Termly Plan

Teacher: Miss Callan **Term:** 2 **Class:** Saplings **Year:** 2022-23 (even)

	LOTC and FOREST links	Subject theme and concepts	Starting Point and prior knowledge	Lesson by lesson learning of knowledge and skills progressing towards end points: 1	2	3	4	5	6 Composite knowledge task	END POINTS (KPIs)
English	Roleplay: Rhudopis journey Frosty morning – outside inspiration for expanded noun phrase poems.	**Egyptian Cinderella – Shirley Climo**	EYFS: Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions Correct letter and sentence formation, different sentence types, using phonetic knowledge to form sentences.	- Recap punctuation. Predict what may happen in a story. - Compare two similar stories (Egyptian Cinderella, vs - Traditional Cinderella) - Storyboard and summarise key events in a story	- Recognising nouns, adjectives and verbs. - Think about the story (discuss). Was the ending of Egyptian Cinderella a happy one? - Features of a debate -Plan your argument - Perform our parliamentary style debate. (with a vote)	- Conjunction (coordinating and subordinating - year 2) -WAGOLL Deconstruct - Plan the elements of our own Cinderella story. - Map our story using a story mountain. (2 lessons)	Big write week – create our planned story Each part of the story to be written up over the five days of the week. - Introduction - Build up - Climax - Resolution - Ending	- Commas in a list Year 2 only - Expanding noun phrases. - Descriptive poems using expanded noun phrases. Assessment week	- Application of all taught grammar techniques by writing a set of instructions (How to make a Mummy) - Recap imperative verbs - Plan - Write - Edit (Year 2 only)	- To be able to use full stops and capital letters - To classify verbs, nouns and adjectives - To use conjunctions to link themes and ideas - To use adjectives to expand noun phrases. - To write a prediction - To prepare an argument for a debate - To plan and write a story - To create a descriptive poem - To write a set of basic instructions using imperative verbs Year Two only – to use commas to separate items in a list.
Maths	Frequent use of the outdoor space to practise and explore newly learned concepts	**Addition and Subraction** **Shape** **Y1: Place value to 20**	Year One: - Addition and subtraction within 10 - Fact families and missing numbers - To recognise and sort 2-D and 3-D shapes - To count forwards and backward to 20.	Year One: - Addition recap and problems - Find a part - Subraction Year Two: Add and subtract two 2-digit numbers (across a ten)	Year One: - Fact families – the eight facts. - Subtraction – how many left? - Subtraction on a number line. Year Two: Add and subtract two 2-digit	Year One: - Subtract one and two - Consolidate unit Year Two: - Mixed addition and subtraction. - Compare number sentences	Year One: - Recognise, sort and name 2-D shapes - Recognise, sort and name 3-D shapes - Make patterns with shapes Year Two: - Missing	Year One: - Numbers to twenty - Tens and ones - One more or one less Year Two: - Recognise 2-D and 3-D Shapes - Count sides on 2-D and 3-D shapes	Year One: - Compare numbers and objects - Order numbers and objects Year Two: - Count edges and faces on 3-D shapes. - Lines of symmetry within and to complete shapes - Sort 2D and 3D shapes.	Year One: - To confidently add number and subtract numbers up to ten and apply these skills to problem solving and reasoning tasks (using manipulatives). - To begin to understand commutative relationships within additions and related facts with subtractions (fact families). - To use part whole models and number lines to add and subtract numbers with 10. - To recognise and sort 2-D and 3-D shapes - To count forwards and backward to 20. - To compare and order numbers to 20. - To understand what ten is and how many are in twenty.

			- Place value to 100		numbers (across a ten)		number problems -Consolidate unit	- Count vertices on 2-D and 3-D shapes **Assessment week**	-Make patterns with shapes	Year Two: To add and subtract a two digit number from a two digit number. (crossing 10s) To use addition and subtraction skills to reason and problem solve. To compare number sentences and complete missing number problems To recognise and sort 2-D and 3-D shapes and discuss their qualities (vertices, edges and faces etc.)
R.E.	Religious leaders to come and share their perspective (tbc)	**How and why do we celebrate special and sacred times?**	EYFS - Children have a developing respect for their own cultures and beliefs, and those of other people From BA – To understand faith communities: Christianity Islam and Judaism	Which times are special times to you and why? What makes them special? Why do we celebrate them?	Why are festivals important to religious communities ?	Christian Festivals: including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.	Belonging: Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, Judaisim Brit Bat/Zeved habit; Islam Aqiqah	Discuss: Talk to members of religious communities, about what is good about being in a community, and what kinds of things they do when they worship/community activities.	Find out about times when people from different religions work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief or Remembrance on 11th November. Summary activity of unit	• Talk about what is special and of value about belonging to a group that is important to them • Show an awareness that some people belong to different religions • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean • Identify some similarities and differences between the ceremonies studied
Science	Baby visit Data collection and investigation/ enquiry	**Animals including humans** *Biology*	EYFS - Explore the natural world around them, making observations and drawing pictures of animals and plants; From BA – Classification of different animals	Recap on prior terms learning. Introduce. Predictions Investigation design (simple testing)	Investigation data collection/recording and analysis	Baby and toddler visit. Data collection, asking questions and observations	Importance of keeping your heart healthy/exercise Measuring heart rates (comparing resting and exercise rates)	Healthy eating and hygiene (tooth/egg experiment)	Skeleton and digestive system. Can we identify the component parts? Summary activity of unit	Explain how animals, including humans, have offspring which grow into adults. Describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Identify basic parts of the skeletal, muscular, digestive, circulatory and nervous system. To be able to use observations to suggest answers to questions. To be able to record data (flow diagram). To be able to observe using simple equipment. To be able to record data (table). To be able to perform a simple test. To be able to record data (tally chart).
History	Living time line Build a working	**Mesopotamia and Ancient Egypt** *Empire,*	EYFS: Know some similarities and differences between things	Topic introduction, what do you know and	How long ago did Ancient Egypt and mesopotamians live and	How did these civilisations use the river to survive?	Who was Tutankhamun and how did historians learn about	What did the Ancient Believe? Afterlife and gods	How did ancient civilisations communicate? Rosetta Stone	1. Understand the importance of the Tigris, Euphrates (Mesopotamia) and Nile (Egypt) rivers, floods and farming. Compare these rivers to the River Stour. 2. Understand the significance of Tutankhamun as a

	Shaduf (Forest school) National History Museum Tutankhamen online exhibition.	*Civilisation, Trade, Communication, Rivers, Farming* *Our World*	in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; From BA – Prehistoric times, Kings, Queens and leaders, Farming		where was their civilisations?	(Rivers - The Egyptian calendar/flooding) What did we learn from these agricultural practices today?	his life? (Howard Carter investigate his tomb)	Create a mummified orange!	Hieroglyphics and cuniform letters Summary activity of unit	pharaoh. 3. Identify key features in Egyptian and Mesopotamian culture (including writing) and religion. I know about the life of a significant person
Design & Technology	Test durability of money purses. Will the money stay in our pouches?	**Make textiles using sewing and cutting to join**	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function • Share their creations, explaining the process they have used.	Evaluate and test different designs of purse. Which look good but which are the most useful?	Design a simple coin purse, based on Mesopotamian cuniform (letters) and colours	Practise running stitch	Make the purse (pattern and start the running stitch)	Make the purse (finish running stitch and button)	Test and evaluate the purse made (use plastic coins) link with maths learning on money	- To identify running stitch - To be able to use running stitch to create a working prototype - To understand what makes a good design for a coin purse (form and function) - To design, make and evaluate the a coin purse
R.H.E.		**Heartsmart:** Don't forget to let love in	From BA – Safeguarding, identity and care	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle	Pants! Learning about appropriate and inappropriate contact	Truth or Lies Differentiating between truths and lies about us	Would you Rather? Game of preference ***Making an emergency call***	Taking Care of Me Ways to take care of ourselves everyday	Taking Care of Me Ways to take care of ourselves everyday Don't Forget to Let Love in Reflection Circle time - What we have learned about Don't Forget to Let Love in!	• I am starting to describe myself in a positive way. • I am starting to think about some great things about myself. • I can suggest touch that I like and touch that I don't like. • I am beginning to understand the difference between the truth and lies. • I am beginning to understand that not everything is true. • I am beginning to understand what truth sounds like. • I am beginning to make choices based on my preferences. • I am beginning to understand that I am unique. • I am beginning to understand that

										there is a difference between spending and saving. • I am beginning to understand that I can choose to 'save' or 'spend'. • I am beginning to understand that a reward comes from saving. • I can identify different ways that I can take care of myself and some of the objects I use for this eg toothbrush. • I am beginning to be able to recall a kind word or action from my week.
Music	Use of outdoor percussion equipment to perform compositions	**Colonel Hathi's march -** Beat • March • Timbre • Music from a film **Magical musical aquarium-** Timbre • Pitch • Structure • Graphic symbols • Classical music	Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	We'll learn to: • Compose music to march to using percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary. We'll be listening to: • Tuba, glockenspiel, piccolo clip • Royal Marines Massed bands • 'Colonel Hathi's March' • Grand old Duke of York			We'll learn to: Experiment with sounds (timbre) to create aquarium nspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively representing the character of their composition. • Listen to Aquarium, reflecting the character of the music through movement. We'll be listening to: Aquarium' from Carnival of the animals by SaintSaëns			Compose music to march to using percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary. Experiment with sounds (timbre) to create aquarium inspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively representing the character of their composition. • Listen to Aquarium, reflecting the character of the music through movement.
P.E.		**Dance** – BBC Let's Move: Fireworks, Journey of the Magi, winter wonderland	Movement and shape in time to music. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Shooting stars – creating movement based on fireworks	Catherine Wheels – Circular movements in time to the beat	Lets stay or fly away – Using your bodies as shape to show migrating birds or hibernating hedgehogs	Busy bodies, cosy toes - telling a story through dance	In Search of the Baby Jesus – Travelling creatively across a space using dance	Gifts for a King – Showing emotion (joy) through interpretive dance	I can perform a sequence of actions which have a clear start, middle and ending I can perform dances using simple movement patterns
Computing	Instructions activities: Clarify the importance of clear instructions, objects and actions to illustrate the principle of how coding is the language of instructions	**Purple Mash: 1.7 Coding** *Computer Science* *Information Technology*	From BA – Former coding unit from Purple Mash's coding chimp	Instructions To understand what instructions are. • To predict what will happen when instructions are followed. • To understand that	Objects and Actions To use code to make a computer program. • To understand what objects and actions are.	Events • To understand what an event is. • To use an event to control an object.	When code executes • To understand what an event is. • To begin to understand how code executes when a program is run.	Setting the scene • To understand what backgrounds and objects are. • To understand how to use the scale property.	Using a plan • To plan a computer program. • To make a computer program.	I know that a computer program turns an algorithm into code that the computer can understand. I can say that if something does not work how it should it is because my code is incorrect. I can try and fix my code if it isn't working properly I can make good guesses of what is going to happen in a program. For example, where the turtle might go. I can change content on a file such as text, sound and images. I can name my work I can save my work. I can find my work.

	for computers			computer programs work by following instructions called code.						

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