

Termly Plan

Teacher: Miss Rivers

Term: 1 (odd) Class: Young Oaks

Year: 2023-24

	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			
Maths	Various maths activities to take place outside.	Place value Addition and subtraction	Year 2/3 place value. Year 2/3 addition and subtraction.	<ul style="list-style-type: none"> - Represent numbers to 100. - Partition numbers to 100. - Number line to 100. - Hundreds. - Represent numbers to 1000. 	<ul style="list-style-type: none"> - Partition numbers to 1000. - Flexible partitioning of numbers to 1000. - Hundreds, tens and ones. - Find 1, 10 or 100 more or less. 	<ul style="list-style-type: none"> - Number line to 1000. - Estimate on a number line to 1000. - Compare numbers to 1000. - Order numbers to 1000. - Count in 50s. 	<ul style="list-style-type: none"> - Apply number bonds within 10. - Add and subtracts 1s. - Add and subtracts 10s. - Add and subtracts 100s. - Spot the pattern. 	<ul style="list-style-type: none"> - Add 1s across 10. - Add 10s across 100. - Subtract 1s across 10. - Subtract 10 across 100. - Make connections. 	<ul style="list-style-type: none"> - Add two numbers. - Subtract two numbers. - Add two numbers across 10. - Add two numbers across 100. - Add 2-digit and 3-digit numbers. 	<ul style="list-style-type: none"> - Add and subtract 1s, 10s, 100s, 1000s. - Add up to two 4 digit numbers, no exchange. - Add two 4-digit numbers with one exchange. - Add two 4-digit numbers with more than one exchange. 	<ul style="list-style-type: none"> - Subtract two 4-digit numbers without exchange. - Subtract two 4-digit numbers with one exchange. - Subtract two 4-digit numbers with more than one exchange. 	<ul style="list-style-type: none"> - Composite knowledge task 	<ul style="list-style-type: none"> Year 3: - Represent numbers to 1000. - Partition numbers to 1000. - Number line to 1000. - understand hundreds, tens and ones. - Find 1, 10 and 1000 less and more. - Estimate on a number line to 1000. - Compare and order numbers to 1000. - Count in 50s. - Number bonds to 10. - Add and subtract 1s. - Add and subtracts 10s. - Add and subtract 100s. - Add and subtract 1s across 10s. - Add and subtract 10s across 100. - Add and subtract two numbers without exchange. - Add and subtract two numbers across 10 and 100. - Add two and three digit numbers.

											<ul style="list-style-type: none"> - Subtract a two digit number from a three digit number. <p>Year 4:</p> <ul style="list-style-type: none"> - Represent numbers to 10,000. - Partition numbers to 10000. - Number line to 10,000. - Thousands. - Find 1, 10, 100 and 1000 more or less. - Estimate on a number line to 10,000. - Compare and order numbers to 10,000. - Roman numerals. - Round to the nearest 10, 100, 1000. - Add and subtract 1s, 10s, 100s, 1000s. - Add up to two 4 digit numbers without and with exchange. - Subtract two 4-digit numbers with and without exchange. - Efficient subtraction. - Estimate answers. - Check strategies.
English		Arthurian legends- No set text.		<ul style="list-style-type: none"> - Develop an understanding of King Arthur and Arthurian legend. - Understand the terms 	<ul style="list-style-type: none"> - Introduction to setting, characters and style of Arthurian stories. 	<ul style="list-style-type: none"> - Use performance to explore King Arthur. - Develop role-play/drama skills 	<ul style="list-style-type: none"> - Prepare play scripts to read aloud and perform, retelling one of the stories 	<ul style="list-style-type: none"> - Write a quest story in the style of an Arthurian legend. - Develop and explore 	<ul style="list-style-type: none"> - Develop an understanding of non-fiction texts (newspaper articles) - Develop creative 	<ul style="list-style-type: none"> - Use 5-part planning to write a fiction story based on 	<ul style="list-style-type: none"> - Discuss words and phrases that capture the reader's interest and imagination. - Plan writing by discussing writing similar to that which

				<p>myth and legend.</p> <ul style="list-style-type: none"> - Consider the significance of authorship and narrative reliability. - Begin exploring the historical evidence surrounding King Arthur. 	<ul style="list-style-type: none"> - Use relevant strategies to build their vocabulary. - Articulate and justify answers, arguments and opinions. 	<ul style="list-style-type: none"> - Explore understanding of the retelling of stories and the different meanings that are created as a result. 	<p>we have looked at.</p> <ul style="list-style-type: none"> - Focus on words and phrases that capture the audience's interest. 	<p>ideas similar to those we have looked at.</p> <ul style="list-style-type: none"> - Use 5 art planning. 	<p>writing skills.4</p> <ul style="list-style-type: none"> - Use further prefixes and suffixes and understand how to add them. 	<p>Arthurian legends.</p>	<p>they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> - Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure. - Draft and write by creating settings, characters and plot. - Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements. - To be able to make reading fun by listening to and discussing stories, poems, plays and non-fiction work. - To be able to use 5-part story planning.
R.E.		2.8 What does it mean to be a Hindu in Britain today?	2.7 What does it mean to be a Christian in Britain today?	- Introduction into Hinduism.	- Find out about how Hindus show their faith	- Identify and understand Hindu ideas	- Explore Hindu ideas of karma – how actions	- Look at Hindu Iconography and	- Find out about some ways in which	- Present ideas about what it	- To be able to describe some examples of what Hindus do

			<p>1.8 How should we care for others and the world, and why does it matter?</p> <p>1.7 What does it mean to belong to a faith community?</p>	<p>- What are the core beliefs and values.</p>	<p>within their families.</p> <p>- Explore what kinds of things would Hindu families do during the week.</p>	<p>about the four aims of life (punusharth as) dharma.</p> <p>- Compare these with pupils' goals for living.</p>	<p>bring good or bad karma.</p> <p>- Understand how and why 'snakes and ladders' links with Hindu ideas of karma.</p>	<p>understand how do the different images show the different characters and attributes of the deities?</p>	<p>Hindus make a difference in the worldwide community.</p> <p>- Understand how Hindu way of life guide them in how they live.</p>	<p>means to be a Hindu in Britain today.</p>	<p>to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>- Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>- Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>- Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>
<p>Science</p>	<p>Observe states of matter around the school.</p> <p>Model of water cycle can be completed outside.</p>	<p>States of Matter Chemistry</p>	<p>- Use of everyday materials Chemistry - Year 1/2</p> <p>- Settlements and population Our UK- Water cycle- Year 3</p>	<p>- Compare and group materials together, according to whether they are solids, liquids or gases by sorting and describing materials into solids, liquids and gases.</p>	<p>- Compare and group materials together, according to whether they are solids, liquids or gases by investigating gases and their uses.</p>	<p>- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p>- Understand how water can change its state to a solid, liquid or a gas , and know the temperature at which this happens in degrees Celsius (°C)</p>	<p>- Understand that the rate of evaporation with temperature by investigating the effect of temperature on drying washing.</p>	<p>- Identify the part played by evaporation and condensation in the water cycle.</p>	<p>- Create a model of the water cycle.</p>	<p>- To be able to set up a fair test.</p> <p>- To be able to set up a simple test.</p> <p>- To be able to use results to draw simple conclusions.</p> <p>- To be able to use a data logger to take accurate measurements</p> <p>- To be able to use a thermometer to take accurate measurements.</p>

											<ul style="list-style-type: none"> - To be able to provide a written explanation. - To be able to use straightforward scientific evidence to answer questions or to support their findings.
Geog	Activities outside using compasses.	Spatial sense - Mediterranean Our World Space, Climate and Landscape, Interconnections and sustainable communities, Human	<p>Spatial sense - maps and globes</p> <p>Spatial sense - directional language</p>	<ul style="list-style-type: none"> - Use the eight points of a compass to describe locations within Europe, focussing on the Mediterranean. 	<ul style="list-style-type: none"> - Use atlases, maps and online mapping to identify the countries of the Mediterranean. 	<ul style="list-style-type: none"> - Explain the features of the Mediterranean climate. 	<ul style="list-style-type: none"> - Explore the food grown, landscape and settlements of Mediterranean countries. 				<ul style="list-style-type: none"> - To be able to explore weather patterns around parts of the world - To be able to show some sense of how places relate to each other. - To know how to use and interpret maps, globes, atlases and digital mapping to find countries and key features.
*Art & Design /D&T		Fabric: Enid Marx – textiles	<p>Expressive Arts and Design - Creating with Materials- EYFS</p> <p>Collage and Fabric: Henri Matisse and Mondrian- year 1/2</p>	<ul style="list-style-type: none"> - Investigate complementary colours. - Understand colour theory. 	<ul style="list-style-type: none"> - Introduce cross-stitch – practice simple design. - introduce Enid Marx. 	<ul style="list-style-type: none"> - Choose a more complex design to cross-stitch. - Complete evaluation sheet. 	<ul style="list-style-type: none"> - Practice using Tye-dye to make creative designs. - Complete evaluation sheet. 			<ul style="list-style-type: none"> - To be able to add detail to work using different types of stitch, including cross-stitch. - To be able to print on fabrics using tie-dyes or batik. - To be able to talk about and identify complementary colours, colour as tone, warm and cold colour 	

R.H.E.	Circle time/Heartsmart to take place outside where possible.	Heartsmart Unit: GET HEARTSMART YR 4	Heartsmart Unit: GET HEARTSMART YR2/3	<ul style="list-style-type: none"> - Identify ways to show love to ourselves and others. - Explore Power ON button idea. - Share some things that make them unique. 	<ul style="list-style-type: none"> - Consider the consequences of the words we use. 	<ul style="list-style-type: none"> - Identify and understand ways to grow a desired characteristic e.g. kindness. 	<ul style="list-style-type: none"> - Look at the story 'The Wily Wolf' by Ems Hancock - Understand we need to be careful whom we trust. 	<ul style="list-style-type: none"> - Explore characteristics of a healthy family life. - Create a recipe for a healthy family life. 	<ul style="list-style-type: none"> - Recognise what affects our mental wellbeing. 	<p>Reflect on how we care for our own and other's hearts.</p> <ul style="list-style-type: none"> - Complete the Boris self-assessment sheet. 	<ul style="list-style-type: none"> - To know the difference between kind and unkind. - Understand memories and consider how they influence our choices. - To know how we guard our hearts. - To know who we are grateful for. - To understand the benefits of a healthy lifestyle - Safeguarding: Adults who keep us safe
Music		<p>This little light of mine</p> <ul style="list-style-type: none"> • Pentatonic scale • Gospel music • Off-beat • Rhythm • Call-and response • Progression snapshot 1 		<ul style="list-style-type: none"> - Begin to learn the song. • Listen to different versions of This little light of mine, identifying features in the music. • Practise moving in time to a beat. 	<ul style="list-style-type: none"> - Compare versions of This little light of mine. • Invent actions to accompany the singing. • Move and sing in time together. • Sing in a Gospel style with expression and dynamics. 	<ul style="list-style-type: none"> - Move to a jazz-styled piece. • Learn Part 1 of the song I wanna sing scat. • Refine their singing by paying attention to the rhythm and phrasing, articulation, and annunciating the words. • Perform for a video recording. 	<ul style="list-style-type: none"> - Play a bass part along with the song. • Make up a rhythmic ostinato to accompany the song. • Try to play together the bass and rhythmic parts along with the backing track and the singing. 	<ul style="list-style-type: none"> - Listen to Bobby McFerrin guide people through singing the notes of the pentatonic scale. • Improvise using notes of the scale and introduce a 'blue note' to their improvisations. • Practise singing This little light of mine 	<ul style="list-style-type: none"> - Learn more about Sister Rosetta Tharpe. • Improvise on tuned percussion instruments using the pentatonic scale. 	<ul style="list-style-type: none"> - Create their own arrangement of This little light of mine 	<p>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). Sing in a Gospel style with expression and dynamics. Sing Part 1 of a partner song rhythmically. Play a bass part and rhythm ostinato along with This little light of mine. Listen and move in time to songs in a Gospel style</p>

P.E.		Athletics – Running, Jumping, throwing	Year 1/2- Athletics – Running – short and long distance Athletics – Jumping and Throwing.	- Introduce running stride. - Understand the importance of arm movement when running.	- Practice running and jumping. - understand how to balance when running and jumping.	- Practice running between two zones. - Give feedback to each other about running stride/posture/balance.	- Introduce basic throwing actions. - Improve accuracy when throwing from a standing position.	- Throwing two handed with a step. - Improve accuracy of throwing with two hands.	- Using skills taught this term set up and practice on circuits.	- Design, run and take part in an activity/circuit that involves running, jumping and throwing.	- Call upon a range of skills and abilities to perform well in different sports / games. - Run fast in a straight line using my arms to help balance my movement. - Activities to introduce to running stride - Activities to introduce to basic throwing actions. - Activities to practise running and jumping skills - Activities to improve accuracy when throwing from a standing position - Activities to enhance running strides between two zones - Activities to practise throwing two-handed from a step approach
Computing		3.1 Coding Computer Science	2.1 Coding Computer Science Information Technology Digital Literacy 1.7 Coding	- Review previous coding knowledge. - Understand what a flowchart is and how flowcharts	- Understand that there are different types of timers. - Be able to select the right type of	- Understand how to use the repeat command.	- Use coding knowledge to create a range of programs. - Understand the	- Use the attributes (properties) table to set the attributes of objects. - Plan a scene and code before they create their program. - Make several different things happen in a program.		To design and create an interactive scene.	- To know how to make a real-life situation into an algorithm for a program. - To be able to design an algorithm carefully, thinking about what they want it to do and

			Computer Science Information Technology	are used in computer programming.	timer for a purpose.		importance of nesting.			<ul style="list-style-type: none"> how I can turn it into code. - To know how to identify an error in my program and fix it. - Experiment with timers in their programs. - Identify the difference in using between the effect of a timer or repeat command in code - To know that a variable stores information while a program is running (executing) - To be able to identify 'if' statements, repetition and variables. - To be able to read programs with several steps and predict what it will do.
Languages (KS2)		Numbers 0-20 Classroom instructions- Stand up, Sit down Quiet, Listen, Line up, tidy up		- Numbers 1-10	- Number 11-20	- Stand up, Sit down, Line up.	- Quiet, listen, Tidy up.		<ul style="list-style-type: none"> - Create and complete quizzes of this terms vocab. 	<ul style="list-style-type: none"> - Recognise and respond to words and phrases I hear. - Understand a simple instruction, such as 'stand up'. - Match written words and phrases to pictures or symbols. - Read some familiar words aloud. - Remember how to write some words on my own.