**Measly Middle Ages**

**Autumn term 2021**

**ART & DT**

The Bayeux Tapestry

Making a time travel helmet (Papier Mache)

Making castles using a range of materials.

 Sewing – using Binca.

**HISTORY**

Medieval Britain timeline

Knights, life, castles, blacksmiths, Lords, Ladies, peasants, sports, The Magna Carta, War of the Roses, Kings and Queens of Medieval Britain

Educational Visit to Mountfitchet Castle



**PE**

Focus: Hand-eye coordination when playing games such as cricket and rounders.

PSD focus: Working as a team and showing respect to others.

**ICT**

Internet skills and

E-safety. Programming (floor robots), sequencing

Word processing skills, email

LITERACY: Speaking and listening skills. ***Experience***: text development, narrative structure, reading comprehension, written text, film excerpts, drama.

***Activity in response*** – writing, drama, grammar, punctuation

Esio Trot (Yr8), Hodgeheg (Yr7),

NUMERACY LINKS: In addition to Maths scheme of work – Time: passing of time, key times in the day, telling the time, timetables etc.

SCIENCE: *Year 7:* Skeletons, digestive system, diet, exercise, circulatory system.

*Year 8:* Habitats – classification.

Forces - Friction/Air/water resistance/Gravity.

**MUSIC AND DRAMA**

Tudor dancing

Rhythm, beats and timing Greensleeves

Middle School assembly singing

Whole School Christmas production

**FOOD TECHNOLOGY**

BRILLIANT BAKING Focus: Measuring/ kneading/ mixing with hands

Bread rolls, Cheese straws, Gingerbread people, Fancy fish/ chicken fingers, Blueberry muffins

**RE and PSHCE**

Me and the people around me

All about me

Zones of Regulation

Religion through the Middle Ages

Christianity – The Christmas Story

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|  | **Literacy****End of Middle School****(min reading age 7, spelling age 7)** |   | **Mathematics****End of Middle School** |
|  Speaking  | Use an appropriate toneAsk a question relating to the chosen topicState a factGive a descriptionExplain viewGive an instructionInitiate conversationTell someone own name, DOB, address | Counting and Ordering | Count to 50 *(One)*Count reliably up to 10 objects (Bridge)Read, write & order numbers & numerals from 0 - >20 (Bridge)Use ordinal language (One) |
|  Listening  | Participate actively in collaborative conversationsFollow two step instruction | Numbers and more/less | Say 1 more or less 0 to 20 *(One)*Double to at least 10Halve even numbers to 10 *(One*) |
| Reading Word reading | Sound all graphemesSegment and blend CCVC CVCCCategorise wordsRead first 100 HF wordsRead the days of the week, months of the year and pertinent namesWork within phase 3-4 letters and sounds | Tables | Count on and back in 1’s, 2’s, 5’s, & 10’s and know the tables *(Bridge)* |
| Reading Comprehension | Arrange alphabetRetrieve literal information from a simple text | Bonds, facts and place value | Know & use bonds to 10 *(Bridge)*Know all number pairs to 100 using ‘ten’ numbers *(One)* |
| Writing  | Form Upper and lower case letters clearlyWrite on the line and with finger spacesSimple sentencesWrite name, DOB Make a list Spell CCVC CVCC or phonetically plausible attemptsUse first 100 HFW, plausible spellingUse capital letters and full stops | Calculation | Add & subtract two numbers under 10 *(Bridge)* |
|  |  | Time | Tell time to half past *(One)* |
|  |  | Money | Recognise all coins *(One)* |

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|  | **PSD****By the end of Middle School** |
| Social use of language  | Speak and listen on the phoneAwareness of appropriate/respectful comments Ask for clarification if neededFollow group instructionsExplain needsJoin in talk at mealtimesShare interests |
| Behaviour and Emotional Intelligence | Recognise emotional triggers |
| Organisation  | Tidy own bed /sleeping bag organise belongings Pack items in a bag to carrySet a table |
| Dressing | Put on own clothes, correctly oriented, footwear on correct feet Tidy and organise own clothesChoose suitable clothing/ footwear for the weatherAwareness of nudity Fasten zipsShow an awareness of own appearance |
| Eating | Use a knife and fork to cut and eat foodPour drinks from a jug or bottleBe aware of drips and spills, clean up when neededPass items at table and request items to be passedTry different textures and mixtures of foods |
| Personal care  | Use glasses and hearing aids appropriately with supportShower and wash Dry body and hair with a towelCover up effectively with a towelBrush own hairTie back hairWash hairApply deodorantlock and unlock a toilet door confidently Put on a plaster |
| Safety skills | Identify safety devices such as exits and extinguishersCross road safely with supportShare online concerns with adult |
| Travel  | Travel on a school bus Travel to a familiar location with adult supportUse appropriate behaviour in outside contexts |

**KEY SKILLS DOCUMENTS FOR MIDDLE SCHOOL COMBINED**