STM Medium Term Plan (Engagement Creative Real)
Autumn 2020

Launch Day	Mini project	Mini project	Mini project	Real life outcome
Cave wall making	Cave wall art	Iron Age tool making	Website about the SA/IA	Promoting a website to parents.

Science

Knowledge:
To know the main parts of the human circulatory system, and the functions of the heart, blood vessels and blood.
To know the impact of diet, exercise, drugs and lifestyle on the ways their bodies function.
To know the ways in which nutrients and water is transported
To know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
To know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
To know how animals and plants adapted to suit their environment in different ways and that adaptation may lead to evolution.

Skills:
- identifying scientific evidence that has been used to support or refute ideas or arguments
- recording data and results of increasing complexity using scientific diagrams and labels
- Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.

How:
giving children specific animals and get them to use labelled diagrams and to present information on how an animal is adapted to live in its environment.
Present findings on the work of e.g. Mary Anning, Charles Darwin and Alfred Wallace.

Q
Where do we come from?

STM Core

eSafety

I understand there are different perceptions about what normal means

I understand how having a disability could affect someone's life

I can explain some of the ways in which one person or a group can have power over another

I know some of the reasons why people use bullying behaviours

I can explain ways in which difference can be a source of conflict and a cause for celebration

I can give examples of people with disabilities who lead amazing lives (4e, 4f)

Geo/Hist

Knowledge:
I can compare and contrast ancient civilisations.
I can recognise primary and secondary sources.
I can bring knowledge gathering from several sources together in a fluent account
I can select an aspect of study to make a display.
I can use a variety of ways to communicate knowledge and understanding including extended writing.
I can plan and carry out individual investigations.

Skills:
Economic Activity
know where some of our main natural resources come from.
explain how the types of industry in the area have changed over time.
Understand where our energy and natural resources come from understands that no one type of energy production will provide all our energy needs.

How:
A study of the Human Geography within a context of the Stone Age to the Iron Age

Art

Knowledge:
Techniques to include:
Blowpainting
Smudging with charcoal and chalk
Making chalk

Skills:
Selection of appropriate media and techniques to achieve a specific outcome.
Exploration of the effect of light and colour, texture and tone on natural and man-made objects.

How:
Cave painting

Computing

Knowledge:
Uses selection in programs
Works with variables
Uses logical reasoning to explain how some simple algorithms work
Uses logical reasoning to detect and correct errors in algorithms

Skills:
Solves problems by decomposing them into smaller parts
Understands computer networks, including the internet

How:
Coding data, using variables

PE

Knowledge:
Different elements of athletics track and field events and the relative skills required.

Skills:
use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

How:
Athletics

DT

Knowledge:
Uses and development of specific tools used during the iron age.

Skills:
I can produce a detailed set of labelled designs (for example cross sectional diagrams, exploded diagrams and computer-aidied designs) indicating materials, tools, methods and measurements required
I can explain and justify changes to my original designs at all stages of the process.
I can show that I can test and evaluate my products.

How:
Designing tools for specific tasks

Languages

Coverage:
To recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn.
To describe a variety of weathers in the present tense.
To use the language of weather to describe typical climates in different places, combining with familiar expressions of frequency.
To revise adjectival agreement."

Music

Knowledge:
Use a variety of different musical devices including melody, rhythms, and chords.

Skills:
Improvise melodic and rhythmic material within given structures.
Show thoughtfulness in selecting sounds and structures to convey an idea.
Create my own musical patterns.

How:
Prehistoric rhythm

Literacy Medium Term Plan		
Fiction	Non-Fiction	Fiction
Model Text Ug, the Boy Genius **Genre** Historical fiction **Focus** Punctuating speech and clauses **Writing Outcome (Draft)** A written version of Ug the boy genius.	**Model Text** Stone Age to the Iron Age **Genre** Diagraming for Non-Fiction **Focus** Layout **Writing Outcome (Draft)** A detailed description of an Iron Age House.	**Model Text** I was born in the stone age by Michael Rosen **Genre** Poetry **Focus** Rhyme and Rhythm **Writing Outcome (Draft)** I was born in the Iron Age
Independent Outcome Relocate the story into the Iron Age.	**Independent Outcome** A detailed description of an Iron Age House.	**Independent Outcome** N/A

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 up to 10,000,000 and determine the value of each digit round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across 0 solve number and practical problems that involve all of the above	Sort objects Count objects Represent objects Count, read and write forwards from any number 0 to 10 Count, read and write backwards from any number 0 to 10 Count one more Count one less One-to-one correspondence to start to compare groups Compare groups using language such as equal, more/greater, less/fewer Introduce <, > and = symbols Compare numbers Order groups of objects Order numbers Ordinal numbers (1st, 2nd, 3rd …) The number line	Number bonds Place value Decimal	Reading numbers

Four Operations	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the 4 operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Add whole numbers with more than 4 digits Subtract whole numbers with more than 4 digits Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Add and subtract integers Multiply 4-digits by 1-digit Multiply 2-digits (area model) Multiply 2-digits by 2-digits Multiply 3-digits by 2-digits Multiply up to a 4-digit number by 2-digit number Divide 4-digits by 1-digit Divide with remainders Short division Division using factors	Times tables Number bonds Multiplication of 10	Counting objects Word problems

	solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	Long division (1) Long division (2) Long division (3) Long division (4) Factors Common factors Common multiples Primes to 100 Squares and cubes Order of operations Mental calculations and estimation Reason from known facts		

Fractions	use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions >1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8] divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places multiply one-digit numbers with up to 2 decimal places by whole numbers use written division methods in cases where the answer has up to 2	Equivalent fractions Simplify fractions Improper fractions to mixed numbers Mixed numbers to improper fractions Fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract fractions (1) Add and subtract fractions (2) Add mixed numbers Add fractions Subtract mixed numbers Subtract fractions Mixed addition and subtraction Multiply fractions by integers Multiply fractions by fractions Divide fractions by integers (1) Divide fractions by integers (2) Four rules with fractions Fraction of an amount Fraction of an amount – find the whole	Part/whole Bar methods of calculation	Parts of items Building things Link to ratio and proportaion

	decimal places solve problems which require answers to be rounded to specified degrees of accuracy recall and use equivalences between simple fractions, decimals and percentages, including in different contexts			