

Termly Plan

Teacher: Mr Stanley

Term: 3

Class: Mighty Oaks

Year: 2022-23 (even)

	LOTC and FOREST links	Subject theme and concepts	Starting Point and prior knowledge EYFS, Y1, Y2, Y3, Y4, Y5	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	<p>Active lessons to find similarities and differences. Making</p> <p>Using modal verbs to describe activities and rules during forest school to create forest school guides.</p>	<p>Street Child by Berlie Doherty</p> <p>Reading:</p> <ul style="list-style-type: none"> Finding similarities and differences Inferring summarising <p>Writing:</p> <ul style="list-style-type: none"> Punctuating direct speech. Description Engage the reader: comments, questions, observations Openings: Description, action, dialogue 	<p>Reading:</p> <ul style="list-style-type: none"> I can check what I have read and that I have understood it by telling someone else what has happened. I can ask questions about what I have read to help me understand a complicated text. I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others. I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this. I can tell you what a book that I am reading is about. I can talk about books and poems and I can take turns in telling people about them I can tell someone about the main ideas in a paragraph. <p>Writing:</p> <ul style="list-style-type: none"> I can draft and rewrite work that creates 	<p>Reading:</p> <p>Find similarities and differences by identifying common themes, including events, structure, issues and characters.</p> <p>Writing:</p> <p>Identify modal verbs and the ways they can be used to clarify levels of possibility. Identify how modal verbs can be used to make questions by modifying the verb in a question.</p>	<p>Reading:</p> <p>Identify evidence stated in texts that can be used to formulate inference, including details stated in relation to characters.</p> <p>Writing:</p> <p>Review how we punctuate direct speech, including use of comma, capital letter, full stop and speech marks, including split reported clauses.</p> <p>Explore how speech can be used to convey character and mood.</p>	<p>Reading:</p> <p>Explain how evidence implied in texts can be used to infer characters' feelings, motivation and future actions.</p> <p>Writing:</p> <p>Identify how we can develop description through the use of figurative language, including simile and metaphor.</p>	<p>Reading:</p> <p>Identify the main idea in a paragraph and use these ideas to structure an overall picture of a text.</p> <p>Writing:</p> <p>Identify how we can develop description through the use of figurative language, including personification and pathetic fallacy.</p>	<p>Reading:</p> <p>Use evidence and information from more than one paragraph to create succinct, accurate summaries.</p> <p>Writing:</p> <p>Use relative clauses (only those starting with a relative pronoun) to add additional information to sentences to enhance description.</p>	<p>Reading:</p> <p>Complete reading comprehension assessments focussing on questions relating to similarity and difference, inferring and summarising from more than one paragraph.</p> <p>Writing:</p> <p>Plan and write a narrative piece, carefully managing shifts in formality in speech and characterisation. Use relative clauses to enhance description of settings, character and atmosphere and use modal verbs to enhance description of action and events.</p>	<p>Reading:</p> <p>Year 5:</p> <ul style="list-style-type: none"> I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts. I can discuss and compare events, issues and characters within a book. I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text. I can summarise what has happened in a text using themes from paragraphs to help me. <p>Year 6:</p> <ul style="list-style-type: none"> I can discuss and compare themes, structures, issues, characters and plots within a book and between different books. I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing. I can predict what might happen from details stated and implied. I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views. <p>Writing:</p> <p>Year 5:</p> <ul style="list-style-type: none"> I can write pieces describing settings, characters and atmosphere and

			<p>settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.</p> <ul style="list-style-type: none"> I can use inverted commas and other punctuation to indicate direct speech. I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar. I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times. 							<p>include speech that helps picture the character and their personality or mood</p> <ul style="list-style-type: none"> I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films. I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must. I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun. <p>Year 6:</p> <ul style="list-style-type: none"> I can write pieces describing settings, characters and atmosphere. I can include dialogue in my writing to convey character and advance the action. I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films. I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing I can manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.
<p>Maths</p>	<p>Wild cooking ratios and proportions.</p> <p>Run around fraction active maths sessions.</p> <p>Wild weights conversions.</p>	<p>Year 5:</p> <ul style="list-style-type: none"> Fractions: calculations. Multiplication and division. Decimals and percentages. <p>Year 6:</p> <ul style="list-style-type: none"> Fractions: calculations. Converting units. Ratio. Algebra. 	<p>Year 5:</p> <ul style="list-style-type: none"> recognise and write decimal equivalents of any number of tenths or hundredths. multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive 	<p>Year 5:</p> <ol style="list-style-type: none"> Subtract from a mixed number by breaking the whole. Subtract two mixed numbers. End of block assessment. Multiply up to a 4-digit number 	<p>Year 5:</p> <ol style="list-style-type: none"> Multiply a 2-digit number by a 2-digit number (area model). Multiply a 2-digit number by a 2-digit number. Multiply a 3-digit number by a 2-digit number. 	<p>Year 5:</p> <ol style="list-style-type: none"> Short division. Divide a 4-digit number by a 1-digit number. Divide with remainders. Efficient division. Solve problems with 	<p>Year 5:</p> <ol style="list-style-type: none"> Multiply a unit fraction by an integer. Multiply a non-unit fraction by an integer. Multiply a mixed number by an integer. 	<p>Year 5:</p> <ol style="list-style-type: none"> Find the whole. Use fractions as operators. Decimals up to 2dp. Equivalent fractions and decimals (tenths). Equivalent fractions and 	<p>Year 5:</p> <ol style="list-style-type: none"> Equivalent fractions and decimals. Thousandths as fractions. Thousandths as decimals. Thousandths on a place value chart. 	<p>Year 5:</p> <ul style="list-style-type: none"> Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Multiply numbers up to 4 digits by a one- or two-digit number using a

			<p>law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Year 6:</p> <ul style="list-style-type: none"> • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. 	<p>by a 1-digit number.</p> <p>Year 6:</p> <ol style="list-style-type: none"> 1. Divide any fraction by an integer. 2. Mixed questions with fractions. 3. Fraction of an amount. 4. Fraction of an amount – find the whole. 	<p>4. Multiply a 4-digit number by a 2-digit number.</p> <p>5. Solve problems with multiplication.</p> <p>Year 6:</p> <ol style="list-style-type: none"> 1. Metric measures. 2. Convert metric measures. 3. Calculate with metric measures. 4. Miles and kilometres. 5. Imperial measures. 	<p>multiplication and division.</p> <p>Year 6:</p> <ol style="list-style-type: none"> 1. Add or multiply? 2. Use ratio language. 3. Introduction to the ratio symbol. 4. Ratio and fractions. 	<p>4. Calculate a fraction of a quantity.</p> <p>5. Fraction of an amount.</p> <p>Year 6:</p> <ol style="list-style-type: none"> 1. Scale drawing. 2. Use scale factors. 3. Similar shapes. 4. Ratio problems. 5. Proportion problems and recipes. 	<p>decimals (hundredths).</p> <p>Year 6:</p> <ol style="list-style-type: none"> 1. 1-step function machines. 2. 2-step function machines. 3. Form expressions. 4. Substitution. 5. Formulae. 	<p>End of block reviews</p> <p>Year 6:</p> <ol style="list-style-type: none"> 1. Form equations. 2. Solve 1-step equations. 3. Solve 2-step equations. 4. Find pairs of values. 5. Solve problems with two unknowns. <p>End of block reviews</p>	<p>formal written method, including long multiplication for two-digit numbers.</p> <ul style="list-style-type: none"> • Multiply and divide numbers mentally drawing upon known facts. • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. • Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. <p>Year 6:</p> <ul style="list-style-type: none"> • Divide proper fractions by whole numbers [for example $1 \frac{3}{4} \div 2 = 1 \frac{6}{8}$]. • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. • Solve problems involving similar shapes where the scale factor is known or can be found. • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. • Use simple formulae. • Generate and describe linear number sequences. • Express missing number problems algebraically. • Find pairs of numbers that satisfy an equation with two unknowns. • Enumerate possibilities of combinations of two variables. • Convert between miles and kilometres.
R.E.	<p>Exploring ideas of importance to Christians with Reverend Linda.</p>	<p>What matters most to Christians and Humanists?</p> <p><i>Hindu, Christian, Muslim</i></p>	<ul style="list-style-type: none"> • Who is a Christian and what do they believe? (KS1 odd year) <ul style="list-style-type: none"> ○ Talk about some simple ideas about Christian beliefs about God and Jesus (A1). ○ Re-tell a story that shows what Christians might 	<p>Explore the concepts of being naughty and being good in terms of actions, words and thoughts. Think about the idea of a code for living and to examine whether we are</p>	<p>Understand that not all people are religious, that non-religious people can have codes for living that don't refer to god, and that a person can be</p>	<p>Use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad. Build up understanding of the concepts of fairness, justice, forgiveness and</p>	<p>Investigate Christian ideas of values such as love and forgiveness and think about the idea that values show in what people do. Begin to understand that the impact of</p>	<p>Identify more deeply that peace is valued by both Humanists and Christians, but peace is not always easy to build, and think about whether 'God matters</p>	<p>Create a visual representation of how values can make a community happier, including the similarities and unique beliefs and elements of life between</p>	<ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).

			<p>think about God, in words, drama and pictures, suggesting what it means (A2).</p> <ul style="list-style-type: none"> ○ Talk about issues of good and bad, right and wrong arising from the stories (C3). ○ Ask some questions about believing in God and offer some ideas of their own (C1) <ul style="list-style-type: none"> • What does it mean to be a Christian in Britain today? (LKS2 odd year) <ul style="list-style-type: none"> ○ Talk about some simple ideas about Christian beliefs about God and Jesus (A1). ○ Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). ○ Talk about issues of good and bad, right and wrong arising from the stories (C3). ○ Ask some questions about believing in God and offer some ideas of their own (C1) 	<p>living by a code ourselves.</p>	<p>'good without god'</p>	<p>free choice through speaking and listening and drama work.</p>	<p>our values can make people happy – or unhappy.</p>	<p>more than peace'.</p>	<p>Christians and Humanists.</p>	<ul style="list-style-type: none"> • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).
<p>Science</p>	<p>Dissection of plants with input from Natural England professionals.</p>	<p>Life cycles and reproduction in plants.</p> <p><i>Biology</i></p>	<ul style="list-style-type: none"> • Plants (KS1 odd year) <ul style="list-style-type: none"> • Recognise basic parts of common flowering plants, including trees: seeds, roots, stems, branches and leaves. • Recognise the importance of flowers and seeds. For example, seeds such as rice, nuts, wheat and corn are food for plants and animals. • Identify a variety of common wild and garden plants, 	<p>Identify how some plants can reproduce asexually and the benefits and drawbacks involved.</p>	<p>Explore how humans can cultivate plants from eyes, buds, leaves, roots and stems.</p>	<p>Identify and name the structures involved in flowering plant reproduction.</p>	<p>Explore different methods of pollination and how plants have evolved to use these methods.</p>	<p>Outline the different methods by which seeds are dispersed.</p>	<p>Create keys to classify plants based on the functions of reproduction in plants, including asexual reproduction and reproduction in flowering plants.</p>	<ul style="list-style-type: none"> • Explain how plants may reproduce sexually and asexually. • Detail some different ways to grow plants from eyes, buds, leaves, roots, and stems. • Outline the functions of reproduction in flowering plants.

			<p>including deciduous and evergreen trees.</p> <ul style="list-style-type: none"> • Become aware of key aspects of farming, including: how some food comes from farms as crops; how farmers must take special care to protect their crops from weeds and pests; and how crops are harvested, kept fresh, packaged and transported for people to buy and consume. • Plants (KS1 even year) <ul style="list-style-type: none"> ○ Observe and describe how seeds and bulbs grow into mature plants. ○ Describe how plants need water, light and a suitable temperature to grow and stay healthy. ○ Explain that plants create their own food, including the need for nutrients, water, soil, air, sunlight. 							
Geography	Mapping areas of study.	British Geography (North East, North West, East Anglia, Midlands, Yorkshire and Humberside)	<ul style="list-style-type: none"> • UK Geography (KS1 odd year) <ul style="list-style-type: none"> ○ Use world maps, atlases and globes to identify the United Kingdom, its countries and some of their characteristics. ○ Name, locate and identify the capital cities of the United Kingdom and its surrounding seas. ○ Describe seasonal and daily weather patterns in the United Kingdom. 	Identify the counties of the regions and the national parks within the regions.	Explore how resources are distributed across the region and link this to the development of specific industries in those areas.	Explore glacial activity and how it can create specific physical features.	Identify the glacial processes that have formed specific features within the Lake District and compare to the Peak District.	Study how land use in the regions and national parks has changed over time, including how tourism repurposes spaces previously used by other industries.	Create a tourist guide for the Lake district, detailing history and the features/activity in the region.	<ul style="list-style-type: none"> • Identify counties, national parks and industries in the North East, North West, East Anglia, Midlands, Yorkshire and Humberside. • Describe how glacial processes have shaped the Lake District. • Compare the features and land use (including tourism) of the Lake District and the Peak District. • Explore the human geography of the region, including land use and resource distribution (coal, iron and steel works), comparing to other regions where appropriate.
History	Using Brook Agricultural Museum and local history experts.	The industrial and agricultural revolution (local history study)	<ul style="list-style-type: none"> • Farming – local history study (KS1 odd year) <ul style="list-style-type: none"> ○ Describe changes to farming methods and land use. 	Identify the changes in landscape and centres of population during the industrial revolution and	Explore how machinery and manufacturing processes changed with the	Understand that changes in manufacturing led to changes in population and	Explore examples of agricultural innovations, including changes in machinery, scientific principles and	Study how livelihoods and daily life changed in the local area specifically in the	Create resources for Brook Agricultural Museum outlining some of the exhibits and their links to the	<ul style="list-style-type: none"> • Describe how steam engines, factories, iron and coal transformed the economy of Britain. • Investigate how the industrial revolution led to an agricultural revolution, naming key innovations

			<ul style="list-style-type: none"> ○ Explain how life may have been different in our family history. ○ Describe how Brook and Ashford have changed within living memory. 	begin to think about why these came about.	use of iron and coal.	the knock-on effect on farming.	selective breeding.	context of national changes.	industrial/agricultural revolution and impact on local history.	<ul style="list-style-type: none"> • Explore how urbanisation and industrialisation changed the demographics of the local area. • Understand how the industrial revolution led to changes in farming in Brook.
Art & Design	Local Banksy pieces, including Folkestone.	Drawing and Painting: Banksy and Street Art	<ul style="list-style-type: none"> • Drawing and Painting: L.S. Lowry and People (KS1 even year) ○ I can try out ways mark-making using different tools. ○ I can draw things I have seen or imagined using lines. ○ I can try out making different tones using pencils, chalk or charcoal. 	Explore the unique features of street art, including use of material and style, such as 'tagging'.	Create a unique lettering style to develop individual tags or pieces.	Explore how Banksy has popularised the use of stencils and analyse his unique style.	Create individual stencils from a drawing and use techniques to add colour to a page over the stencil.	Create layered stencils where two (or more) colours can be added onto the page consecutively.	Set up a street art gallery to lead tours for parents, discussing techniques and the role of scale and proportion.	<ul style="list-style-type: none"> • I can use simple perspective in my work using a single focal point and horizon. • I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.
R.H.E.		Heartsmart: Too much selfie isn't healthy. Consent.		Too much selfie isn't healthy Communicating different views with respect.	All the same, all different Learn that there are ways we are different and ways we are the same.	Listen up Learning how to be a good listener.	You go before me Thinking about previous generations overcame problems to benefit us today.	Growing together Learning ways to be a good friend.	Social Media – good or bad? Learn the benefits and dangers of social media. Reflection What we have learned? How do we show love for others?	
Music	Members of local mosque.	Madina tun nabi Nasheed (islamic song) Drone Melody Harmony Chords	<ul style="list-style-type: none"> • This little light of mine (LKS2 odd) ○ Pentatonic scale ○ Gospel music ○ Off-beat ○ Rhythm ○ Call-and response ○ Progression snapshot 1 	Practise echo playing rhythms and melodies by ear. Learn both parts of the chorus. Learn about the song and what it is about.	Learn more about Islamic music and the Nasheed.	Learn to sing the song in two parts, as a round with an accompaniment.	Recap Verse 1, adding a soloist. Learn Verse 2. Learn to play a drone to accompany our singing. Improvise with the notes G-A-B-C-D.	Learn to play the chords of the chorus. Practise moving between the chords and the drone. Listen to examples of music containing microtones.	Rehearse and perform our own version of Madina tun nabi.	<ul style="list-style-type: none"> • Use major chords to create a drone accompaniment and improvise freely over a drone. • Sing a song in two parts with expression and an understanding of its origins. • Listen and copy back simple rhythmic and melodic patterns.
P.E.	Use of outdoor space for conditioned games. Coaches from SET.	Competitive Games – Hockey (SET)	<ul style="list-style-type: none"> • SKILLS: Acquiring skills and using tactics (LKS2) ○ I can call upon a range of skills and abilities to perform well in different sports / games. ○ I can understand the tactics used against me by others. 	Take part in stick familiarity drills to develop the ability to control the hockey ball.	Understand how the stick can be used to dribble, controlling and moving the ball.	Develop the ability to use push passes to pass the ball to a teammate and to stop the ball.	Identify the steps to complete a strike for passing or shooting at the goal, including hand placement on the stick.	Explore how to tackle using the stick to take possession and how to block tackles and retain possession of the ball.	Play conditioned games of hockey to apply strategies for attacking and defending effectively.	<ul style="list-style-type: none"> • I can plan a course of actions against an opponent based on my strengths and their weaknesses. • I can predict what an opponent might do during a game or activity and alter my performance accordingly • I can take part in organised games and sports using my skills and tactics to help my team

			<ul style="list-style-type: none"> o I can support teammates or a partner in different sports and games using tactics and skills to our advantage. o Pupils will work cooperatively to solve group and paired challenges. 							
Computing		<p>Purple Mash: 6.1 Coding</p> <p><i>Information technology</i></p>		To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works.	To use functions and understand why they are useful. To understand how functions are created and called.	To use flowcharts to test and debug a program. To create a simulation of a room in which devices can be controlled.	To understand the different options of generating user input in 2Code. To understand how user input can be used in a program.	To understand how 2Code can be used to make a text-based adventure game.	Plan and create a text-based coding adventure based on our class text, 'Street Child' including user input, timers and scores.	<ul style="list-style-type: none"> • I can turn a complex programming task into an algorithm. • I can identify the important aspects of a programming task (abstraction). • I can decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work. • I can test and debug my program as I work on it and use logical methods to identify a cause of a bug. • I can identify a specific line of code that is causing a problem in my program and attempt a fix • I can translate algorithms that include sequence, selection and repetition into code and nest these structures within each other • I can use inputs and outputs within my coded programs such as sound, movement and buttons and represent the state of an object • I can interpret (understand) a program in parts and can make logical attempts to put the separate parts together in an algorithm to explain the program as a whole. • I can compare a range of digital content sources and rate them in terms of content quality and accuracy. • I can consider the intended audience carefully when I design and make digital content. • I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements.
Languages	Use of outdoor space for active games, such as 'Quelle heure est-il, Monsieur le Loup?'	What's the time? School subjects and timetables.	<ul style="list-style-type: none"> • Numbers 0-20 and Dates/days and numbers 21-31 (LKS2 odd) 	Review telling time to the nearest minute.	Compare similarities and differences between French and English school days.	Learn and recall vocabulary for some common school subjects.	Combine vocabulary for time and school subjects to create novel sentences.	Combine vocabulary for time and school subjects to read and write timetables.	Recreate our class timetable in French for display during the next term.	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and • responding • 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
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.