Termly Plan

BROOK SCHOOL — A Small School on a Big Adventure

	LOTC and FOREST links	Subject theme and concepts	Starting Point and prior knowledge — EYFS, Y1, Y2, Y3, Y4, Y5	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6 — Composite knowledge task	END POINTS (KPIs)
English	Active lessons to summarise a text by finding the most accurate summary around a space. Relative clauses to describe flora in forest school area and create 'top trumps' cards.	**The Lady of Shallot** **Suffragette: The Battle for Equality** **Reading:** • Summarising • concluding **Writing:** • Description • Audience • Style • Characters • Stage directions	**Reading:** • 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 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. **Writing:** • 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.	**Reading:** Identify the main idea in a paragraph and use these ideas to structure an overall picture of a text. **Writing:** Use relative clauses (only those starting with a relative pronoun) to add additional information to sentences to enhance description. Use relative clauses with a missing or omitted relative pronoun.	**Reading:** Use evidence and information from more than one paragraph to create succinct, accurate summaries. **Writing:** **Cold write: descriptive narrative poem.** Develop effective description using figurative language and imagery in poetry.	**Reading:** Explain how evidence from a text can be used to draw conclusions about the meaning of facts and details. **Writing:** Identify how we can develop description through the use of figurative language, including simile and metaphor.	**Reading:** Justify conclusions by referring to evidence within a text. **Writing:** **Cold write: produce a non-chronological recount about the suffrage movement.** Identify how headings and bullet points can be used to aid reader understanding	**Reading:** Use conclusions to summarise the main ideas within a text and what we can determine based on facts and details related to those ideas. **Writing:** Understand how commas and dashes can be used to reduce ambiguity in writing.	**Reading:** Complete reading comprehension assessments focussing on questions relating to summarising from more than one paragraph and drawing conclusions. **Writing:** Plan and write a poem using figurative language to convey imagery and mood. Structure a non-chronological recount by thinking about how information is presented can affect meaning.	**Reading:** **Year 5:** • I can summarise what has happened in a text using themes from paragraphs to help me. • I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously. **Year 6:** • 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. • I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning. **Writing:** **Year 5:** • I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood • 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 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. • I can organise my non narrative writing so that it has headings and sub headings.								• I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun. • I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions. • I can use brackets and I can also use dashes or commas for the same purpose. • I can use commas to make my writing clear to the reader. **Year 6:** • I can **write pieces describing settings, characters and atmosphere.** • 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 set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader. • I can use the semicolon, colon and dash to mark the boundary between independent clauses and in lists e.g. It's raining; I'm fed up • I can use the colon to introduce a list and use semi-colons within lists. • I can use bullet points to list information. • I can use hyphens for clarity e.g. man eating shark or man-eating shark.

Maths

| Maths | Run around fraction active maths sessions.

Calculating perimeter and area problem solving using spaces around the school site. | **Year 5:**
• Fractions: calculations.
• Decimals and percentages.
• Area, perimeter and volume

Year 6:
• Fractions: calculations.
• decimals
• Algebra. | **Year 5:**
• 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 law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence | **Year 5:**
1. Multiply a non-unit fraction by an integer.
2. Multiply a mixed number by an integer.
3. Calculate a fraction of a quantity.

Year 6:
1. 1-step function machines.
2. 2-step function machines. | **Year 5:**
1. Find the whole.
2. Use fractions as operators.
3. Decimals up to 2dp.
4. Equivalent fractions and decimals (tenths).
5. Equivalent fractions and decimals (hundredths).

Year 6: | **Year 5:**
1. Equivalent fractions and decimals.
2. Thousandths as fractions.
3. Thousandths as decimals.
4. Thousandths on a place value chart.

Year 6:
1. Place value within 1. | **Year 5:**
1. Order and compare decimals (same number of decimal places).
2. Order and compare any decimals with up to 3 decimal places.
3. Round to the nearest whole number.
4. Round to 1 decimal place. | **Year 5:**
1. Understand percentages.
2. Percentages as fractions.
3. Percentages as decimals.
4. Equivalent fractions, decimals and percentages.

Year 6:
1. Decimal and fraction equivalents. | **Year 5:**
1. Perimeter of rectangles.
2. Perimeter of rectilinear shapes.
3. Perimeter of polygons.
4. Area of rectangles.
5. Area of compound shapes. | **Year 5:**
• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
• Read and write decimal numbers as fractions [for example, 0.71 = 100 71]
• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
• Round decimals with two decimal places to the nearest whole number and to one decimal place.
• Read, write, order and compare numbers with up to three decimal places.
• Solve problems involving number up to three decimal places. |

| | | | problems such as n objects are connected to m objects.
• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
• find the area of rectilinear shapes by counting squares.

Year 6:
• Read and write decimal numbers as fractions [for example, 0.71 = 100 71].
• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
• Round decimals with two decimal places to the nearest whole number and to one decimal place.
• Read, write, order and compare numbers with up to three decimal places.
• Solve problems involving number up to three decimal places.
• Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
• Solve problems which require knowing percentage and decimal equivalents of 2 1 , 4 1 , 5 1 , 5 2 , 5 4 and those fractions with a denominator of a multiple of 10 or 25. | 3. Form expressions.
4. Substitution.
5. Formulae. | 1. Form equations.
2. Solve 1-step equations.
3. Solve 2-step equations.
4. Find pairs of values.
5. Solve problems with two unknowns. | 2. Place value – integers and decimals.
3. Round decimals.
4. Add and subtract decimals. | **Year 6:**

1. Multiply by 10, 100 and 1,000.
2. Divide by 10, 100 and 1,000.
3. Multiply decimals by integers.
4. Divide decimals by integers.
5. Multiply and divide decimals in context. | 2. Fractions as division.
3. Understand percentages.
4. Fractions to percentages.
5. Equivalent fractions, decimals and percentages. |

Year 6:

1. Order fractions, decimals and percentages.
2. Percentage of an amount – one step.
3. Percentage of an amount – multi-step.
4. Percentages – missing values.

 | • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
• Solve problems which require knowing percentage and decimal equivalents of 2 1 , 4 1 , 5 1 , 5 2 , 5 4 and those fractions with a denominator of a multiple of 10 or 25.
• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
• Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes

Year 6:
• 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.
• Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3].
• Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
• Multiply one-digit numbers with up to two decimal places by whole numbers.
• Use written division methods in cases where the answer has up to two decimal places.
• Solve problems which require answers to be rounded to specified degrees of accuracy.
• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
• |

R.E.	Exploring ideas of importance to Christians with Reverend Linda.	**What matters most to Christians and Humanists?** *Hindu, Christian, Muslim*	• Who is a Christian and what do they believe? (KS1 odd year) ○ 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) • What does it mean to be a Christian in Britain today? (LKS2 odd year) ○ 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)	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 free choice through speaking and listening and drama work.	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 our values can make people happy – or unhappy and explore how this can be expressed.	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 more than peace'.	Create a visual representation of how values can make a community happier, including the similarities and unique beliefs and elements of life between Christians and Humanists.	• 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). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).
Science	Dissection of plants with input from Natural England professionals. Practical investigations with	**Plant structures and processes.** *Biology*	• Plants (KS1 odd year) ○ Recognise basic parts of common flowering plants, including trees: seeds, roots, stems, branches and leaves.	Identify the conditions required for seeds to germinate and investigate how	Investigate how mosses and algae differ from vascular plants.	Understand how water moves around a plant and investigate	Explain how food and nutrients move around vascular plants.	Outline the inputs and outputs of photosynthesis and investigate	Create a cut-through scientific diagram of a vascular plant showing the structures and processes related	• Identify some vascular and non-vascular plants. • Detail the function of the structures in vascular plants, for example phloem and xylem. • Describe how plants create their own food through photosynthesis.

	plants inside and outside the classroom.		o Recognise the importance of flowers and seeds. For example, seeds such as rice, nuts, wheat and corn are food for plants and animals. o Identify a variety of common wild and garden plants, including deciduous and evergreen trees. o Become aware of key aspects of farming, including: how some food comes from farms as crops; how famers 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) o Observe and describe how seeds and bulbs grow into mature plants. o Describe how plants need water, light and a suitable temperature to grow and stay healthy. o Explain that plants create their own food, including the need for nutrients, water, soil, air, sunlight.	these conditions interact.		with coloured water.		with spinach and water.	to photosynthesis.	
Geography	Mapping areas of study.	**South America - comparing regions with the UK and Europe** Space, Place, Climate and Landscape, Interconnections and sustainable communities	● UK Geography (KS1 even year) o se maps and globes to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. o Describe the climate and average weather conditions of Mexico and	Identify the main environmental regions, key physical and human characteristics, countries and major cities of South America.	Explore how these features are similar and different by summarising the features in the South-East of England, tundra in Finland and the Amazon basin in Brazil.	Explore cities and human geography in these regions and draw up similarities and differences.	Compare the physical geography of these regions and drawn up similarities and differences.	Link the human and physical features to profile and compare all regions, deciding on the most significant similarities and differences.	Present a video explanation of the similarities and differences of these regions.	● Locate South America, concentrating on the environmental regions, key physical and human characteristics, countries and major cities. ● Understand geographical features through the study of the physical geography of the South-East of England, tundra eco regions in Finland, and the Amazon basin in Brazil. ● Understand geographical features through the study of the human geography of these regions.

			elements of physical and human geography (such as: vegetation, landscape, languages spoken and settlements). o Outline geographical similarities and differences between the human and physical geography of Kent and Mexico City.							• Understand geographical similarities and differences by comparing the human and physical features of these regions.
History	Online history repositories for sources relating to social and political change.	**Social and Political Reform** Parliament, Class, Communication, Rivers	• Rule of Law and Restraints on Royal Power (Henry II, Crusades, Magna Carta) (LKS2 even year) o Describe legal and judicial reforms building on the Magna Carta, including trial by jury and conflicts with the church, leading to the murder of the Archbishop at Canterbury Cathedral.	Understand who the chartists were and why they wanted reform.	Explain what the impact of the 1833 Great Reform Act was and why it was introduced.	Explore how changes in the franchise did not include women and the role of the suffragettes in campaigning for change.	Understand why industrial changes led to some social change and how the conditions of working people changed as new legislation was introduced.	Understand how rapid industrialisation posed specific problems for infrastructure and public health.	Carry out a cholera outbreak investigation.	• Identify why the 1832 Great Reform Act was introduced, including reference to the Peterloo massacre. • Understand who the Suffragettes were and why they followed a campaign of civil disobedience. • Explore paternalist industrialists and reforms in the 1833 and 1847 Factory Acts, as well as the 1834 Poor Law reform and the significance of the workhouse. • Investigate changes to public health and sanitation as a result of the Cholera epidemics.
Art & Design	Outdoor computing and physical computing using algorithms outdoors.	**Mechanisms:** computer coding mechanics.	• Mechanisms: mechanics (LKS2 even year) o I I can understand how mechanical systems such as pneumatic systems create movement o I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes o I can safely measure, mark out, cut, assemble and join with some accuracy	Use beebots to understand how an algorithm can be linked to a physical process.	Link the idea of beebot algorithms to a physical product that follows and algorithm.	Understand how physical systems can provide an input through different methods, including auditory.	Use the input from a microphone to create variables in scratch.	Link variables to digital outputs and understand how these can link back to a physical output.	Create a functioning 'noise level monitor' for the classroom using microphone input and Scratch coding.	• I can apply my understanding of computing to program, monitor and control my products. • I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques.
R.H.E.		**Heartsmart:** Don't hold on to what's wrong.		Don't hold on to what's wrong: exploring how to communicate different opinions with respect.	Work it out: developing strategies to resolve conflicts and disputes.	The power of forgiveness: recognising the value of forgiveness for our own good.	Ways to say: understand that tone and body language communicate as well as words.	Bit by bit: what makes a trustworthy friend and when it is OK to break a confidence.	Deep impact: considering the impact bullying can have. Reflection on the ways we can	

									erase negative emotion.	
Music		**Building a groove** Beat • Rhythm • Basslines • Riffs Época Texture Articulation Rhythm Tango	**Chilled out clap rap:** Beat, rhythm, tempo, dynamics (LKS2 even year) **Fanfare for the common man:** Fanfare. Timbre, dynamics, texture, silence (LKS2 odd year)	Recreate one or more drum grooves. Create our own drum patterns as part of a group. Notate our created drum groove.	Work collaboratively in groups. Compose a bassline to 'lock in' with their drum patterns..	Compose a memorable riff-based melody. Review our work to make improvements.	Listen actively in a musical statues game and respond to the music. Listen actively to Época. Show the character of the music through movement and describe it in words. Move in time as a group.	Develop and demonstrate an understanding of the history of Argentine tango. Listen actively and develop listening skills by responding to different musical parts through movement. Explore staccato movement and represent it in their bodies.	Listen actively and develop listening skills by responding to different musical parts through movement. Work creatively in small groups, sharing and developing ideas. Respond to music, showing legato movement in their bodies. Improvise an 8-beat movement pattern.	• Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. • Identify drum patterns, basslines, and riffs and play them using body percussion and voices. • Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group. • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. • Demonstrate an understanding of the history of Argentine tango.
P.E.	Use of outdoor space for conditioned games. Coaches from SET.	**Competitive Games** – Rounders (SET)	• SKILLS: Acquiring skills and using tactics (LKS2) o I can call upon a range of skills and abilities to perform well in different sports / games. o I can understand the tactics used against me by others. 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.	Take part in throwing drills to develop accuracy of aim and distance.	Understand how to position hands and body to receive catches.	Develop the ability to hit the ball accurately and with power by tracking and refining hand-eye coordination.	Use running, throwing and catching in combination to develop the ability to field effectively.	Consider tactics for maximising effectiveness when fielding, choosing which bases to target and when batting to decide where to stop running.	Play conditioned games of rounders to apply strategies for attacking and defending effectively.	• 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
Computing	Outdoor computing and physical computing using algorithms outdoors.	**Purple Mash:** 6.7 binary *Computer Science*	• **Coding**: *Computer Science* (LKS2 odd year) o I can make a real-life situation into an algorithm for a program. o I can design an algorithm carefully, thinking about what	Understand how digital systems are formed on the basis of binary digits.	Understand how to write numbers in binary to represent data, for example a birthday.	Collect remainder terms to understand how whole numbers can be turned into binary code.	Represent the state of an object as active or inactive using binary.	Generate variables in Scratch, understanding how variables can use a binary code.	Plan and create a game using variables in Scratch to represent objects as active or inactive.	• I can explain how all data in a computer is saved in the computer memory in a binary format. • I can explain that binary uses only the integers 0 and 1. • I can relate 0 to an 'off' switch and 1 to and 'on' switch. • I can count up from 0 in binary using visual aids if needed.

			I want it to do and how I can turn it into code. o I can identify an error in my program and fix it. o I can experiment with timers in my programs. o I can identify the difference in using between the effect of a timer or repeat command in my code o I know that a variable stores information while a program is running (executing) o I can identify 'If' statements, repetition and variables. o I can read programs with several steps and predict what it will do.							• I can relate bits to computer storage. • I can convert numbers to binary using the division by two method. • I can check my own answers using the converter tool. • I can make use of a variable set to 0 or 1 to control game states.
Languages	Use of outdoor space for active games, such as 'Quelle heure est-il, Monsieur le Loup?'	**C'est combien?** Money and toys.	• Numbers 0-20 and Dates/days and numbers 21-31 (LKS2 odd)	Review numbers and link to decimals and monetary system.	Learn vocabulary for 7 + - 2 toys in French.	Use a variety of forms to ask and answer how much something is.	Combine vocabulary for toys and cost to create novel sentences.	Combine vocabulary, including preferences, to create extended sentences.	Recreate our class timetable in French for display during the next term.	• 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.