

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:						END POINTS (KPIs)	
				1	2	3	4	5	6 Composite knowledge task		
English	<p>Role Play: Perform and Freeze-frame in the Roundhouse and outdoors - Just like Erin in the story (5 senses)</p> <p>Inspiration: Explore the outdoor space to inspire alliteration and similes.</p>	<p>Book: Secret of Black Rock – Joe Todd Stanton</p> <p>Poem: Hurt no living thing – Christina Rossetti</p>	<ul style="list-style-type: none"> • Sentence prerequisites (full stops and capital letters) • To write for different purposes • Word classes • Different types of sentences • Time openings • Fact and opinion <p>Y1</p> <ul style="list-style-type: none"> • Phases 2-4 • Phase 5 up to Unit 18 • Be able to spell, sound out and blend words using known phonemes. <p>Y2</p> <ul style="list-style-type: none"> • Be able to apply previously taught phonic knowledge to reading and writing. • Coordinating conjunctions 	Writing and SPaG Skills Focus						<ul style="list-style-type: none"> - To understand what a preposition is and use them correctly in our writing. - Year 2: Use commas to separate items in a list - To identify alliteration within writings and apply it in spoken and written work. - To identify and create similes to describe. - To identify similarities and differences in different texts. - To perform and interpret poetry - To write a recount of our holidays - To write a prediction of a story - To write a piece of suspense writing from first person perspective - To discuss how the story will end - To create a book review - To create a non-chronological report <p>Year 1: To read and write words from Unit 18 – oo sounds Unit 19 – or sounds Unit 20 – ur sounds To be able to read and write irregular words: though, through, work, laugh, because, thirteen and thirty</p> <p>Year 2: To read and write suffixes ending –ing, -ed (including when word ends with a silent ‘-e’, -s plural and –es</p> <ul style="list-style-type: none"> - To identify and understand what a compound word is - To identify and understand why subordination is used in extending sentences and adding detail. 	
				<p>Cold write – Recount of holidays (expectations day task)</p> <p>-Prepositions - Commas to separate item in a list (Year Two)</p> <p>Skill Splat - Prediction of new book</p>	<p>Application and practice of new SPaG from prior week</p> <p>Planning of hot write, decomposition and WAGOLL</p> <p>Perform, freeze-frame and storyboard a sequence of events – talk for writing.</p>	<p>Hot Write/application - 1st person perspective (5 senses)</p> <p>Step by step reconstruction from plan.</p>	<p>Cold write – How will the story end?</p> <p>- Commas to separate item in a list (Year Two)</p> <p>- Alliteration - Similes</p> <p>Skill Splat – Book Review</p>	<p>Application and practice of new SPaG from prior week</p> <p>Planning of hot write, decomposition and WAGOLL</p>	<p>Hot Write/application - Northern European Animal Non-Chronological report</p> <p>Poem: Hurt no living thing – Christina Rossetti</p> <p>How does this link to our book's message? Perform and write out own in groups</p>		
				Reading and Phonics focus							<p>Year 1: Sounds oo, ew and ue</p> <p>Irregular words - "thought" and "through"</p> <p>Year 2:</p>

			<ul style="list-style-type: none"> Word classifications 	<p>Suffix ending: '-ing'</p> <p><i>Taught element: Compounding</i></p>	<p>Suffix ending: '-ed'</p> <p><i>Taught element: Subordination using a who/which clause</i></p>	<p>suffixes '-ing' and '-ed' when the word ends in silent 'e'</p> <p><i>Taught element: Subordination (what, while, when, because, then etc.</i></p>	<p>Language and suffix recap.</p> <p><i>Taught element: Subordination recap and consolidation</i></p>	<p>Year 2:</p> <p>Suffix ending: '-s' plural</p> <p><i>Taught element: Tenses: Past present and future</i></p>	<p>Suffix ending: '-es' after 'ss' and 'x'</p> <p><i>Taught element: Adverbs</i></p>	<ul style="list-style-type: none"> To be able to discuss what tense a text is written in and why it is important What is an adverb and why is it important to a reader?
<p>Maths - Yr1</p>	<p>Use of outdoor space for a multitude of lessons – Arrays, Counting etc.</p> <p>Assessment too to see how well Children can use the resources around them to represent numbers and processes.</p>	<p>Year One: Place Value Addition and Subtraction</p>	<ul style="list-style-type: none"> Count to 20 and beyond Understand ways of making 10 To be able to take more or less off a number To count forwards and backwards to 20 What double means Beginning to understand inverse relationship between adding and subtracting 	<p>Place Value (within 20)</p> <p><i>Consolidation of place value to 50 from previous term</i></p> <ul style="list-style-type: none"> Count within 20 Understand 10 Understand 11,12, 13, 14, 15, 16, 17, 18, 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate numbers on a number line 		<p>Addition and Subtraction (within 20)</p> <ul style="list-style-type: none"> Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near Doubles Subtract ones using number bonds Subtraction by counting back Subtraction finding the difference Related facts Missing number sentences <p><i>Consolidation before moving onto place value to 50</i></p>			<ul style="list-style-type: none"> I can count forwards and backwards from 20 I understand that one ten is ten ones I Can identify how many tens and how many ones are in a number I understand that 20 ones is the same as 2 tens. I can identify one less and one more than a number up to 20 I can count on and label a number line to 20 I can estimate where numbers will go on a number line to 20. I can add numbers up to 20 by counting on and using my number bonds. I can identify number bonds to twenty I can double a number up to twenty I can subtract by counting back and also by finding the difference I can understand related number facts up to 20 I can use my knowledge to find missing numbers with number sentences. 	
<p>Maths - Yr2</p>	<p>Use of outdoor space for a multitude of lessons – Arrays, Counting etc.</p> <p>Assessment too to see how well Children can use the resources around them</p>	<p>Year Two: Money Multiplication Division</p>	<ul style="list-style-type: none"> Place value to 100, partitioning number. Repeated adding in groups of 2, 5 and 10 Adding and taking away Coins and notes (Year 1) Pounds and pence (year 1) 	<p>Money</p> <p><i>Consolidation of shape from previous term</i></p> <ul style="list-style-type: none"> Count money – pence Count money – pounds (notes and coins) Count money – pounds and pence Choose notes and coins Make the same amount Compare amounts of money Calculate with money Make a pound 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> Recognise equal groups Make equal groups Add equal groups Introduce the multiplication symbol Multiplication sentences Use of arrays Make equal groups (grouping) Make equal groups (sharing) The 2 times table Divide by 2 Doubling and halving Odd and even numbers The 10 times table 			<ul style="list-style-type: none"> I can count money in pounds and pence (notes and coins) I can choose the correct amounts of money for what I need using the correct coins and notes I can make the same amount in different ways (using a different combination of coins and notes). I can compare amounts I can calculate (add and subtract) using money. I can make pounds using coins I can calculate change I can solve two step money based problems. I can recognise and make equal groups. 		

	to represent numbers and processes.			<ul style="list-style-type: none"> - Find change - Two step problems 	<ul style="list-style-type: none"> - Divide by ten - The 5 times table - Divide by 5 - The 5 and 10 times table <p style="text-align: center;"><i>Will carry over onto Spring 2</i></p>	<ul style="list-style-type: none"> - I understand what the multiplication symbol means in multiplication sentences. - I can use arrays. - I can divide using grouping and sharing. - I Can multiply and divide by 2,5,10 using my knowledge of times tables. - I can halve and double. 				
R.E.	Local trip: Walk down to explore Brook Church to speak with Rev'd Linda (tbc)	What makes some places sacred?	<ul style="list-style-type: none"> · Talk about what is special about belonging to a group · Show an awareness that some people belong to different religions · Recognise and name some symbols of belonging for Christians and at least one other religion · Know ways in which believers express their identity within faith communities 	<p>Which places are special and why?</p> <p>How the words 'sacred' and 'holy' are used; what makes some places and things special, sacred. What places are special to pupils.</p>	<p>Why do people pray?</p> <p>Explore the meanings of signs, symbols, artefacts and actions and how they help in worship</p> <p>Explore how religious believers sometimes use music to help them in worship</p>	<p>If God is everywhere, why go to a place of worship?</p> <p>Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives</p>	<p>Looking closer at places of worship.</p> <ul style="list-style-type: none"> -Churches -Synagogues - Mosques 	<p>Explore the local church.</p> <p>Ask a member of the clergy about what is special about the local church.</p>	<p>Consolidation debate: Should religious buildings be sold to feed those in need?</p> <p>Look at the grand Maltese churches of Ta'Pinu and Mosta Dome to stimulate debate.</p>	<ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).
Science <i>Physics</i>	Forest School Adventure: Hole in bucket experiment! Which material allows the children to transport the water to its destination! What is it made of? Classifying and identifying materials in	Every day materials	<ol style="list-style-type: none"> 1. Distinguish, classify and describe the properties of wood, plastic, glass, metal, water, and rock. 2. Explain why materials are chosen for specific tasks based on their properties. 3. Become aware that some materials are natural and some are man-made. 	<p>To identify and classify different materials</p> <p>To look at the materials in class and on the playground and to identify what materials they are made out of.</p> <p>Introduce states of matter.</p>	<p>To compare the suitability of different materials for different purposes</p> <p>Explore different material's properties and how the qualities mean they are best suited in their uses.</p>	<p>Hole in the bucket investigation (Forest school)</p> <p>Miss Callan has a hole in her bucket. The children must use their working scientifically methods to test which material would best fix the bucket and why.</p>	<p>Soles of a shoe investigation</p> <p>The Children be designing a new trainer. They will use newton meters to see what material would be best suited to being the sole of the shoe. By considering what qualities they need it to be. (Rubber)</p>	<p>Construction investigation</p> <p>The children will be exploring the uses of wood and what makes it such a useful material!(Wood)</p>	<p>Consolidation activity – how can materials be changed?</p> <p>Is it easy to change the shape of a material.</p> <p>How and why would you do this?</p>	<ul style="list-style-type: none"> • Explain how solid objects made from different materials can be changed by squashing, bending, twisting and stretching. • List common examples of states of matter • Describe the properties of some everyday materials that mean they are suited to particular uses.

	the school grounds				States of matter and manipulation of materials	<i>(plastic and metal)</i>				
Geography <i>Space, Place, Climate and Landscape, Human, Physical</i>	Danish connection: Ms Kristensen – Online/Zoom Danish lesson and talk to her 7 year old Son (Magnus) Forest Adventure: Scandinavian Fairy Tale Charms based Loki’s Crows, 3 Billy Goats Gruff and The Little Mermaid	Northern Europe Human and Physical Geography.	1. Name and locate the world's seven continents. 2. Name and locate the world's five oceans. 3. Describe unique geographical attributes of each continent 4. I understand what North means.	To identify the region of Northern Europe Use maps and globes to identify the location of cold areas of the world in relation to the North and South Poles.	To know the countries within Northern Europe Plot the nations of Northern Europe on a Map and match their flag. Iceland, Denmark, Finland, Sweden and Norway Ext: What are their capital cities?	To describe the climate and average weather conditions of Northern Europe (physical geography) Vegetation, climate, landscape and wildlife within these countries.	To examine the people and places within Northern Europe (human geography) Languages spoken, culture and settlements	To compare Northern European Countries to the UK Identify how Northern Europe (Scandinavia) is different from the UK and illustrate the ways it is similar.	To utilise prior knowledge in order to create and produce a presentation Children will present their findings by creating a poster/factfile on a Northern European country and sharing their findings with their peers.	<ul style="list-style-type: none"> I can use a map to find some countries and oceans I can use world maps, atlases and globes to identify the Northern Europe and its countries, as well as the countries, continents and oceans studied I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Design & Technology <i>Mechanisms</i>	Playground Test Track: Test the final product outside. How well do the wheels spin?	Wheels and Axles Create a toy car	- I can select from and use a range of tools to cut, shape and join materials safely - I can explore and use mechanisms such as levers and sliders in products. - I can generate, develop and model my ideas through talking and drawing. - I can safely measure, mark out, cut and shape materials.	Brief – A Wheely good time -What makes a wheel turn? -What objects use wheels? -What is an axle and what is a wheel? <i>Vocabulary introduction</i>	Research – What do I need for my own car? - Look, explore and examine toy cars. How do they work?	Design – Time to create our own designs. - Think about the materials we could use and how we will put them together (Link to Science) - Who is going to play with my car?	Make - Construction carousel (2 Weeks) - Axles and wheel construction station - Chassis and bodywork design station - Glue/putting together station	Evaluate – Does it work? - Do the wheels of my car turn? (Does it work?) - Is it strong enough to play with? - How can I make it even better? - If I was to do this again, what would I do differently?	<ul style="list-style-type: none"> I can use wheels and axles in a product. I can select from and use a range of tools and equipment to perform practical tasks e.g.. cutting, shaping, joining and finishing. I can use a range of simple tools to cut, join and combine materials and components safely 	

R.H.E.		<p>Heartsmart: TOO MUCH SELFIE ISN'T HEALTHY!</p> <p>Stranger/adult danger</p>	<p>Care and love for others -</p> <p>Family Friends Wildlife</p>	<p>Too Much Selfie isn't Healthy!</p> <p>Can the children suggest ways to show love for others? Can the children demonstrate loving others?</p>	<p>Who is Missing?</p> <p>We are learning to notice the people around us.</p> <p>Do the children notice who has left the room?</p>	<p>The Smartest Giant in Town</p> <p>Ways we can help others and recalling ways we have been helped. Can the children suggest ways they can help others? Can the children recall ways they have been helped by others?</p>	<p>Who looks after me?</p> <p>Show appreciation for the people who look after us. Can the children think of someone who looks after them? Can the children describe how being looked after makes them feel Can the children suggest ways to show their appreciation</p>	<p>Teamwork (Inspired by Monsters University)</p> <p>Work as a team to complete some relay races/challenges</p>	<p>Helping Boris/reflection (link to computing)</p> <p>Simple rules to help keep us safe online. BORIS ASKS: Can the children suggest ways to keep safe online? Can the children draw a picture to offer advice for keeping safe online?</p>	<ul style="list-style-type: none"> I am beginning to think about ways to show love for others and how to help others and show appreciation I am beginning to think about how being looked after makes me feel. I can draw a picture to offer advice for keeping safe online.
Music		<p>Football</p> <p>Beat • Ostinato • Pitched/unpitched patterns • Mi-re-do • Progression snapshot 2</p>	<p>Beat • March • Timbre • Music from a film Timbre • Pitch • Structure • Graphic symbols • Classical music</p>	<p>Tap the rhythm of their name on a drum. Learn the words and rhythms of Football. Practise counting the number of syllables in words. Perform the words steadily with clear diction</p>	<p>Perform the chant with clear words and a strong beat. Clap a rhythm together in time with the chant. Play a simple ostinato on untuned percussion. Perform the 'rain' actions to Rain is falling down</p>	<p>Sing Rain is falling down in call-and-response. Tap the beat of the music as they sing. Tap the rhythm of the words, understanding there is one beat for each syllable</p>	<p>Recap Rain is falling down with body ladder actions. Clap the rhythm of the words of Football. Working with a partner compose melodies using mi-re-do (E-D-C).</p>	<p>Invent word patterns as a class and chant them to a steady beat. Work in groups to compose their own word patterns. Perform their word patterns as a group over a backing track.</p>	<p>Compose melodies using mi-re-do (E-D-C) to their own word patterns and rhymes. Perform their melodies for each other. Consider the difference between an unpitched and pitched pattern. Reflect upon the work they have produced during the unit</p>	<ul style="list-style-type: none"> Compose word patterns in groups. Improvise four-note call-and-response vocal phrases using 'so' and mi-re-do. Play a simple ostinato on untuned percussion. Recognise the difference between a pattern with notes (pitched) and without (unpitched).
P.E.		<p>Game skills – team skills e.g. passing</p> <p>(SET)</p>	<p>I can participate in team games, developing simple tactics for attacking and defending.</p>	<p>Travelling: different ways of moving around the pitch.</p>	<p>Marking: (defending and attacking)</p> <p>Using previously earned skills to defend, attack and win points</p>	<p>Throwing and catching (1):</p> <p>Underarm into a target - balls and beanbags</p>	<p>Throwing and catching (2):</p> <p>Underarm into a target - balls and beanbags</p>	<p>Throwing and catching (3):</p> <p>Underarm into a target - balls and beanbags</p>	<p>Catchball tournament to consolidate these skills (house teams).</p> <p>Build into a simple attack and defend two player game – 10 moving catches = a</p>	<ul style="list-style-type: none"> I can participate in team games, developing simple tactics for attacking and defending I can throw a small ball underarm accurately so that it reaches its target. I can catch a bean bag by placing my body in line to meet the flight of the bag and I cup my hands so the bag I cannot fall out.

			Handball (Term One)	Running (sprinting/jogging) Jumping Moving side to side.	in a team (shadow game)	Stationary target (hoop). Build into a simple attack and defend two player game. Use Handball rules (carried over from last term)	Stationary target (person). Build into a simple attack and defend two player game – 10 catches = a point. Use Handball rules (carried over from last term)	Moving target (person). Build into a simple attack and defend two player game – 10 moving catches = a point. Use Handball rules (carried over from last term)	chance to shoot at goal (a hoop). Use Handball rules (carried over from last term)	
Computing		Purple Mash: Online safety Effective Searching	I know the consequences of not searching online safely. I can share work and communicate electronically – for example using 2Email or the display boards. I can report unkind behaviour and things that upset me online, to a trusted adult.	Digital footprint To understand that information put online leaves a digital footprint or trail. • To begin to think critically about the information they leave online. • To identify the steps that can be taken to keep personal data and hardware secure	Searching and Sharing • To know how to refine searches using the Search tool. • To know how to share work electronically using the display boards. • To have some knowledge and understanding about sharing more globally on the Internet.	Understanding the Internet and Searching • Children can recall the meaning of key Internet and searching terms. • Children have completed a quiz about the Internet.	Searching the Internet (2 weeks) • Children can identify the basic parts of a web search engine search page. • Children have learnt to read a web search results page. • Children can search the Internet for answers to a quiz.	Sharing Knowledge of the Internet and Effective Searching • Children have created a leaflet to consolidate knowledge of effective Internet searching.	<ul style="list-style-type: none"> • I can keep my login information safe • I can save my work in a safe place such as 'My Work' folder. • I can find data using specific searches on a search engine • I know the consequences of not searching online safely 	