

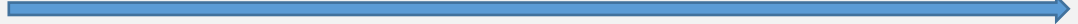
# Termly Plan

Teacher: Miss Rivers

Term: 5

Class: Young Oaks

Year: 2022-23 (even)

	LOT and FOREST links	Subject 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		Charlotte's Web		<ul style="list-style-type: none"> <li>- Deduce and infer information from an illustration, drawing on their previous experiences of other stories and the characters.</li> <li>- Write predictions of the story, taking account of the inferences and they have made in the session. These could be displayed on the</li> </ul>	<ul style="list-style-type: none"> <li>- Children will consider characters' feelings and justify the reasons for these in role.</li> <li>- Explore the feelings of the characters and how feelings can be shaped by our responses to others and change over time.</li> <li>- Write in role as a character,</li> </ul>	<ul style="list-style-type: none"> <li>- Children will explore the events that set the story in motion and consider the ways in which the story is moved along, considering the role the characters play in this.</li> <li>- Plan. Draft and Publish diary entries for the characters at this</li> </ul>	<ul style="list-style-type: none"> <li>- Consider, compare and contrast the emotional journey of characters.</li> <li>- Examine themes of friendship by exploring the moment when two characters meet for the first time. Children will consider the character point of</li> </ul>	<ul style="list-style-type: none"> <li>- Develop an understanding of the lifecycle of spiders, so that they are able to relate this to a deeper understanding of one of the main characters and her motivations in the story.</li> <li>- Draft and write their own spider fact files, using the information they have gleaned</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the characters' experiences and interpersonal relationships.</li> <li>- Develop an understanding of changes over time.</li> <li>- Choose one of the characters who live on the farm/in the barn and write a description of a day in their life.</li> </ul>	<ul style="list-style-type: none"> <li>- Use suspense to introduce a dilemma.</li> <li>- Understand how paragraphs are organised and use them in their own writing.</li> <li>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>- Progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ul>	

				<p>working wall or in the class reading journal alongside the image.</p>	<p>expressing the characters feelings and explaining these with reference to the events of the story.</p> <p>- Explore the setting of the story, considering how it might be viewed through a character's eyes.</p>	<p>point in the story.</p>	<p>view and feelings.</p> <p>- Access information texts about spiders in a range of non-fiction texts and via the internet.</p>	<p>from the story and additional information discovered through their research.</p>	<p>Referring to the notes gathered throughout the teaching sequence and their experiences of farms, explore the interpersonal relationships between their chosen character and the other characters on the farm.</p>	<p>- Assessing the effectiveness of their own and others' writing and suggesting improvements.</p>
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<p><b>Maths</b></p>				<p>Year 3</p> <ul style="list-style-type: none"> <li>- Add fractions.</li> <li>- Subtract fractions.</li> <li>- Partition the whole</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>- Partition the whole.</li> <li>- Unit fractions as a set of objects.</li> <li>- Non-unit fractions as a set of objects.</li> <li>- Reasoning with fractions of an amount.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>- Make a whole with tenths.</li> <li>- Make a whole with hundredths.</li> <li>- Partition decimals.</li> <li>- Compare decimals.</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>- Equivalent capacities and volumes (l and ml)</li> <li>- Compare capacity and volume.</li> <li>- Add and subtract capacity and volume.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>- Order decimals.</li> <li>- Round to the nearest whole number.</li> <li>- Halves and quarters as decimals.</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>- Pounds and pence.</li> <li>- Convert pounds and pence.</li> <li>- Add money.</li> <li>- Subtract money.</li> <li>- Find change.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>- Write money using decimals.</li> <li>- Convert pounds and pence.</li> <li>- Compare amounts.</li> <li>- Estimate with money.</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>- Roman numerals to 12.</li> <li>- Tell the time to 5 minutes.</li> <li>- Tell the time to the minute.</li> <li>- Read time on a digital clock.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>- Calculate with money.</li> <li>- Solve problems with money.</li> <li>- Years, months, weeks and days.</li> <li>- Hours minutes and seconds.</li> <li>- Convert between digital and analogue times.</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>- Use am and pm.</li> <li>- Years, months and days.</li> <li>- Days and hours.</li> <li>- Hours and minutes—start and end times.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>- Convert to the 24-hour clock.</li> <li>- Convert from the 24-hour clock.</li> </ul>		<p>Year 3</p> <ul style="list-style-type: none"> <li>- Add and subtract fractions.</li> <li>- Partition fractions.</li> <li>- unit and non-unit fractions as a set of objects.</li> <li>- reasoning with fractions.</li> <li>- Capacity and volume.</li> <li>- Pounds, pence and converting between the two.</li> <li>- Add and subtract money.</li> <li>- Calculate change.</li> <li>- Roman numerals.</li> <li>- Tell the time to the minute on analogue and digital clocks.</li> <li>- Use pm and am to describe time.</li> <li>- Tell the time in years, months, days, hours and minutes.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>- Hundredths as decimals and on a place value chart.</li> <li>- Divide a number by 100.</li> <li>- Make a whole with tenths and hundredths.</li> </ul>
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<p><b>R.E.</b></p>	<ul style="list-style-type: none"> <li>- Spend some time in quiet thought outside. Consider how this might be a spiritual thing to do.</li> </ul>	<p>Why do people pray? L2.4</p>		<ul style="list-style-type: none"> <li>- Learn and reflect on the 3 key prayers in Christianity , Islam and Hinduism.</li> <li>- Recognise and understand different religions pray in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe similarities and differences in how Christians, Muslims and Hindus pray.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider and understand the term 'spiritual'. - Answer the question 'How do spiritual people pray in their own way?'</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the impact of prayer. - Answer the question 'How does praying make someone feel?'</li> </ul>	<ul style="list-style-type: none"> <li>- Use stories from inside the religions we are looking at to examine the impact of prayer e.g. Stories of answered prayers. - Compare these stories with stories of unanswered prayers. Consider the question 'What are the challenges of prayer?'</li> </ul>			<ul style="list-style-type: none"> <li>- To describe the practice of prayer in the religion studied.</li> <li>- Make connections between what people believe about prayer and what they do when they pray.</li> <li>- describe ways in which prayers can comfort and challenge believers.</li> <li>- describe and comment on similarities and differences between how Christians, Hindu and Muslims pray.</li> </ul>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>- Explore the plants we have around school.</li> <li>- Identify the parts of different plants around the school.</li> <li>- Use the natural environment outside as part of the investigation.</li> </ul>	<p>Plants</p>		<ul style="list-style-type: none"> <li>- Identify and describe the functions of different parts of flowering plants.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the requirements of plants for life and growth.</li> <li>- Investigate what plants need to grow well.</li> </ul>	<ul style="list-style-type: none"> <li>- Set up a simple experiment investigating the question 'what do plants need to grow well?'</li> <li>- Make a prediction</li> </ul>	<ul style="list-style-type: none"> <li>- Record findings using scientific language.</li> <li>- Use results to draw a simple graph.</li> </ul>				<ul style="list-style-type: none"> <li>- To be able to identify and describe the functions of different parts of flowering plants.</li> <li>- Explore the requirements of plants for life and growth and how they vary from plant to plant.</li> <li>- To be able to set up a simple practical enquiry</li> <li>- To be able to</li> </ul>

					- Plan a simple enquiry.	about the results of the investigation.	- Use results to draw conclusions about plants and what they need to live and grow.				gather and record data. - To be able to use results to draw simple conclusions. - To be able to use simple scientific evidence to answer questions and support their findings.
<b>*History /Geog</b>		<b>The Elizabethan Era (Elizabeth I, Early British Naval Dominance, Culture in the Elizabethan Era) Spanish Armada, Shakespeare</b>		<ul style="list-style-type: none"> <li>- <a href="https://www.bbc.co.uk/religion/religions/christianity/cofe/cofe_1.shtml">https://www.bbc.co.uk/religion/religions/christianity/cofe/cofe_1.shtml</a></li> <li>- Understand religious tensions in Britain in 1553 after Henry VIII death.</li> <li>- Understand King Edward VI and who influenced him.</li> <li>- Know who Queen Mary I was and her motivations for making Britain Catholic again.</li> </ul>	- Explore the Elizabethan Era and the Elizabethan religious settlement and how this has influenced the Church of England today.	<ul style="list-style-type: none"> <li>- Understand Queen Elizabeths influence of the British Navy.</li> <li>- Know what a 'Privateer' was and how they benefited Trade and the British Navy.</li> <li>- Introduce Sir Frances Drake and Walter Raleigh and understand why they were important to Elizabeths reign.</li> <li>- Explore the mystery of Roanoke.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand what the Spanish Armada was.</li> <li>- Understand Sir Frances Drakes role against the Spanish Armada and the Plymouth Hoe.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare the way we learn/talk about queen Elizabeth compared with her father Henry VIII.</li> <li>- Explore what is similar and what is different between the two monarchs.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce Shakespeare</li> <li>- Know what the Glode theatre is.</li> <li>- Describe how the work of Christopher Marlowe influenced Shakespeare.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete a timeline of British Monarchs and significant Events we have looked at over the last 2 terms.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe how Elizabethan religious settlement led to a period of stability.</li> <li>- Explore the importance of early naval dominance for trade exploration, including the defeat of the Spanish armada and importance of Si Frances Drake and Sir Walter Raleigh.</li> <li>- Compare and contrast the portrayal of Elizabeth I as a leader to the portrayal of Henry VIII.</li> <li>- Describe how the work of Christopher</li> </ul>

				- Introduce Queen Elizabeth.							Marlowe influenced Shakespeare.
<b>*Art &amp; Design /D&amp;T</b>		<b>Structures:</b> Tunnels – Train line, channel tunnel, types of tunnels, tunnels under water	<b>Structures and bridges- Year 1/2</b>	- Research and investigate types of tunnel. - Make mood boards of different tunnel structures including underwater tunnels. Tunnels for cars and tunnels for trains.	- Build a pre-designed tunnel structure. - Use sketches to assemble a tunnel accurately. - Evaluate the tunnels structure and integrity.	- Understand diagonal struts. - Explore structures with diagonal struts. - Build a structure with diagonal struts and identify how it makes the frame stronger.	- plan, design and assemble own tunnel structure.			- In pairs or groups- design and build a tunnel structure that is strong enough to hold some weight and withstand some movement.	- Be able to apply techniques learnt to strengthen structures and explore own ideas. - Can strengthen frames with diagonal struts. - Be able to create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. - I can safely mark out, measure, and assemble with some accuracy.
<b>R.H.E.</b>		<b>FAKE IS A MISTAKE</b> <i>Using money</i>		- List amazing facts about themselves. - play two truths and a lie. - understand why we don't need to lie about ourselves to others. - understand their own uniqueness and the uniqueness of their peers. - Identify a circle of trust.	- Understand photo's can be edited to look funny but also to look 'perfect'.  - Consider the 'real me'.	- Understand what shame is.  - consider different ways we sometimes think/say 'I'm not good enough'.  - Learn strategies to spot when we are feeling shame and how to replace shame with truth.  - Recognise who we can	- Understand that different people like different levels of touch. - Remind them they have a choice in the morning how they are greeted. - Understand the difference between appropriate and inappropriate touch. - Explain how we can feel when we are touched- sometimes is	- Explain why truth is an important part of a friendship. - Demonstrate and understand why building on a strong foundation is important. - Reflect on their own friendship foundations. - Understand you can re-build a foundation.	- Understand what an allergy is.  - Understand what our immune systems is and how it helps us.  - Understand what different allergic reactions can look like.  - What to do if someone has an allergic reaction.  - Learn strategies to	- Reflect on why 'fake is a mistake'. - Play dice game.	- Understand: - The real me. - Shame and truth. - Appropriate/ Inappropriate contact. - Truth and friendships. - Science of allergies. - Using money.

						go to if we are feeling shame.	can be uncomfortable or embarrassing		keep them and their peers safe.		
<b>Music</b>		<p><b>Just 3 notes</b> Pitch (C-D-E) • Rhythm patterns • Structure • Minimalism • Dot notation</p> <p><b>Samba with Sérgio</b> Call-and-response • Samba batucada • Beat • Rhythm • Music and community • Rhythm notation</p>		<ul style="list-style-type: none"> <li>- Recognise and read rhythm notation.</li> <li>- Listen to and copy rhythm patterns.</li> <li>- Compose rhythm patterns using rhythm notation.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise, copy, sing and play three pitches</li> <li>- C-D-E.</li> <li>- Create and perform rhythmic patterns on pitched instruments.</li> </ul>	<ul style="list-style-type: none"> <li>- Compose and perform ostinatos using three pitches.</li> <li>- Structure ideas into one big piece.</li> <li>- Notate, read, and follow a score.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn about Brazilian carnival, samba, and Sérgio Mendes.</li> <li>- Listen to samba music.</li> <li>- Learn the Fanfarra (Cabuale-le) call-and-response by ear, using word rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>- Feel the beat and move in time with the music of Magalenha.</li> <li>- Understand that this music has four counts to each bar.</li> <li>- Coordinate stepping and clapping in time with the music.</li> </ul>	<ul style="list-style-type: none"> <li>- Discover that using word rhythms, and the voice, are important ways to learn to play percussion instruments.</li> <li>- Learn that in Brazil, samba supports communities to be successful.</li> <li>- Learn rhythm patterns using vocal percussion</li> </ul>		<ul style="list-style-type: none"> <li>- Invent simple patterns using rhythms and notes C-D-E.</li> <li>- Compose music, structuring short ideas into a bigger piece.</li> <li>- Notate, read, and follow a 'score'.</li> <li>- Recognise and copy rhythms and pitches C-D-E.</li> <li>- Move in time with the beat of the music.</li> <li>- Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</li> <li>- Perform vocal percussion as part of a group.</li> <li>- Talk about what they have learnt about Brazil and carnival.</li> </ul>
<b>P.E.</b>		<p><b>Competitive Games</b> – Netball</p>		<ul style="list-style-type: none"> <li>- Understand</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to get free from a</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to apply basic</li> </ul>		<ul style="list-style-type: none"> <li>- Take part in a mini tournament as a class.</li> </ul>	<ul style="list-style-type: none"> <li>- I can understand tactics used against me by others.</li> <li>- I can call upon a range of skills and</li> </ul>



				<p>d the basics of netball.</p> <ul style="list-style-type: none"> <li>- Be able to Carry out some basic passes of the game.</li> </ul>	<p>footwork rule.</p> <ul style="list-style-type: none"> <li>- Be able to use a pivot technique.</li> </ul>	<p>defender and apply this in a competitive situation.</p> <ul style="list-style-type: none"> <li>- Understand how to defend in netball.</li> </ul>	<p>shoot in netball.</p>	<p>rules of netball and have a competitive game,</p>		<p>Applying the basic skills and knowledge learned through the term.</p>	<p>abilities to perform well in different sports and games.</p> <ul style="list-style-type: none"> <li>- I can perform a chest pass accurately to a partner.</li> </ul>
<b>Computing</b>		<b>4.6 Animation</b>		<ul style="list-style-type: none"> <li>- Investigate what makes a good, animated film or cartoon and discuss favourite animations.</li> <li>- Understand learn how animations are created by hand.</li> <li>- Put together a simple animation using paper to create a flick book.</li> <li>- Understand animation frames.</li> </ul>	<ul style="list-style-type: none"> <li>- find out how 2Animate animations can be created in a similar way using technology.</li> <li>- Make a simple animation using 2Animate.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn about onion skinning in animation and use it to create an animated image.</li> </ul>	<ul style="list-style-type: none"> <li>- Add backgrounds and sounds to animations.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand stop animations.</li> <li>- plan own stop animation.</li> </ul>	<ul style="list-style-type: none"> <li>- Create and share own stop animations.</li> <li>- evaluate their own work as well as their peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Create own stop animation with the class.</li> </ul>	<ul style="list-style-type: none"> <li>- To know what 'stop motion' animation is and how it is created.</li> <li>- To use ideas from existing 'stop motion' films to recreate their own animation.</li> <li>- Share their animations and commented on each other's work using display boards and blogs in Purple Mash.</li> </ul>
<b>Languages (KS2)</b>		<b>All about me - Feelings</b>		<ul style="list-style-type: none"> <li>- Recap colours.</li> <li>- Recognise the different items of clothing they are wearing.</li> <li>- Be able to describe their clothes to a peer.</li> </ul>		<ul style="list-style-type: none"> <li>- Use a range of adjectives that describe feelings.</li> <li>- Ask and answer questions about feelings.</li> </ul>		<ul style="list-style-type: none"> <li>- Be able to introduce themselves in French.</li> <li>- Name, Age, what they look like.</li> <li>- Use knowledge gained over the term to engage in a 2- way conversation.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete an 'All about me' workbook in French.</li> <li>- Have a spoken conversation with a peer about feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to describe themselves.</li> <li>- To know how to talk about feelings and emotions.</li> <li>- Be able to explain who they are.</li> </ul>	

