

# Termly Plan

Teacher: Miss Rivers

Term: 2 Class: Young Oaks

Year: 2022-23

	LOT and FOREST links	Subject concepts	Starting Point and prior knowledge	Lesson by lesson learning of knowledge and skills progressing towards end points: 							END POINTS (KPIs)
				1	2	3	4	5	6	Composite knowledge task	
English		'Fly, Eagle, Fly. An African tale' By Christopher Gregorowski.  Poetry-Kennings		Session 1: Reading aloud, responding to illustration, book talk: 'Tell Me'  Statutory spelling test	Sessions 2 and 3: Looking at language, story mapping.  Session 4: Visualising, drawing and annotating, exploring language  Session 5: Shared writing, poetry  Statutory spelling test	Session 6: Rereading, drama and role-play  Sessions 7 and 8: Rereading, writing in role, shared writing  Statutory spelling test	Session 9: Visualising, drawing and annotating, exploring language  Session 10: 'Tell Me', book talk  Session 11: Book talk  Statutory spelling test	Sessions 12-15: Writing in role, retelling, shared writing  Statutory spelling test	Spelling, grammar and vocabulary recaps.  Statutory spelling test	Reading- -Develop positive attitudes and understanding of reading by: Listening to and discussing a wide range of fiction - Increase familiarity with a range of books - Identify themes. -Discuss words and phrases that capture readers' interest and imagination -Explaining the meaning of words in context -Ask questions to improve understanding of the text - Draw inferences and justify inferences with evidence - Identify how language contributes to meaning. -Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar -Plan writing by recording ideas	
Maths	Maths activities outside.	Addition and subtraction  Multiplication and division	Year 3- To know 2, 4 and 8 times tables and times tables and division facts	Year 3- Compliments to 100. Estimate answers. Inverse operations.	Year 3- Equal groups. Use of arrays Multiples of 2  Year 4- Multiples of 3.	Year 3- Multiples of 5 and 10. Sharing and grouping.  Year 4-	Year 3- Multiples by 3 Divide by 3. The 3 times table.  Year 4-	Year 3- Multiply by 4. Divide by 4. 4 times table.  Year 4- 11 times-table and division	Year 3- Multiply by 8. Divide by 8. 8 times table.	Year 3- The 2, 4, 8 times tables.  End of unit informal assessment.	Year 3- To know 2, 4 and 8 times tables and times tables and division facts associated with these.  To be able to use inverse operations to check my work.

		Year 4- measurement - area.	associated with these.  To be able to use inverse operations to check my work.  To be able to recall the 2, 4 and 8 times tables.	Making decisions.  Year 4- Efficient subtraction. Estimate answers. Checking strategies.	Multiply and divide by 6. 6 times-table and division facts.	Multiply and divide by 9. 9 times-table and division facts.	The 3, 6 and 9 times-tables. Multiply and divide by 7. 7 times-table and division facts	facts 12 times-table and division facts	Year 4- Multiply by 1 and 0. Divide a number by 1 and itself. Multiply three numbers	Year 4- What is area? Count squares. Make shapes. Compare areas	To be able to recall the 2, 4 and 8 times tables.  Year 4- To know 3, 6, 7 and 9 times tables and times tables and division facts associated with these.  I am able to recall all times tables up to 12.
R.E.		What does it mean to be a Christian in Britain today?		Identify beliefs about God that are held by Christians and Muslims.  Describe some of the ways in which Christians and Muslims describe God  Identify some similarities and differences between ideas about what God is like in different religions.	Retell and suggest the meanings of stories from sacred texts about people who encountered God.	Ask questions and suggest some of their own responses to ideas about God.	Suggest why having a faith or belief in something can be hard.	Identify how and say why it makes a difference in people's lives to believe in God.	Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.	Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). · Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). · Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). · Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).	
Science	Exploration of different rocks in our local area and beyond.	Rocks		KWL tables. Research.	Compare and group together different kinds of rocks on the basis of	To be able to set up simple comparative tests.	Describe in simple terms how fossils are formed when things that have	Recognise that soils are made from rocks and organic matter	To be able to present information in a branching key.	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things	

	Forest school rock based activities.				their appearance and simple physical properties.  To be able to make careful observations. To be able to set up simple comparative tests.	To be able to measure using beakers and syringes.	lived are trapped within rock				that have lived are trapped within rock Recognise that soils are made from rocks and organic matter To be able to make careful observations. To be able to set up simple comparative tests. To be able to measure using beakers and syringes. To be able to present information in a branching key
History	Possible trip to explore anglo-saxon settlements.	British settlements by Anglo Saxons and Scots Vikings and Anglo-Saxons Struggle  <i>Civilisation, Rivers, Farming</i>		Explore the reasons for the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.	Explain why Anglo-Saxons and Scots came to Britain and how Britain changed as a result.	Describe what happened when Anglo-Saxons tried to fight back against the Viking invasion.	Explain why Christianity became more widespread in Britain, discussing Canterbury, Iona and Lindisfarne.				To know... describe Britain's settlement by Anglo-Saxons and Scots.  To be able to describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Art & Design	Creating sculpture using materials found around the school grounds.	Sculpture: Auguste Rodin	I can make structures by joining simple objects together. I can experiment with basic tools on rigid and flexible materials.	Compare different types of sculpture. Discuss and explain what they like or don't like about different sculptures and/or artists and why.	Experiment with different types of sculpture.	Experiment with different types of sculpture.	Experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt	Plan a sculpture using drawings or other preparatory work.	<b>Complete a sculpture and Evaluate a finished piece of work.</b>		To be able to say what I like or dislike about my work I know and I can talk about some of the great artists, architects and designers in history and describe their work. I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work
R.H.E.		<b>Heartsmart:</b> Don't forget to let love in (Yr3)		<b>Don't Forget to Let Love in!</b> Introduction to the 1st	<b>Wear it with pride</b> Learning to accept the encouragement	<b>Love is...</b> Considering what love is	<b>Moana</b> Comparing 'Te Fiti' before	<b>Growing gratitude</b> Listing things we are	<b>Love yourself</b> Making good	<b>Don't Forget to Let Love in Reflection</b> What we have learned	<ul style="list-style-type: none"> <li>I can recall some ways that people have shown love to me through kind words or actions.</li> <li>I am starting to describe</li> </ul>

				HeartSmart principle <i>Making an emergency call</i>	nt given to us by others	and what it isn't	and after she 'let love in'	grateful for and why	choices to keep our hearts healthy	about Don't Forget to Let Love in!	myself in a positive way. • I can think of words to encourage others. • I can accept encouragement from others. • I can sort words into what love is and what love isn't. • I can list some things that I am grateful for. • I can explain why I am grateful for them. • I am beginning to understand that some choices I make will affect my physical health. • I can recall examples of kind words or actions from the week. • I can share some amazing things about myself.
Music		Chilled-out clap rap  Beat, Rhythm, Tempo, Dynamics.		Recap previous knowledge- crotchet and quavers and rest equivalents.	Create clapping patterns using the durations of crochets and quavers.	Transfer clapping pattern to tuned intruments and as a group create a layered piece of music.	Rap accurately and rhythmically with dynamic contrast.	Perform crotchet and quaver actions on the beat and adapt these actions when the speed of the music changes.	Plan, construct and perform a rap with actions and clapping patterns.		To know... To be able to...
P.E.		Competitive Games – Basketball (SET)	Competitive games- I can participate in team games, developing simple tactics for attacking and defending	'basketball' dribble, bouncing a ball between a row of cones, controlling the bounces with my fingers.	Understand the rules of the game. Tactics and defence.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use the skills we have learned to evaluate our performance and advice others in my team of the best strategy based on the combined strengths and weaknesses of everyone.	Play a game of basketball. Apply strategies of attacking and defending. Use a range of basketball skills and teamwork.		To be able to understand the tactics used against me by others. To be able to call upon a range of skills and abilities to perform well in different sports / games.  To know how to do a 'basketball' dribble, bouncing a ball between a row of cones, controlling the bounces with my fingers.	
Computing		4.2 Online safety* <i>Digital Literacy Computer Science</i>	1.1 Online safety* <i>Digital Literacy</i>	Understand the online safety rules we learn at school.	Going Phishing Beware Malware Plagiarism	Formula Wizard and Formatting Cells	Using the Timer and Spin buttons	Line Graphs	Using a Spreadsheet for Budgeting	Exploring Place Value with a Spreadsheet	To be able to understand that network and communication components can be found in many different devices which allow them to join the internet.

		4.3 Spreadsheets <i>Information Technology</i>	<p>I can keep my login information safe</p> <p>I can save my work in a safe place such as 'My Work' folder.</p> <p>1.8 Spreadsheets Information Technology</p> <p>I can change content on a file such as text, sound and images.</p> <p>I can name my work</p> <p>I can save my work.</p> <p>I can find my work.</p>	<p>Understand privacy and that we have a right to privacy both on and offline.</p> <p>Know how to report with ease any concerns with content and contact online and know immediate strategies to keep safe</p>	Healthy Screen-Time						<p>To know how to create and improve my solutions to a problem based on feedback. For example, create a program using 2Code.</p> <p>To review solutions that others have created, using a checklist of criteria.</p> <p>To have a good understanding of the online safety rules we learn at school.</p> <p>To demonstrate how to use different online technologies safely.</p> <p>To demonstrate how to use a few different online services safely</p> <p>I know I have a right to privacy both on and offline.</p> <p>To recognise that my wellbeing can be affected by how I use technology.</p> <p>To know how to report with ease any concerns with content and contact online and know immediate strategies to keep safe</p>
<b>Languages (KS2)</b>	Find and describe colours around the school environment.	Weather and colours.	NA	Learning how to say- rain, sun, snow, wind, hot, cold	Ask about the weather and respond in French.	Learn the colours- Red, Blue, Yellow, Green, Pink, Brown	Use colours to describe something in French.				<p>To know weather and colours in French.</p> <p>To be able to describe the weather in French.</p> <p>To be able to ask what colour something is and respond correctly.</p>

