

Termly Plan

Teacher: Mrs Jones

Term: 1 (odd)

Class: Saplings

Year: 2023-24

	LOT and FOREST links	Subject concepts	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>Book -One Day, On Our Blue Planet... In The Savannah by Ella Bayley</p> <p>Focus- -Features of non-fictional text -Non narrative form -Retrieving information from sources -Poetry Skill splats and throughout text: Y1: Punctuation Capital letters, full stops, exclamation marks Y2: Punctuation Capital letters, full stops, exclamation marks. <i>Apostrophes.</i> Sentence <i>Expanded noun phrases for descriptions</i></p>	<p><i>I can write a recount of my summer holidays</i> Prediction I can make a prediction using a front cover</p> <p>To identify some of the features of non-fiction texts I know the purpose and features of a non-fiction text</p> <p>TASK: Fiction vs non-fiction sorting activity</p> <p>To write for meaning and purpose in a variety of non-narrative forms</p> <p>I can record information We will be going on an African animal hunt outside and finding out which animals live in the Savannah.</p> <p>TASK: I can record information I have found.</p>	<p>To use talk to give explanations and opinions</p> <p>I can write a detailed description about a picture including animals, actions and backgrounds. TASK: Look at the daytime or nighttime pictures from the book and write a detailed description</p>	<p>To sustain relevant listening, responding to what they have heard with relevant comments and Questions</p> <p>I can write a description from a soundscape</p> <p>Listen to the soundscape of African Savannah. https://www.youtube.com/watch?v=0CaY02f-56A what can you hear? What made that sound? What do you think is happening?</p> <p>TASK: Write about what you can hear. Make predictions about what's happening in the soundscape</p>	<p>To use talk to give explanations and opinions</p> <p>Shared write, nature documentary voiceover</p> <p>To compose and perform own poetry</p> <p>I can create a free verse of poetry (write it, illustrate and perform to the class)</p>	<p>Cold write</p> <p>What do we know about lions already from our Science and English learning? What did we know before that? Create a mind map</p> <p>To know where information can be found in non-fiction texts</p> <p>To know that information can be retrieved from a variety of sources</p> <p>I can create a fact card about lions</p>	<p>To enjoy an increasing range of books</p> <p>Introduce related non-fiction topic books, children to gather facts from these ready for next week's hot write</p>	<p>To use vocabulary influenced by books</p> <p>Plan and draft</p> <p>Hot write- I can create my own non-fiction book about an animal of my choice</p>	<p>To know... To be able to...</p> <p>To write for meaning and purpose in a variety of non-narrative forms</p> <p>To know where information can be found in non-fiction texts</p> <p>To know that information can be retrieved from a variety of sources</p> <p>To use talk to give explanations and opinions</p> <p>To identify some of the features of non-fiction texts</p> <p>To sustain relevant listening, responding to what they have heard with relevant comments and Questions</p> <p>To use vocabulary influenced by books</p> <p>To enjoy an increasing range of books</p> <p>To compose and perform own poetry</p>

<p>Maths Y1</p>		<p>Place value within 10</p>	<ul style="list-style-type: none"> -Sort objects -Count objects -Count objects from a larger group 	<ul style="list-style-type: none"> -Represent objects -Recognise numbers as words 	<ul style="list-style-type: none"> Count on from any number -1 more -Count backwards within 10 	<ul style="list-style-type: none"> --1 less -Compare groups by matching 	<ul style="list-style-type: none"> -Fewer, more, same -Less than, greater than, equal to -Compare numbers 	<ul style="list-style-type: none"> Order objects and numbers -The number line 		<p>White Rose Objectives</p>
<p>Maths Y2</p>		<p>Place value</p>	<ul style="list-style-type: none"> -Numbers to 20 -Count objects to 100 by making 10s -Recognise tens and ones 	<ul style="list-style-type: none"> -Use a place value chart -Partition numbers to 100 -Write numbers to 100 in words 	<ul style="list-style-type: none"> Flexibly partition numbers to 100 -Write numbers to 100 in expanded form 	<ul style="list-style-type: none"> -10s on the number line to 100 -10s and 1s on the number line to 100 -Estimate numbers on a number line 	<ul style="list-style-type: none"> -Compare objects -Compare numbers -Order objects and numbers 	<ul style="list-style-type: none"> -Count in 2s, 5s and 10s -Count in 3s 		
<p>R.E.</p>	<p>Visit Brook Church, and Ashford Mosque if possible</p>	<p>What does it mean to belong to a faith community?</p>	<p>Where do we belong? Talk about stories of people who belong to groups; groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them.</p>	<p>Know some symbols of belonging in Christianity and Islam Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in pupils' own lives and experience.</p>	<p>Understand how people feel valued through religious ceremonies Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean.</p> <p>Compare this with a welcoming ceremony from another religion</p>	<p>Understand how people feel valued through religious ceremonies Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g., rings, gifts) and compare Christian and Islamic weddings</p> <p>Listen to some music used at Christian weddings.</p> <p>Find out about what the words mean in promises, hymns and prayers at a wedding.</p>	<p>I can respond to examples of co-operation between different people</p> <p>Visit Brook Church to explore how baptisms and weddings take place in the Church setting</p>			<p>Expected</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3)</p> <p>Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean (A1)</p> <p>Identify two ways people show they belong to each other when they get married (A1)</p> <p>Respond to examples of co-operation between different people (C2)</p>

<p>Science</p> <p>Term 2 to carry over:</p> <p>Recognise that plants make their own food, but animals obtain food from eating plants or other living things, identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Understand that offspring are very much (but not exactly) like their parents and that most animal babies need to be fed and cared for; human babies are especially in need of care when they are young</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Drawing our favourite animals outdoors on clipboards</p>	<p>Animals, including humans (Yr1 unit)</p>	<p>I can name and identify a range of animals</p> <p>Intro to topic- watch live zoo videos and write down the names of the animals we saw.</p> <p>Draw a picture of our favourite animal and write about why it is your favourite.</p>	<p>I can describe the similarities and differences of three different animals (penguin, pig, crocodile)</p> <p>Vocab- Head, body, legs, wings, hair, feathers, water, swim, movement, scales, teeth, food, beak</p>	<p>I can compare, sort and group different animals</p> <p>Look at the different animals. Cut and sort into categories-</p> <ul style="list-style-type: none"> · Has wings, doesn't have wings. · Has fur, doesn't have fur. · Eats meat, eats plants. · Has four legs, has less than four legs. · Lives under water, lives on the ground. <p>DISCUSSION - Were there any you found difficult to sort? Why?</p> <p>CHALLENGE: Can you think of another way to sort and classify these animals?</p>	<p>I know what is meant by a mammal</p> <p>https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zfm84xs</p> <p>Fill in fact sheet</p>	<p>I know what is meant by a reptile</p> <p>https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zp9pfg8</p> <p>Fill in fact sheet</p> <p>I know what is meant by an amphibian</p> <p>https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zc6br82</p> <p>Fill in fact sheet</p>	<p>I can compare fish and birds</p> <p>Group the fish and birds in correct columns, explore similarities and differences</p> <p>I can identify an animal and categorise it into mammals, reptiles, amphibians, fish and birds</p> <p>Quiz to check understanding</p>		<p>To know... To be able to...</p> <p>To be able to observe closely, using simple equipment</p> <p>To be able to record data in a table</p> <p>To be able to use secondary sources to find out more about animals</p> <p>To be able to sort and group animals with some help</p> <p>To be able to record data in simple ways (Venn diagram, chart)</p> <p>Identify, name and describe/compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>
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<p>Geography</p>	<p>Draw a treasure map of the outside area, our friends follow our maps to see if they can find the treasure</p>	<p>Spatial sense - directional language</p>	<p>I understand where I can find maps and how they can be used</p> <p>Globes, phone maps, paper maps</p> <p>Explore zoo maps and maps we find in story books</p>	<p>I can use aerial photographs to recognise landmarks and basic human and physical features</p> <p>-Introduce birds eye view -Slideshow of around the world aerial photos-can we spot landmarks/features?</p>	<p>I can create a messy map of the school using aerial views</p> <p>Create messy maps using bricks/lego/loose parts</p>	<p>I can create a sketch map of the school using aerial views</p> <p>(including maps and satellite images)</p>	<p>I can draw a plan of the classroom and use locational and directional language</p> <p>Vocab- (near and far, left and right) to describe positions and routes.</p>	<p>I can use and construct basic symbols in a key. Draw a treasure map for our friends' using symbols and a key to direct them to treasure outside</p>	<p>Test out treasure maps outside!</p>	<p>To know... To be able to...</p> <p>I can show I know about changes that are happening in the local environment eg at school</p> <p>I can link home with other places in my area</p> <p>I can make simple maps and plans</p> <p>I can name, describe and compare places I know.</p> <p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>
<p>Art & Design</p>	<p>Recognise that Hockney created a lot of his work outdoors- we shall do the same!</p> <p>Creating a landscapes piece outside</p>	<p>Printing: David Hockney</p>	<p>I can say what I like about other people's artwork.</p> <p>I can give reasons for my opinions when I look at art/craft or design work</p> <p>Read Little People, Big Dreams Hockney book</p> <p>Share different paintings-</p>	<p>I can make marks in print using different objects and basic tools and use these to make repeating patterns</p> <p>Create a collage of a 2D forest inspired by David Hockney using cork, wooden blocks, cotton</p>	<p>I can make marks in print using different objects and basic tools and use these to make repeating patterns</p> <p>Use the collage from the previous lesson to create a piece of art to hang in the</p>	<p>I can use different techniques including fabric printing and rubbings</p> <p>Use autumn leaves to create rubbings using crayons and paper</p>	<p>I can use different techniques including relief and press</p> <p>We will create our own pattern blocks for relief printing using string and cardboard and PVA.</p>	<p>I can use different techniques including carbon printing</p> <p>We will explore carbon printing using different coloured carbon paper to create our own designs</p>		<p>I can make marks in print using different objects and basic tools and use these to make repeating patterns</p> <p>I can use different techniques like carbon printing, relief, press and fabric printing and rubbings.</p> <p>Yearly objectives</p> <p>I can say what I like about other peoples artwork</p> <p>I can use art to share my ideas</p> <p>I can give reasons for my opinions when I look at art/craft or design work.</p>

			<p>print out and look at them in groups.</p> <p>Share our favourites with the class, discuss ones we don't like. Art is subjective.</p>	<p>wool, leaves, twigs, stones and seeds to impression print different shapes onto fabric.</p>	<p>classroom together</p>					<p>I can understand that different artistic works are made by craftspeople from different cultures and times.</p> <p>I can choose the right materials to use for my artwork and use them well.</p>
R.H.E.		<p>GET HEARTSMART <i>Safeguarding: Adults who keep us safe</i></p>	<p>Get HEARTSMART Introduction to HeartSmart</p>	<p>Power Plus Describing how we can use our power in positive and negative ways</p>	<p>Heart Decisions Considering the reputations we would like to have</p>	<p>Bright Hearts What is in our hearts, is played out in our words and actions</p>	<p>Love Map Identifying special people and how they show us love</p>	<p>Boris Face Plate Creating a robot face from healthy foods</p>	<p>Get HEARTSMART Reflection Circle time What we have learned about Get HEARTSMART</p>	<p>I understand that the choices I make can help or hurt my own and others hearts.</p> <ul style="list-style-type: none"> • I can describe a way that I can use my power in a positive and negative way. • I am beginning to understand that the decisions I make can affect my reputation. • I am beginning to understand how my heart affects my actions, words and behaviours. • I can describe how different people's families may look. • I can describe a way my family shows me love. • I can list a food from each of the 5 food groups. • I can think of a choice I have made that has helped my heart. • I can think of a choice I have made that has helped someone else's heart.
Music		<p>Tony Chestnut Beat • Rhythm • Pitch • Echo • Progression snapshot 1</p>	<p>I can learn a melody and add actions on the beat Get to know the song</p>	<p>I can track the shape of a melody with gestures Get to know the song - improving phrasing and tuning.</p>	<p>I can learn a song and perform it with beat actions Progression snapshot 1. Make a video recording of children singing</p>	<p>I can play a melody using a tuned percussion instrument Begin to learn the 'call' or 'response' phrases of the song's melody on a tuned percussion instrument.</p>	<p>I can improvise rhythms along to a backing track Practise playing the melody of Tony Chestnut with a partner, and as a class.</p>	<p>I can compose call-and-response music. Composing call-and-response music in pairs using instruments.</p>	<p>Class performance to Little Acorns!</p>	<p>To know... To be able to...</p> <p>Improvise rhythms along to a backing track using the note C or G.</p> <ul style="list-style-type: none"> • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear.

P.E.		Multi-skills	<i>PE led by James Fraser</i>							
Computing		1.2 Grouping and sorting 2.2 Online safety		1.2 Grouping and sorting I can sort various items offline using a variety of criteria.	1.2 Grouping and sorting I can sort items on the computer using the 'Grouping' activities in Purple Mash.	2.2 Searching and sharing I know how to use the search facility to refine searches on Purple Mash by year group and subject.	2.2 Email Using 2Respond I can understand how we talk to others when they are not there in front of us using 2Respond email	2.2 Digital Footprint I can explain what a digital footprint is and give examples of things that I would not want to be in my digital footprint.	Recap session, work in small groups with children who need catch ups on missed session, practice skills we have learnt	2.2 Online safety (Digital literacy) I know the consequences of not searching online safely I can share work and communicate electronically-for example using 2Email or the display boards. I can report unkind behaviour and things that upset me online to a trusted adult. I can see where technology is used at school such as in the office or canteen. 1.2 Grouping and sorting (Information technology) I can sort sound, pictures and text. I can name my work. I can save my work. I can find my work.