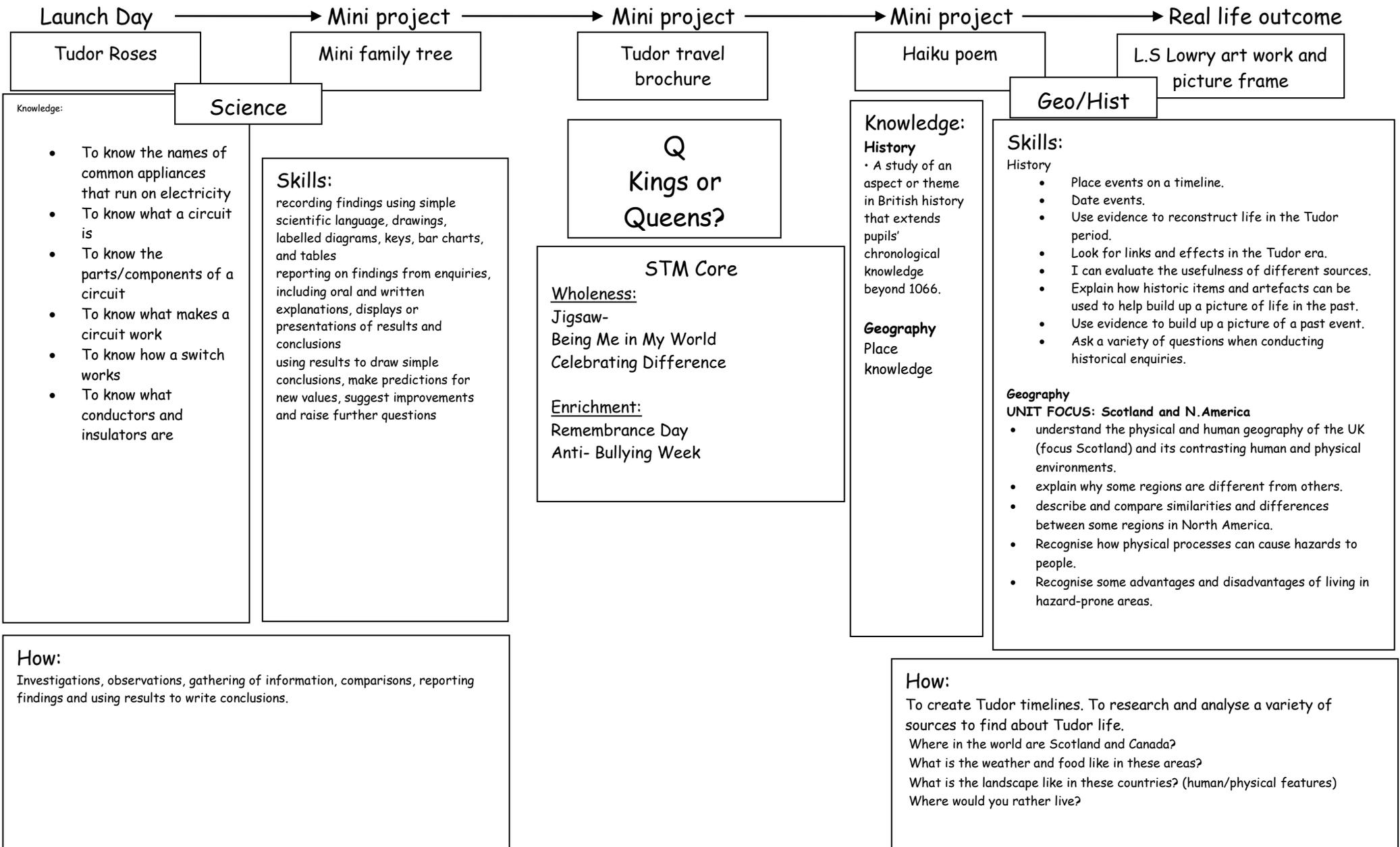




STM Medium Term Plan (Engagement Creative Real)

Autumn 2020





Art

Knowledge:

- To improve their mastery of art and design techniques, including drawing and painting with a range of materials.
- Learn about great artists, architects and designers in history.

Skills:

- Use a variety of techniques to complete a piece of art work in the style of L.S Lowry.
- Collage using mixed textures and tones.

How:

Research the work of L.S Lowry to design, draw and edit a picture in his style.

Computing

Knowledge:

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Skills:

Choose a secure password and appropriate screen name when I am using a website.
Talk about the ways I can protect myself and my friends from harm online.
Use safety features of websites as well as reporting concerns to an adult.
Know that anything I share online can be seen by others.
Talk about why I need to ask a trusted adult before downloading files and games on the internet.
Comment positively and respectfully online.
Identify key words to use when searching safely on the world wide web.
Consider the reliability of information I read on the world wide web.

How:

E=safety lessons.
Literacy non-fiction research

Languages

Coverage:

This term focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Children will use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations.

Activities:

Creating invites, following Spanish instructions, learning and singing songs, listening to stories in Spanish and retelling them.

PE



Knowledge:

Use running, jumping, throwing and catching in isolation and in combination.
Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
Develop flexibility, strength, technique, control and balance.
Perform dances using a range of movement patterns.

Skills:

- Handling and controlling a hockey stick and ball.
- Know how to attack and defend in a game of netball.
- To develop flexibility, strength, technique, control and balance through basic gymnastics moves e.g. forward rolls, backward rolls.
- To learn and follow dance movements and patterns.
- To begin to develop and create dance movements of their own.

How:

Learn and perform a choreographed dance. Use this knowledge to create a simple dance as part of a group.
To learn certain gymnastics movements and put this together to develop their own sequence.
To play a modified version of netball focusing on throwing, catching, attacking and defending.

Music

Knowledge:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Listen with attention to detail and recall sounds with increasing aural memory.

Skills:

- To learn a song and sing it as part of a group knowing when to use control and expression.
- To listen to music in order to learn how to perform a piece.

How:

Participate in a range of lessons through Charanga.

DT

Knowledge:

Design, make and evaluate a product.

Skills:

- I can explain how designs match users' needs.
- I can produce a detailed set of labelled designs indication materials, tools, methods and measurements required to produce the finished product.
- I can make design decisions and modify as necessary original designs that reflect changing needs e.g. availability of resources, needs of the user, unforeseen challenges.
- I can use research to gather ideas to inform my design to ensure they meet the users' needs.
- I can measure and join materials with accuracy.
- I can select appropriate materials, techniques and tools taking into account purpose and appearance.
- I can make a quality product finished to a high standard.
- I can evaluate and suggest improvements for my designs.
- I can evaluate a finished product based on appearance, purpose, quality and user's needs.
- I can persevere and adapt my work when my original ideas do not work.

How:

Design, make and evaluate a photo frame to hold their self-portraits.



Fiction:	Non-Fiction	Poetry
<u>Model Text</u> Tudor village setting	<u>Model Text</u> Travel brochure	<u>Model Text</u> Science electricity haiku
<u>Genre</u> Setting description	<u>Genre</u> Persuasion text	<u>Genre</u> Haiku
<u>Focus</u> Expanded noun phrases	<u>Focus</u> Use of paragraphs	<u>Focus</u> Spellings
<u>Writing Outcome (Draft)</u> Tudor city setting	<u>Writing Outcome (Draft)</u> Tudor travel brochure	<u>Writing Outcome (Draft)</u> Science electricity haiku
<u>Independent Outcome</u> Rainforest setting description (Spring)	<u>Independent Outcome</u> Rainforest persuasion text.	<u>Independent Outcome</u> Science electricity haiku



Maths Medium Term Plan

Topic	National Curriculum	Small Steps	Core Number Facts	Real Life Links/Cross Topic
Number: place value	<ul style="list-style-type: none">Count in multiples of 6, 7, 9, 25 and 1000.Find 1000 more or less than a given number.Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones).Order and compare numbers beyond 1000.Identify, represent and estimate numbers using different representations.Round any number to the nearest 10, 100 or 1000.Solve number and practical problems that involve all of the above and with increasingly large positive numbers.Count backwards through zero to include negative numbers.	<ul style="list-style-type: none">Roman numerals to 100.Round to the nearest 10.Round to the nearest 100.Count in 1,000s.1,000s, 100s, 10s and 1s.Partitioning.Number line to 10,000.1,000 more or less.Compare numbers.Order numbers.Round to the nearest 1,000.Count in 25s.Negative numbers.	<ul style="list-style-type: none">Roman numerals to 100.Rounding to the nearest 10, 100 and 1000.1000 more or less.Count in 25s and 1000s.	<p>Tudor timelines.</p> <p>Partitioning and ordering numbers to accurately read and follow grid references on OS maps.</p>
Number: addition and subtraction	<ul style="list-style-type: none">Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	<ul style="list-style-type: none">Add and subtract 1s, 10s, 100s and 1000s.Add two 4-digit numbers – no exchange.Add two 4-digit numbers – one exchange.	<ul style="list-style-type: none">Addition up to 4-digits.Subtraction up to 4-digits.	<p>Link to general real-life addition and subtraction problems e.g. money.</p>



	<ul style="list-style-type: none">• Estimate and use inverse operations to check answers to a calculation.• Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.	<ul style="list-style-type: none">• Add two 4-digit numbers – more than one exchange.• Subtract two 4-digit numbers – no exchange.• Subtract two 4-digit numbers – one exchange.• Subtract two 4-digit numbers – more than one exchange.• Efficient subtraction.• Estimate answers.• Checking strategies.		
Measurement: length and perimeter	<ul style="list-style-type: none">• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.• Convert between different units of measure [for example, kilometre to metre].	<ul style="list-style-type: none">• Kilometres.• Perimeter on a grid.• Perimeter of a rectangle.• Perimeter of rectilinear shapes.	<ul style="list-style-type: none">• Addition• Converting measurements.	Measuring perimeters of their portraits and picture frames.
Number: multiplication and division	<ul style="list-style-type: none">• Recall and use multiplication and division facts for multiplication tables up to 12×12.• Count in multiples of 6, 7, 9, 25 and 1000.• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	<ul style="list-style-type: none">• Multiply by 10.• Multiply by 100.• Divide by 10.• Divide by 100.• Multiply by 1 and 0.• Divide by 1.• Multiply and divide by 6.• 6 times-table and division facts.• Multiply and divide by 9.• 9 times-table and division facts.• Multiply and divide by 7.	<ul style="list-style-type: none">• $\times 10$• $\times 100$• $\times 6$• $\times 7$• $\times 9$• $\div 10$• $\div 100$• $\div 6$• $\div 7$• $\div 9$	



	<ul style="list-style-type: none">• Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	<ul style="list-style-type: none">• 7 times-table and division facts.		