

Fosse Primary School

JA

LT

Medium term map

Term (please highlight): **Autumn 1**

Autumn 2

Spring 1

Spring 2

Summer 1

summer 2

Year group:

Topic	Stone Age to the Iron Age.						
Wow factor	Yabba Dabba Do!						
	Week 1 WB: 1 st Sept.	Week 2 WB: 7 th Sept.	Week 3 WB: 14 th Sept.	Week 4 WB: 21 st Sept.	Week 5 WB: 28 th Sept.	Week 6 WB: 5 th Oct.	Week 7 WB: 12 th Oct.
English	Two Monsters Introduction to text/description of character	Two Monsters Description of setting	Two Monsters Narrative	Two Monsters Narrative	Assessment		
Maths	<p>Number – place value Identify, represent and estimate numbers using different representations.</p> <p>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).</p> <p>Compare and order numbers up to 1000</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p>		<p>Addition and subtraction</p> <p>Number – addition and subtraction Add and subtract numbers mentally, including: a three- digit number and ones; a three-digit number and tens; a three digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>		Assessment	Multiplication and division	

	Count from 0 in multiples of 50 and 100	Add and subtract amounts of money to give change, using both £ and p in practical contexts.		
Science	Working scientifically Choose appropriate equipment Follow instructions for using it Making relevant observations Taking non-standard measurements Using basic equipment to measure length or mass using standard units Present evidence using drawings and labels Use of ICT to prepare tables and graphs Describe what has happened making comparisons Recognizes the link between cause and effect Noticing simple patterns and results Reviews children's work and recognizing difficulties		Light Shadow Natural sources Sight with eye	
History				
Geography				
Art		Andy Warhol Pop-Art – A3 Key techniques – colour, position, bold, lines and dots Tracing Pointillism	Cave paintings Use sketch books to collect, record and evaluate ideas Observe and record using a natural material Paint using natural materials Record messages in paint Use chalks to create a piece of cave art Make natural dyes and colourant Experiment with wax resistant and water wash	
DT				
Cross curricular writing			Description of similarities and differences of Stone Age people	Postcard from the Stone Age/leaflet Instructions for making Bronze Age jewellery
Music	Ukulele Pulse/improvising and composing/listening and appraising – identify and name orchestral instruments and sounds they make Identify and name common percussions e.g. triangle, drum, tambourine, bells, maracas, guiro, chime bars.		Pitch/improvising and composing/listening and appraising Compare notes of different pitch using higher or lower Perform simple melodies on tuned percussion Know that pitch can be recorded using notes names and on a stave.	

	<p>Explore, select and control sounds made by voices and instruments to create complex sound effects and sequences.</p> <p>Identify when music gets louder or quieter – faster or slower (outside)</p>		<p>Rhythm (Spring) Technology and structure form (Spring)</p> <p>Voice (Summer) 20th century music (Summer)</p>				
RE	Assess prior knowledge of religion from scheme		Start the new RE scheme (NHG) – detail to follow				
PSHE/Jigsaw			Being me in my world – 20 mins additional PSHE to be completed daily				
Computing	<p>Internet safety – Hectors world</p>	<p>To design and write a program that accomplishes a specific goal.</p> <p>Children can explain what Object, Action, Output, Control and Event are in computer programming.</p> <p>Children can explain which commands they included in their program and what they achieve.</p>	<p>To design and write a program that simulates a physical system</p> <p>Children can explain how their program simulates a physical system, i.e. my vehicles move at different speeds and angles.</p> <p>Children can describe what they did to make their vehicle change angle.</p> <p>Children can show that their vehicles move at</p>	<p>To use repetition commands</p> <p>Children can show how their character repeats an action and explain how they caused it to do so.</p> <p>Children are beginning to understand how the use of the timer differs from the repeat command and can experiment with the different methods of repeating blocks of code.</p> <p>Children can explain how they made objects repeat actions.</p>	<p>To introduce If statements.</p> <p>Children can create an ‘if’ statement in their program.</p> <p>Children can use a timer and ‘if’ statement to respond to the actions of a character and change their actions.</p>	<p>Debugging.</p> <p>Children can explain what steps to follow to debug a program. Children can explain what they did so that my computer program did not work.</p> <p>Children can explain how they debugged a partner’s program.</p>	<p>To introduce variables.</p> <ul style="list-style-type: none"> • Children can explain what a variable is in programming. • Children can explain why variables need to be named. • Children can create a variable in a program. • Children can set/change the variable values appropriately to create a timer.

			different speeds.				
MFL		Listen attentively to spoken language and show understanding by joining in and responding	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Speak in sentences, using familiar vocabulary, phrases and basic language structures	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Present ideas and information orally to a range of audiences
PE Key stage 2 Autumn term 1.	Fitness. Cardio & strength building Movement Balance and Coordination						