Termly Plan

Teacher: Mr Stanley Term: 5 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: 1	2	3	4	5	6 Composite knowledge task	END POINTS (KPIs)
English	Active lessons to categorise facts and opinions. Relative clauses to describe flora in forest school area and create 'top trumps' cards.	**Town is by the sea** **Spill the Beans – Paul Cookson** **The Night Mail – WH Auden** **Reading:** • Fact and opinion • Point of view and purpose **Writing:** • Suspense and action • Consistent plot • Time-slips	**Reading:** • I can read books that are structured in different ways and for a range of purposes. • I can discuss words and phrases that capture the reader's interest and imagination. **Writing:** • I can change my writing and make corrections after I have spoken to a teacher or another child about it. • I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time. • I can proofread my work, checking for spelling, punctuation and grammar errors, and sometimes choosing. • I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. • I can proofread my work by reading aloud and putting in capital	**Reading:** **WALT:** Identify key words and ideas that help us to distinguish between statements of fact and opinions. **Writing:** **WALT:** Explain how commas and dashes can be used to reduce ambiguity in writing.	**Reading:** **WALT:** Distinguish between statements of fact and opinion **Writing:** **Cold write: narrative.** **WALT:** use a variety of devices to build connections within a paragraph.	**Reading:** **WALT:** Identify how we can read for a range of purposes. **Writing:** **WALT:** use adverbials of time, place and number to link ideas across paragraphs.	**KS2 SATS EXAMS, INCLUDING ADMIN AND PREP**	**Reading:** **WALT:** Understand how authors use language and its impact on the reader. **Writing:** **WALT:** proofread and edit for sense, GPS and improvements.	**Reading:** Complete reading comprehension assessments focussing on questions relating to differentiating between statements of fact and opinion and identifying point of view and purpose. **Writing:** Draft, write and edit a narrative piece that shows appropriate control over transitions, with coherence and cohesion within and across paragraphs.	**Reading:** **Year 5:** • I can read books that are structured in different ways and for a range of purposes. • I can distinguish between statements of fact and opinion. • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. **Year 6:** • I can read books that are structured in different ways and for a range of purposes. • I can distinguish between statements of fact and opinion. • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. **Writing:** **Year 5:** • I can draft and write by summarising longer passages. • I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph. • I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place,e.g. nearby and number,e.g. secondly or tense choices e.g. he had seen her before. • I can mark and edit work to have the correct tense throughout.

			letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed. • I can re-read my work to improve it for my audience. • I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use repositions such as before, after, during, in and because. • I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can. • I can edit my work by changing the grammar to improve the way my work reads. • I can proofread my writing for spelling and use of punctuation. • I can assess my work and that of others and suggest improvements.							• I can read work looking for spelling errors and correct them using a dictionary. • I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose. • I can give feedback on and improve my own writing and my classmates' writing. • I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer. **Year 6:** • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. • I can mark and edit work to have the correct subject and verb agreement. • I can read work looking for spelling errors and correct them using a dictionary. • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.
Maths	Actively drawing with missing angles in shapes. Calculating perimeter and area problem solving using spaces around the school site.	**Year 5:** • Decimals and percentages. • Area, perimeter and volume. • Perimeter and area. • Statistics. • Shape. • Position and direction. **Year 6:** • Fractions, decimals and percentages. • Area, perimeter and volume. • Statistics. • Shape.	**Year 5:** • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Find the area of rectilinear shapes by counting squares. • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • Identify acute and obtuse angles and compare and order	**Year 5:** 1. Equivalent fractions, decimals and percentage. 2. Perimeter of rectangles. 3. Perimeter of rectilinear shapes. 4. Perimeter of polygons. 5. Area of rectangles.	**Year 5:** 1. Area of compound shapes. 2. Estimate area. 3. Draw line graphs. 4. Read and interpret line graphs. 5. Read and interpret tables. **Year 6:**	**Year 5:** 1. Two-way tables 2. Read and interpret timetables. 3. Understand and use degrees. 4. Classify angles. 5. Estimate angles. **Year 6:** 1. Area and perimeter. 2. Read an interpret pie	**KS2 SATS EXAMS, INCLUDING ADMIN AND PREP** ***Year 5:*** *1. Measure angles up to 180.* *2. Draw lines and angles accurately.* *3. Calculate angles around a point.* *4. Calculate angles on a straight line.*	**Year 5:** 1. Read and plot coordinates. 2. Problem solving with coordinates. 3. Translation. 4. Translation with coordinates. **Year 6:** 1. Shapes (same area). 2. Volume (counting cubes). 3. Dual bar charts 4. Draw pie charts.	**Year 5:** 1. Lines of symmetry. 2. Reflection in horizontal and vertical lines. End of block reviews	**Year 5:** • 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

			angles up to two right angles by size.
			• Identify lines of symmetry in 2-D shapes presented in different orientations.
			• Complete a simple symmetric figure with respect to a specific line of symmetry.
			• Describe positions on a 2-D grid as coordinates in the first quadrant.
			• Describe movements between positions as translations of a given unit to the left/right and up/down.
			• Plot specified points and draw sides to complete a given polygon.
			• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
			• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
			
			Year 6:
			• 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.
				Year 6:
				
				1. Equivalent fractions, decimals and percentages.
				2. Order fractions, decimals and percentages.
				3. Percentage of an amount – one step.
				4. Percentage of an amount – multi-step.
				5. Percentages – missing values.
					1. Area and perimeter.
					2. Area of any triangle.
					3. Area of a parallelogram.
					4. Volume of a cuboid.
					5. Line graphs.
						charts, including percentages.
						3. The mean.
						4. Angles in a triangle.
						5. Angles in a quadrilateral.
							Year 6:
							
							1. Read and plot points in 4 quadrants.
							2. Translations.
							3. Reflections.
								5. Measure and classify angles.	**Year 6:**
									
									1. Calculate angles.
									2. Vertically opposite angles.
									3. Angles in a triangle – missing angles.
									
									End of block reviews
										centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.
										• Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
										• Solve problems involving converting between units of time.
										• Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
										• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
										• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
										• Draw given angles, and measure them in degrees (o)
										• Identify:
										  • angles at a point and one whole turn (total 360o)
										  • angles at a point on a straight line and a turn (total 180o)
										  • other multiples of 90o
										• Use the properties of rectangles to deduce related facts and find missing lengths and angles.
										• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
										• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
										• Solve comparison, sum and difference problems using information presented in a line graph.
										• Complete, read and interpret information in tables, including timetables.
										
										Year 6:
										• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
										• Recognise that shapes with the same areas can have different perimeters and vice versa.

			• 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. • Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • Solve problems involving converting between units of time. • Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. • Identify 3-D shapes, including cubes and other cuboids • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Draw given angles, and measure them in degrees (o) • Identify: • angles at a point and one whole turn (total 360o) • angles at a point on a straight line and a turn (total 180o) • other multiples of 90o • Use the properties of rectangles to deduce related facts and find missing lengths and angles. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • Identify, describe and represent the position of a shape following a reflection or							• Recognise when it is possible to use formulae for area and volume of shapes. • Calculate the area of parallelograms and triangles. • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]. • Draw 2-D shapes using given dimensions and angles. • Recognise, describe and build simple 3-D shapes, including making nets. • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. • Describe positions on the full coordinate grid (all four quadrants). • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. • Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate and interpret the mean as an average.

			translation, using the appropriate language, and know that the shape has not changed. • Solve comparison, sum and difference problems using information presented in a line graph. • Complete, read and interpret information in tables, including timetables.							
R.E.	Exploring ideas of importance to Christians with Reverend Linda and other faith leaders.	**What do religions say to us when life gets hard?** *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	**WALT:** Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.	**WALT:** Outline Christian, Hindu and/or nonreligious beliefs about life after death.	**WALT:** Explain some similarities and differences between beliefs about life after death.	**WALT:** Explain some reasons why Christians and Humanists have different ideas about an afterlife.	**WALT:** Express ideas about how and why religion can help believers when times are hard, giving examples.	Create a poem exploring life, death and the concept of an afterlife, giving an explanation of how it shows their own beliefs about death, comparing their ideas to two other ideas they have studied.	• Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). • Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1). • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).

			from the stories (C3). ○ Ask some questions about believing in God and offer some ideas of their own (C1) • Why do some people think that life is like a journey and what significant experiences mark this? (LKS2 odd year) ○ Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). ○ Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). ○ Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). ○ Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).							
Science	Active forces lessons, including resistance and upthrust.	**Forces.** *Physics.*	• Forces and magnets (LKS2 even year) ○ Identify how different surfaces affect movement. ○ Explain how magnetism differs from other forces by acting at a distance. ○ Use the idea of magnetic fields and polarity to predict whether two	**WALT:** explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	**WALT:** identify the effects of air resistance that act between moving surfaces.	**WALT:** be able to identify the effects of friction between moving surfaces.	**WALT:** identify the effects of water resistance that act between moving surfaces.	**WALT:** recognise that pulleys, levers and gears allow a smaller force to have a greater effect.	Design a system to transport weights across an obstacle course using the least amount of force possible.	• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. • To be able to identify scientific evidence that has been used to support or refute ideas or arguments.

			magnets will attract or repel. ○ Compare and group materials depending on whether they are magnetic or not. ○ To be able to set up a simple fair-test. ○ To be able to record findings in a bar chart. ○ To be able to identify changes related to scientific ideas. ○ To be able to use results to draw simple conclusions. ○ To be able to provide an oral explanation of findings. ○ To be able to make systematic and careful observations.							• To be able to take repeated, accurate measurements using a stopwatch. • To be able to explain the degree of trust in results. • To be able to use test results to make predictions to set up further fair-tests. • To be able to plan a fair-test; identifying the control variables.
Geography	Resource distribution game.	**Australia, New Zealand and the South Pacific - resource distribution** Our World, Space, Place, Interconnections and sustainable communities, Human, Physical	• The seven continents (KS1 odd year) ○ Name and locate the world's seven continents. ○ Name and locate the world's five oceans. ○ Describe unique geographical attributes of each continent (including animals, plants, cities, landscape features and famous buildings).	**WALT:** use mapwork skills to locate the administrative states and cities of Australia.	**WALT:** identify how different resources are distributed across Australia and how this has affected human geography.	**WALT:** compare and contrast how the physical distribution of resources has affected the human geography of Australia and New Zealand.	**WALT:** Identify how resources are distributed in the South pacific, including in Nauru.	**WALT:** understand the immediate and longer-term impacts of human activity on Nauru's landscape and economy.	Present a video or create a presentation exploring the extraction of phosphates in Nauru and proposing longer term solutions for environmental and economic development.	• Locate the administrative states and cities of Australia. • Describe the distribution of natural resources in Australia, including coal, water and precious metals. • Compare land use and distribution of food in Australia and New Zealand. • Describe economic activity, trade links and the distribution of natural resources within the South Pacific, including a detailed study of the mining of phosphates in Nauru. • I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • I can understand how humans affect the environment. • I can explain about changes the to the World environment. • I can understand why people seek to manage and sustain their environment.
Art & Design	Street protest art.	**Printing: propaganda prints**	• Collage and printing: Andy Warhol (LKS2 even year) ○ I can create a collage using overlapping and layering.	**WALT:** identify how colour can be used to create impact.	**WALT:** explore how one colour can be used in block printing	**WALT:** explore how a simple lino print can be created using the	**WALT:** create additional detail in a lino block print to overlay in a different colour.	**WALT:** Use tape and masking off to create slogans and designs.	Create a bold and visual poster to promote a cause that they believe in.	• I can experiment with using layers and overlays to create new colours/textures. • I can create intricate printing patterns by simplifying and modifying sketchbook designs.

			○ I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt. ○ I can create printing blocks using relief or impressed techniques.		from a simple sketched design.	inverse of a simple design.				• I can follow a design brief to achieve an effect for a particular function.
R.H.E.		**Heartsmart:** Fake is a mistake.		**WALT:** understand why it is important to be honest about ourselves.	**WALT:** recognise that we may experience conflicting emotions and how to overcome them.	**WALT:** understand what positively and negatively affects our mental, physical and emotional health.	**WALT:** understand the ways in which a relationship can be healthy and whom to talk to if we need support.	**WALT:** detail some of the facts about legal and illegal substances and associated risks.	**WALT:** explore facts and opinions around vaccines and immunisation. Reflection on the ways we can remind ourselves that 'fake is a mistake'.	• Being proud • Negative self-talk • Boundaries • Vaccinations • Legal and illegal substances • Using money
Music		**Baloo baleerie** Lullaby • 3-time • Pentatonic scale • Question-andanswer • Accompaniment • Progression Texture Articulation Rhythm Tango	**I've been to Harlem** Pitch shape • Ostinato • Round • Pentatonic • Call-and-response (LKS2 even year) **Global pentatonics** Pentatonic scale • Different musical traditions and cultures • Graphic/dot notation (LKS2 odd year)	**WALT:** Understand the purpose of lullabies. Sing Baloo baleerie. Explore the meaning of the lyrics.	**WALT:** Listen to lullabies from around the world. Sing with expression. Explore 3/4 and 4/4 time.	**WALT:** Listen to and talk about a lullaby from Mali. Play the melody or chords of the Chorus on a musical instrument. Play the Chorus together as an ensemble.	**WALT:** Listen to a Northumbrian lullaby and understand the lyrics. Identify and tap out the Scotch snap pattern. Recap the accompaniment to Baloo baleerie.	**WALT:** Improvise a gentle melody in 3/4 time. Create call-and-response phrases. Compose a lullaby to help send a baby to sleep.	**WALT:** Listen to lullabies from different places across the globe. Show we can feel the metre of 3/4 and 4/4 and understand the difference between them. Perform the Chorus of Baloo baleerie with chords, bass, and melody.	• Sing a lullaby accurately and with expression. • Show an understanding of why people sing lullabies to babies. • Understand the differences between 3/4 and 4/4 time signatures. • Play an accompaniment using tuned percussion. • Compose a gentle melody inspired by lullabies in 3/4 time, using a pentatonic scale, and question-and-answer phrasing.
P.E.	Use of outdoor space for adventurous learning, including forest school area and orienteering. Whole school walk on the Wye Downs.	**Outdoor and Adventurous learning:** **planning and making a journey**	• Outdoor and adventurous activity: trails, trust and teamwork (LKS2 odd year) ○ Pupils will work cooperatively to solve group and paired challenges. ○ Pupils will listen to and evaluate all ideas and suggestions. ○ Pupils will contribute to solving a problem by	**FOREST SCHOOL**	**WALT:** give clear directions to lead a blindfolded partner round an obstacle course.	**WALT:** design and create a map-based route for others to follow.	**WALT:** use compasses to plot directions and end points.	**WALT:** use compasses and mapwork skills to plot and find locations.	Map out a route for a whole-school walk with geo-tagging locations and a risk assessment.	• I can take part in outdoor and adventurous activity challenges both individually and within a team. • Pupils will design and create a route for others to follow. • Pupils will follow a route using a simple map. • Pupils will describe safety considerations when orienteering. • Pupils will undertake a planned journey in the community. • Pupils will learn to understand the potential hazards of a journey. • Pupils will draw a map of the space, learn how to

			offering constructive suggestions. ○ Pupils will work cooperatively to solve group and paired challenges. ○ Pupils will plan a task carefully and confidently contribute ideas. ○ Pupils will follow and understand instructions and work collaboratively to solve a problem. ○ Pupils will explain how you solved the task. ○ Pupils will demonstrate understanding of the concept of a basic map. ○ Pupils will navigate their way around a simple orienteering course. ○ Pupils will learn to understandthe term 'orientate or 'setting' in relation to map reading. ○ Pupils will develop a simple 'star' orienteering activity. ○ Pupils will learn to record information accurately and neatly. ○ Pupils will learn to follow rules when completing a star.							keep it oriented, and use it to find hidden objects
Computing	Outdoor computing and physical computing using algorithms outdoors.	**Purple Mash:** 5.3, 6.3, 6.9 Spreadsheets, formulae and data analysis *Information technology*	• **3.2 Online safety 3.3 Spreadsheets** : *Digital literacy* (LKS2 odd year) ○ I can collect data and input it into software. ○ I can analyse data using features within software to help such as, formula in 2Calculate (spreadsheets). ○ I can present data and information using different	**WALT:** identify how sum formulae can be used to find totals.	**WALT:** create formulae to calculate discounts and percentage changes.	**WALT:** use a spreadsheet to plan spending and create a budget.	**WALT:** use formulae in excel for percentages, averages, max and min in spreadsheets.	**WALT:** manipulate how data is presented, including generating a variety of graphs in excel	Create a spreadsheet to calculate housepoints or attendance, including sums, totals and averages.	• I can use filters when searching for digital content. • 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.

			software such as 2Question (branching database) or 2Graph (graphing tool).							
Languages	Use of outdoor space for active vocabulary recall.	**Animals and habitats**	• Parts of the body/monster (LKS2 even year) ○ Head, eyes, ears, mouth, nose, hair, arms, legs, toes, fingers, belly, hand, feet	**WALT:** use vocabulary for some common animals linked to the music 'Carnival of the Animals'.	**WALT:** recall vocabulary for some common farm animals in French.	**WALT:** ask and answer if someone has a pet.	**WALT:** compare and describe different animals using adjectives such as 'big, small, cute' etc.	**WALT:** use vocabulary for different habitats to describe where animals live.	Create a habitat diorama showing some key animals and their habitats.	• 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. • Vocabulary: Dog, cat, rabbit, chicken, mouse, hamster, goldfish, Guinea pig, horse, donkey, sheep, cow, pig etc