



STM Medium Term Plan (Engagement Creative Real) Summer 2021

Launch Day

Create 3D snake.

Mini project

Design a stamp for the Royal Mail.

Mini project

Create garden picture using real flowers.

Mini project

Be responsible for growing plants.

Real life outcome

Make own healthy meal.

Science

Knowledge:

observe and describe how seeds and bulbs grow into mature plants

find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Skills:

- Using their observations and ideas to suggest answers to questions.
- Observing closely, using simple equipment and living plants.

What a beautiful world!

STM Core

Wholeness:

Changing me – Jigsaw

Relationships and families – Jigsaw

Enrichment:

British values – current affairs

Road Safety

Democracy – voting for classroom representatives.

Geo/Hist

Knowledge:

Geography -
Geographical skills and fieldwork

History -
Changes within our lifetime

Skills:

I can use aerial photos of the local area and use compass directions, and create my own directions.

I can compare the difference between schools from 100 years ago and now.

How:

Grow plants in the classroom and make a comparison between which things plants need to survive and thrive the most.

How

To create a map with personalised directions to various places, using a key.

Compare real life items and pictures of schools in the past and present.



Art

Knowledge:

To be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Skills:

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

How:

To create a Royal mail stamp inspired by the heroes of the pandemic.

Create a 3D snake.

Create 3D garden picture.

PE



Knowledge:
Gymnastics

Ball skills

Skills:

To understand points of contact, travelling, balance and shape.

To use balls effectively in games – football, hockey.

How:

To show movements in groups, pairs and individually.

To take part in various ball games.

DT

Knowledge:

Design – products with a purpose

Evaluate – usefulness of products

Food safety – healthy meals.

Skills:

Evaluate – the effectiveness and suitability of the materials used in existing products.

Create a healthy sandwich.

How:

Compare the characteristics of products in the classroom.

Follow recipe to make a healthy meal.



Literacy Medium Term Plan

Fiction	Non-Fiction	Fiction	Non-Fiction	Poetry
<p><u>Model Text</u> The Highway Rat</p> <p><u>Genre</u> Fantasy</p> <p><u>Focus</u> Narrative</p> <p><u>Writing Outcome (Draft)</u> Write a story in the style of The Highway Rat.</p>	<p><u>Model Text</u> Life Cycles</p> <p><u>Genre</u> Information</p> <p><u>Focus</u> The life cycle of various birds and insects.</p> <p><u>Writing Outcome (Draft)</u> Create a leaflet on different offspring.</p>	<p><u>Model Text</u> The day the crayons quit.</p> <p><u>Genre</u> Fantasy</p> <p><u>Focus</u> Narrative</p> <p><u>Writing Outcome (Draft)</u> Write an innovated paper doll story</p>	<p><u>Model Text</u> Instructions for a journey to Costello stadium</p> <p><u>Genre</u> Instructions</p> <p><u>Focus</u> Geography link, writing instructions for real life outcome</p> <p><u>Writing Outcome (Draft)</u> Writing instructions for a different location</p>	<p><u>Model Text</u> Corona poem</p> <p><u>Genre</u> Poetry</p> <p><u>Focus</u> Non fiction element</p> <p><u>Writing Outcome (Draft)</u> Own poem about real life.</p>
<p><u>Independent Outcome</u> Write your own fantasy story with different animals (science)</p>	<p><u>Independent Outcome</u> Create a leaflet showing the sequence of a selected animals life cycle (science)</p>	<p><u>Independent Outcome</u> Write your own about an adventure to see different animals (science)</p>	<p><u>Independent Outcome</u> Writing instructions for a safe journey (wholeness/geography)</p>	<p><u>Independent Outcome</u> Create their own poem based on a creature from The Deep. (science)</p>



Maths Medium Term Plan				
Topic	National Curriculum	Small Steps	Core Number Facts	Real Life Links/Cross Topic
Height and length	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Number 1 – 100 in cms.	Recording pupils heights for comparison.
Time	<ul style="list-style-type: none">compare and sequence intervals of timetell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these timesknow the number of minutes in an hour and the number of hours in a day	To tell the time at o'clock, half past and quarter past.	1-12	Tell the time during the school day – lunch, breaks.
Position and direction	<ul style="list-style-type: none">Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).Order and arrange combinations	Identify different directions. Identify positions – standing, moving.		Create directions to a local place.



	of mathematical objects in patterns and sequences			
Mass, capacity, temperature	<ul style="list-style-type: none">• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels• compare and order lengths, mass, volume/capacity and record the results using >, < and =• compare and sequence intervals of time	Identify the difference between the measurements and which one is used at which time.	Number 1-100.	Measure the temperatures around the school.