STM Medium Term Plan (Engagement Creative Real)
Autumn 2020

Launch Day → **Mini project** → **Mini project** → **Real life outcome**

Launch Day	Mini project	Mini project	Real life outcome
Greek Myths	Writing Greek Myths	Greek Sandals	Greek Display

Science

Knowledge:
- To know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- To know the effects of air resistance, water resistance and friction that act between moving surfaces.
- To know that some mechanisms, including pulleys and gears, allow a smaller force to have a greater effect.

Skills:
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from causal relationships.

How:
Carrying out initial investigations into air resistance and using results to create a new question related to water resistance.
Measuring of time/distance of paper aeroplane to investigate air resistance, recording velocity.
Reporting findings on the surface area of a spinner/ parachute and the time taken to fall to the ground.

Q
Is it all just a myth?

STM Core
Wholeness:
Autumn 1: Being ME in my world.
Autumn 2: Celebrating difference.

Enrichment:
Remembrance Day
Anti- bullying week 16th-20th November 2020

Geo/Hist

Knowledge:
History:
To study Greek life, their achievements and their influence on the western world.
Geography: Types of settlement
- Identify and sequence a range of settlement sizes from a village to a city.
- Identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. Describe the characteristics of settlements with different functions, e.g. coastal towns.
- Know and understand what life is like in cities and in villages. describe different types of industry currently in the local area. Understand the hazards of some settlement areas e.g. flooding in our local area.

Skills:
History: I can know and sequence key events of time studied.
•I can make comparisons between different times in history.
•I can study different aspects of life of different people – differences between men and women.
•I can begin to identify primary and secondary sources.
•I can use evidence to build up a picture of life in time studied.
•I can select relevant sections of information.
•I am confident in my use of library, e-learning, research.
•I can record and communicate knowledge in different forms· work independently and in groups showing initiative.
Geography:
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

How:
History:
A study of The Ancient Greeks
Comparison to modern Greek civilisation
Geography:
Contrasting features of Wales.
Understand how Greece has changed physically.
Climate effect on countries on the shoreline.

Art

Knowledge:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Skills:

A collage that has a visual and tactile quality to emphasise a definite theme.
3D - A model with life like quality that shows real life proportions or if more abstract, provokes different interpretations.

How:

Greek pottery - Clay
Printing/ Collage

DT

Knowledge:

To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Skills:

To make design decisions taking account of constraints such as time, resources and cost. To produce a detailed set of labelled designs indicating materials, tools, methods and measurements required to produce the finished product.

How:

Design and make Greek Sandals.

Computing

Knowledge:

Multimedia

Skills:

To talk about audience, atmosphere and structure when planning a particular outcome. To confidently identify the potential of unfamiliar technology to increase my creativity. To combine arrange of media, recognising the contribution of each to achieve a particular outcome. To tell you why I select a particular tool for a specific purpose. To be digitally discerning when evaluating the effectiveness of my own work and the work of others.

How:

Use Google docs and Google classroom across the curriculum.

Languages

Coverage:

Give the time
Extend their food and drink vocabulary
How to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.

PE

Knowledge:

Game formations.
Sequences
How to pass effectively
How to attack and defend

Skills:

Works cooperatively playing with increasing confidence in a variety of game formations.
Works cooperatively passing and receiving in sequence and on the move signalling for the ball. Can pass confidently with the inside, the front and outside of the foot. Demonstrates increasing control when dribbling with the feet. Consistently apply attacking and defending principles.

How:

Hockey
Football

Music

Knowledge:

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations, 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.

Skills:

To know how to play an instrument. To use and understand how to read musical notations.
To use voices to perform.
To be able to recognise and keep to a rhythm.

How:

SMC music opportunities.

Literacy Medium Term Plan			
Fiction	Non-Fiction	Non-Fiction	Poetry
Model Text Greek myths **Genre** Myths and Legends **Focus** Vocabulary Sentence structure **Writing Outcome (Draft)** Greek myth (based on one traditional myth)	**Model Text** Historical information text **Genre** Information text **Focus** Structure/form Punctuation **Writing Outcome (Draft)** Information text	**Model Text** Historical recount **Genre** Recount **Focus** Punctuation Sentence structure **Writing Outcome (Draft)** Recount of events in Ancient Greece	**Model Text** The Raven **Genre** Poetry **Focus** Emotive language **Writing Outcome (Draft)** Emotive poem
Independent Outcome Modern myth (topic)	**Independent Outcome** Information text on The Ancient Greeks (History)	**Independent Outcome** Recount of recent events.	**Independent Outcome** Poem (Advent)

Maths Medium Term Plan				
Topic	National Curriculum	Small Steps	Core Number Facts	Real Life Links/Cross Topic
Place Value	• read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 • round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1,000 (M) and recognise years written in Roman numerals	Numbers to 10,000 Rounding to 10, 100 and 10,000 Numbers to 100,000 Compare and order numbers to 100,000 Numbers to a million Counting in 10s, 100s, 1000s, 10000s, 100000s Compare and order numbers to a million Round numbers to a million Negative numbers Roman numerals		
Addition and Subtraction	• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with	Add whole numbers with more than 4 digits Subtract numbers with more than 4 digits Round to estimate and		

	increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	approximate Inverse operations Multi-step addition and subtraction problems		
Statistics	• solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables			
Multiplication and Division	• identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply numbers up to 4 digits by a one- or two-digit number using a			

	formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally, drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) • solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and			

	division, including scaling by simple fractions and problems involving simple rates			
Perimeter and Area	• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes			