

# Termly Plan

Teacher: Miss Callan    Term: 4    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><b>Role Play:</b> Perform and Freeze/Frame in the Roundhouse and outdoors – Following Livia and Tranio’s tale</p> <p><b>Inspiration:</b> Explore the outdoor space to inspire setting descriptions and find adjectives/expanded noun phrases</p> <p><b>SPaG:</b> To practice and apply learning</p>	Escape from Pompeii – Christina Balit	<p>All: To understand what a preposition is and use them correctly in our writing.</p> <p>Year 2: Use commas to separate items in a list</p> <p>All: To identify alliteration within writings and apply it in spoken and written work.</p> <p>All: To identify and create similes to describe.</p> <p>All: To identify similarities and differences in different texts.</p> <p>All: To perform and interpret poetry</p> <p>Year 1: To read and write words from Unit 18 – oo sounds Unit 19 – or sounds Unit 20 – ur sounds</p>	<b>Writing and SPaG Skills Focus</b>						<p>Writing intentions</p> <ul style="list-style-type: none"> <li>- To create a prediction of a story and justify their reasoning for that predictions.</li> <li>- Summarise and empathise with a character (infer meaning from a text)</li> <li>- Setting descriptions</li> <li>- Book Reviews</li> <li>- Thank you letters</li> <li>- Poetry performance</li> <li>- Action description</li> </ul> <p>New SPaG Skills</p> <ul style="list-style-type: none"> <li>- Apostrophes for possession and contraction</li> <li>- Adjectives using er and est</li> <li>- Homophones</li> </ul> <p><b>Year 1</b> Phase 5 phonics to unit 21 ahead of the phonics screening check alongside associated irregular words.</p> <p><b>Year 2</b> Guided reading using the reciprocal reading cycle and reading for understanding. Phase 6 Spelling rules alongside common exception</p>
				<p><b>Cold write</b> – Prediction of new book. Using an image to inform their writing</p> <p>SPaG – Apostrophes for possession and contraction</p> <p>Apostrophe ‘surgery’ activity</p> <p><b>Skill Splat</b> – Summarise how Tranio/Livia feel when escaping Pompeii</p>	<p>Application and practice of new SPaG from prior week</p> <p>Planning of hot write, decomposition and WAGOLL</p> <p>Storyboard and plan descriptive writing using images and talk for writing. Think, Pair and Share useful vocabulary.</p>	<p><b>Hot Write</b> Setting description on Pompeii before and after the volcano erupts.</p> <p>From the perspective of Tranio/Livia</p>	<p><b>Cold write</b> – Book review</p> <p>SPaG – Adjectives using er and est</p> <p>Homophones</p> <p><b>Skill Splat</b> – Describing the volcano erupting using the 5 senses.</p>	<p>Application and practice of new SPaG from prior week</p> <p>Planning of hot write, decomposition and WAGOLL. An informal letter to say ‘thank you’ to the Captain in the story</p>	<p><b>Hot Write/application</b> – Thank you letter</p> <p>Slow write up.</p> <p>Class to perform and discuss poetry.</p>	
				<b>Reading and Phonics focus</b>						
				<p><b>Year 1:</b> Sounds er and ear</p> <p><i>Irregular words: “Thursday”, “Saturday”, “thirteen” and</i></p>	<p><b>Year 1:</b> Sounds oy, oi, ou</p> <p><i>Irregular words - “oh” “their” and “people”</i></p>	<p><b>Year 1:</b> Sounds ay, a-e, eigh</p> <p><i>Irregular words: “Mr”, “Mrs” and</i></p>	<p><b>Year 1:</b> Sounds al, aw</p> <p><i>Irregular words: “work”, “laughed” and “because”</i></p> <p><b>Year 2:</b></p>	<p><b>Year 1:</b> Sounds ea, e-e, ie, ey</p> <p><i>Irregular words: “looked”, “called” and “asked”</i></p>	<p><b>Year 1:</b> Sounds ie, i-e, y and i</p> <p><i>Irregular words: “water” and “where”</i></p> <p><b>Year 2:</b> Prefix + root + suffix</p>	

			<p>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 To identify and understand what a compound word is To identify and understand why subordination is used in extending sentences and adding detail. 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>	<p><i>“thirty”</i></p> <p><b>Year 2:</b></p> <p>Suffix ending: ‘-es’ after ch, sh and tch</p> <p><i>Taught element: Apostrophes for possession</i></p>	<p><b>Year 2:</b></p> <p>Plurals s and es</p> <p><i>Taught element: Apostrophes for contraction</i></p>	<p><i>“Ms”</i></p> <p><b>Year 2:</b></p> <p>suffixes ‘-ing’ and ‘-ed’ when the word ends in silent ‘e’</p> <p><i>Taught element: Past and progressive tenses</i></p>	<p>Prefix ‘re’</p> <p><i>Taught element: Past and progressive tenses</i></p>	<p><b>Year 2:</b></p> <p>Prefix ‘un’</p> <p><i>Taught element: Recap sentence types</i></p>	<p><i>Taught element: Recapping all taught elements this term.</i></p>	<p>words.</p>
<p><b>Maths - Yr1</b></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><b>Place Value</b></p> <p><b>Length, Height, Mass</b></p>	<p>I can count forwards and backwards from 20</p> <p>I understand that one ten is ten ones</p> <p>I Can identify how many tens and how many ones are in a number</p> <p>I understand that 20 ones is the same as 2 tens.</p> <p>I can identify one less and one more than a number up to 20</p>	<p><b><u>Addition and Subtraction (within 20)</u></b></p> <ul style="list-style-type: none"> <li>- Subtraction by counting back</li> <li>- Subtraction finding the difference</li> <li>- Related facts</li> <li>- Missing number sentences</li> </ul> <p><b><i>Consolidation before moving onto place value to 50</i></b></p>	<p><b><u>Place Value (within 50)</u></b></p> <p><b><i>Consolidation of place value to 20 from previous term</i></b></p> <ul style="list-style-type: none"> <li>- Counting to and within 50 (forwards and backwards)</li> <li>- Counting to 50 by making tens Representing numbers to 50 <ul style="list-style-type: none"> <li>- Tens and ones</li> </ul> </li> <li>- Compare and order numbers and objects to 50 <ul style="list-style-type: none"> <li>- Counting in 2’s</li> <li>- Counting in 5’s</li> </ul> </li> </ul>	<p><b><u>Length and height</u></b></p> <ul style="list-style-type: none"> <li>- Compare lengths and heights</li> <li>- Measuring length and - height using non standard units and a ruler</li> <li>- Problem solving and reasoning</li> </ul> <p><b><u>Weight and Volume</u></b></p> <p>Measure and compare mass/weight</p> <p>Measure and compare capacity</p> <p>Problem solving and reasoning for both measure units.</p>	<ul style="list-style-type: none"> <li>- To confidently add and subtract number to 20 and understand related facts</li> <li>- To understand place value of numbers (10’s and ones) up to 50</li> <li>- To count, compare and order numbers to 50.</li> <li>- To count up in 2’s and 5’s</li> <li>- To measure and compare length and height using non-standard units and a ruler</li> <li>- To measure basic weight and volume.</li> </ul>			

			I can count on and label a number line to 20 I can compare weights using a balance scale.							
<b>Maths - Yr2</b>	Use of outdoor space for a multitude of lessons – Arrays, Counting etc.  Assessment too to see how well Children can use the resources around them to represent numbers and processes.	<b>Multiplication, Division</b>  <b>Length, Height, Mass and Temperature</b>	To confidently add and subtract number to 20 and understand related facts To understand place value of numbers (10's and ones) up to 50 To count, compare and order numbers to 50. To count up in 2's and 5's To measure and compare length and height using non-standard units and a ruler To measure basic weight and volume.	<b>Multiplication and Division</b> 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 - Divide by ten - The 5 times table - Divide by 5 - The 5 and 10 times table	<b>Length and height</b> - Measure in CM and M - Compare lengths and heights - Order lengths and heights - Four operations with length and height  <b>Mass, Capacity and Temperature</b> - Compare mass - Measure in grams - Measure in kilograms - four operations with mass - Compare volume and capacity - Measure in millilitres - Measure in litres - Four operations with volume and capacity - Temperature  <b>Will run into Term 5</b>				<ul style="list-style-type: none"> <li>- To divide by sharing and grouping</li> <li>- To know the 2, 5 and 10 times table and related division facts</li> <li>- To understand the difference between odd and even numbers</li> <li>- To double and halve</li> <li>- To measure appropriately in CM and M</li> <li>- To measure appropriately in l and ml</li> <li>- To be able to read temperature measures in Celsius.</li> </ul>	
<b>R.E.</b>	<b>Local trip:</b> Walk down to explore Brook Church to speak with Rev'd Linda (tbc)	<b>What makes some places sacred? (part 2)</b>	<ul style="list-style-type: none"> <li>· Talk about what is special about belonging to a group</li> <li>· Show an awareness that some people belong to different religions</li> <li>· Recognise and name some symbols of belonging for Christians and at least one other religion</li> <li>· Know ways in which believers express their identity within faith communities</li> </ul>	<b>Which places are special and why?</b>  Can children recall from last term which places are special to those of Jewish, Islam and Christian faiths.  What makes these places unique and special to those that us them?	<b>Why do people pray?</b>  Recall the meanings of signs, symbols, artefacts and actions and how they help in worship Explore similarities and differences between different religions	<b>Explore the local church.</b>  Ask a member of the clergy about what is special about the local church. (Carried over from last term)  Link in with Anglo Saxon learning	<b>Why is it important to show respect in these places?</b>  Talk about why it is important to show respect for other people's sacred belongings and processes (i.e. keep hands and feet clean, or kneeling)	<b>How does music help people pray?</b>  Children look at examples of hymns and psalms and come up with their own to celebrate different events in the Christian calendar.	<b>Consolidation debate: Should religious buildings be sold to feed those in need?</b>  Look at the grand Maltese churches of Ta'Pinu and Mosta Dome as well as Canterbury Cathedral to stimulate/recall debate.	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>• Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).</li> </ul>

						too! Murals that are 1000 years old!				
<p><b>Science</b></p> <p><i>Biology</i></p>	<p><b>Forest School Adventure:</b> Habitat hunting. Understanding the woodland habitat around Brook.</p>	<p><b>Living things and their habitats</b></p>	<p><i>Begin to understand the need to respect and care for the natural environment and all living things</i></p>	<p><b>Explore and compare things that are living, dead or never alive</b> To identify if something is living dead or never alive To compare the different between things that are living dead or never alive To explain some of the key life processes.</p>	<p><b>Describe how different habitats provide for the basic needs of different kinds of animals and plants</b>  To gather and record data to help answer a question. To suggest reasons for patterns in nature</p>	<p><b>Describe a habitat and identify plants and animals that live in it.</b> To describe the conditions of a habitat. To identify how plants and animals survive in a habitat. To use research to answer questions and design a habitat based upon by research.</p>	<p><b>Identify and name a variety of plants and animals in their habitats, including microhabitats.</b> To undertake fieldwork and identify a microhabitat. To identify draw and label plants and animals. To describe a microhabitat using adjectives.</p>	<p><b>Describe how animals obtain their food from plants and other animals.</b> To identify a simple food chain. To classify and name different sources of food. To explain that plants are the primary producers in a food chain</p>	<p><b>Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</b> To gather and record data to help answer a question. To suggest reasons for patterns in nature.</p>	<ul style="list-style-type: none"> <li>Classify animals as herbivores, carnivores and omnivores and compare the differences between things that are living, dead, extinct and things that have never been alive.</li> <li>Identify that most living things are suited to their habitats and describe how different habitats provide for their basic needs, and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in local habitats, including microhabitats.</li> <li>Use a food chain to picture the relationships between living things.</li> <li>Detail how population, pollution and development can contribute to environmental change and habitat destruction.</li> </ul>
<p><b>History</b></p> <p><i>Empire, Civilisation, Class, Trade, Farming</i></p>	<p><b>Forest School Adventure:</b> Build a roman road and create tools to get it straight/level!  <b>In class adventure:</b></p>	<p><b>Romans and Anglo-Saxons</b></p>	<p><i>Other civilisations: Egypt</i>  <i>Farming in the locality</i></p>	<p><b>Who were the Romans and when were they in Britain?</b> Look at timelines and explore where Roman Civilisation came from.</p>	<p><b>How did the Roman people live?</b> Look at agricultural, irrigation and drainage systems to explore how Romans cultivated food for an empire and how they moved resources around.</p>	<p><b>How did the Roman empire grow and die?</b> Look at the importance of Roman roads and</p>	<p><b>Who was Boudicca?</b> Boudicca as a significant person in British resistance to Roman occupation.</p>	<p><b>After Rome: Who were the Anglo Saxons? Plot where they came from and how they differed from the Romans (beliefs – Christianity etc). Explore</b></p>	<p><b>How did the Romans and Anglo Saxons shape Britain (and Brook)?</b>  In class debate and discussion. Led by picture prompts and</p>	<ul style="list-style-type: none"> <li>1. Understand the impact of Boudicca as a significant person in British resistance to Roman occupation.</li> <li>2. Explore Roman agricultural innovation, including water supply and introducing new species.</li> <li>3. Describe the impact of Anglo Saxon arrivals and struggles for power between kingdoms, linked to legend of King Arthur.</li> <li>4. Use the locality to make links to Romans and Anglo-Saxons, such as St Mary’s Church in Brook.</li> </ul>

	Create shields and practice Roman battle formations							how they had many kingdoms  (Will be revisited in greater detail when we look at Vikings later on in the year)	flow charts.	
Art & Design <i>Sculpture</i>	This whole unit is designed to emulate Goldsworthy's work. Creating natural sculptures and studying nature's colours and textures outside is at the heart of this unit.	<b>Andy Goldsworthy</b>	<i>Join different materials and explore different textures</i>	<b><u>What is a sculpture?</u></b> <i>To explore what materials are used to make sculptures. To make a clay model of a natural object. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between differences</i>	<b><u>How can nature inspire us?</u></b> Look again at Andy Goldsworthy and how he depicts nature in his works. Apply a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space – to inform design process.	<b><u>What do I need for my sculpture?</u></b> Woodland Walk To learn to use a range of materials creatively to design and make products in the context of collecting material for nature sculptures.	<b><u>What will my sculpture look like?</u></b> To appraise collected materials and sketches to come up with a final design for an outdoor sculpture. To talk about the artist Andy Goldsworthy and how this links to their ideas.	<b><u>Can I create and showcase my design?</u></b> Construction and appraisal of an Andy Goldsworthy inspired outdoor sculpture.		<ul style="list-style-type: none"> <li>I can understand that different artistic works are made by craftspeople from different cultures and times.</li> <li>I can choose the right materials to use for my artwork and use them well</li> <li>I can make structures by joining simple objects together.</li> <li>I can try out different materials to design and make products.</li> </ul>
R.H.E.		<b>Heartsmart:</b> Don't hold on to what is wrong!  <b>Stranger/adult danger</b>	Too Much selfie isn't healthy  Don't forget to let love in	<b><u>Don't hold on to what is wrong!</u></b> Think about the importance of forgiveness.	<b><u>Goldilocks</u></b> Think about how our behaviour affects others. Think of how we can make amends when we have hurt/upset someone.	<b><u>Forgiveness Fizz</u></b> Discuss how forgiveness helps our hearts.	<b><u>Chalk Faces</u></b> Different ways to handle negative emotion.	<b><u>Disappointed Robots</u></b> Explore different ways to handle disappointment	<b><u>Builders and Wreckers</u></b> How the words we use affect other people.	<ul style="list-style-type: none"> <li>I can identify when Boris is sad.</li> <li>I am beginning to understand that what I do affects others.</li> <li>I am beginning to understand when I need to say sorry.</li> <li>I am beginning to understand that forgiveness helps my heart.</li> <li>I am beginning to understand when I am feeling a negative emotion eg anger, sadness, disappointment.</li> <li>I am beginning to understand that I can choose kind or unkind words.</li> <li>I can suggest an example of a positive attribute of the kind of friend I would like to be.</li> </ul>

											<ul style="list-style-type: none"> <li>I am beginning to understand something I can do if I feel sad or mad.</li> </ul>
<b>Music</b>		<b>Who stole my chickens and my hens?</b>  Beat • Rests • Rhythm patterns • Higher/lower	<i>Rhythmic chanting</i>  <i>Play ostinatos</i>	<b>Sing a sing and accurately copy 4-beat rhythm patterns</b>	Mark rests with body percussion and play a partner clapping game	Use instruments to mark rests	Compose lyrics to a song	<b>Create body percussion rhythms</b>	Create a performance using all the previously taught elements	<ul style="list-style-type: none"> <li>Make up new lyrics and create short body percussion patterns to accompany the song.</li> <li>Sing familiar songs in low and high voices, recognising higher and lower.</li> <li>Play a partner clapping game while singing a song.</li> <li>Copy short rhythm patterns by ear</li> </ul>	
<b>P.E.</b>		<b>Competitive Games – Hockey</b>	<i>Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport</i>  <i>Games skills – catching and throwing</i>	<b><u>Moving with the Ball</u></b> To dribble with the ball and accurately control is movement.	<b><u>Passing and Receiving</u></b> To pass and receive the ball as a way of getting the ball quickly across the field.	<b><u>Getting Past a Player</u></b> To get past and defend against an opponent	<b><u>Tackling</u></b> To tackle an opponent and win the ball back – safely.	<b><u>Hitting and Shooting</u></b> To hit the ball accurately to reach a target (goal)	<b><u>Application of skillset</u></b> To play competitive games, modified where appropriate and apply previously learned skills.	<ul style="list-style-type: none"> <li>I can hit a ball using a range of different bats both accurately and for distance.</li> <li>I can dribble a ball around a line of cones, keeping the ball close to my feet and using both the inside and outside of both feet to control the ball.</li> <li>I can participate in team games, developing simple tactics for attacking and defending</li> </ul>	
<b>Computing</b>  <i>Information Technology</i>	Go outside to get Pointillist inspiration. We will use the school environment to create our masterpieces	<b>Purple Mash:</b>  <b>2.6 Creating pictures</b> <b>2.7 Making music</b>	<i>Questioning and searching</i>	<b><u>Introduction and Impressionism</u></b> To explore 2Paint A Picture. To look at the work of Impressionist artists and recreate them using the Impressionism template.	<b><u>Pointillist Art</u></b> To look at the work of pointillist artists such as Seurat. To recreate pointillist art using the Pointillism template.	<b><u>Surrealism and eCollage</u></b> To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.	<b><u>Introducing 2Sequence</u></b> To be introduced to making music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence.	<b><u>Making Music</u></b> To add sounds to a tune to improve it. To think about how music can be used to express feelings and create tunes which depict feelings.	<b><u>Soundtracks</u></b> To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section.	<ul style="list-style-type: none"> <li>I can edit digital data such as data in music composition software like 2Sequence</li> <li>I can name, save and find my work.</li> <li>I can include photos, text and sound in my creations.</li> </ul>	