

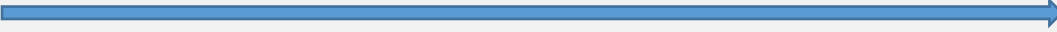
Termly Plan

Teacher: Miss Rivers

Term: 2 (odd)

Class: Young Oaks

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		Arthurian Legends	Develop an understanding of non-fiction texts (newspaper articles) Understand and use organisational devices in writing.	Develop debating skills. Understand how to use persuasive language. -Draft and write a speech convincing for or against something.	Understand paragraphs as a way to group related material. -Be able to identify paragraphs in someone else's writing. -Write a simple piece of writing containing paragraphs	Understand proof reading. Be able to proof read someone else's work and evaluate it effectively.	Plan and write a newspaper article based on an Arthurian legend.	Write a quest story in the style of an Arthurian legend. - Develop and explore ideas similar to those we have looked at. Use 5 part planning. Evaluate their own work and suggest improvements	<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 they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - 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. 	
Maths		Addition, subtraction. Multiplication and division.	<i>White Rose scheme</i>							
R.E.		What does it mean to be a Hindu in Britain today?	- Understand how and why 'snakes and ladders' links with Hindu ideas of karma.	- Look at Hindu Iconography and understand how do the different images show the different characters and	- Find out about some ways in which Hindus make a difference in the worldwide community. - Understand how Hindu way of life	-Explore what Hindus do to show tradition within their faith communities. -What do Hindus do together and why.	-Understand some of the challenges faced by being a child/teenager Hindu.	Present ideas about what it means to be a Hindu in Britain today.	<ul style="list-style-type: none"> - To be able to describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. - Describe some ways in which Hindus express their faith through puja, aarti and bhajans. - 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. 	

				attributes of the deities?	guide them in how they live.					- 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.
Science	-Learning walk around the school to identify sounds.	Sound	-Identify how sounds are made, associating some of them with something vibrating. -Identify sources of sound around the school. -Perform a dramatization of how sound travels by vibrating.	-Find patterns between volume of sound and the strength of vibrations. -Recognise that vibrations from sound travel through a medium to the ear.	-Understand that vibrations from sounds travel through a medium and how high and low sounds are created. -Recognise patterns between pitch of a sound and features of the object that produced it. -Explore pitch through musical instruments.	-Make string telephones and investigate how sound travels. -Understand that sound gets fainter as distance increases,	-Investigate the best material for absorbing sound. -Use previous knowledge of states of matter to investigate which state sound travels the best through.	-Understand how musical instruments work and plan and build one.	-Design and make an instrument that produces the desired sound based on knowledge of vibrations.	-Explain how sound can be caused by an object vibrating rapidly. -Describe how soundwaves are slower than light waves, but can travel through solids, liquids and gasses. -Explain qualities of sound linked to ideas of pitch and the features of the object creating it. -Explore how intensity of sound is linked to the vibrations that create it, and distance from the sound source.
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D&T		Cooking and nutrition- Gino D'campo and flavour (Mediterranean)	-Explore healthy food options. -Understand what makes up a healthy and balanced meal. -Understand why we need a balanced diet and how to achieve this.	-Explore Gino D'Campo's Mediterranean recipes. -Compare these with the healthy and balanced meals we have already looked at. -Understand where the foods we eat come from.	-Explore different ways of cutting using Mediterranean fruit. -Make a Mediterranean fruit salad.	-Understand how to cut Onion, Lettuce and tomato in different ways to achieve different results. -Review and evaluate each technique	Understand how to cut [cucumber, Olives and feta in different ways to achieve different results. -Review and evaluate each technique.	-Prepare a Mediterranean salad.	-Reflect on learning throughout the term to write and follow a recipe for a Mediterranean salad.	-To understand that food has to be grown, farmed or caught in Europe and wider world. -To know what makes a healthy and balanced diet, and that different foods provide different substances the body needs to be healthy and active. -To be able to use a wide variety of ingredients and techniques to prepare and combine ingredients safely. -I can read and follow recipes which involve several processes, skills and techniques.

P.E.		Kwick Cricket	<ul style="list-style-type: none"> -Be able to bowl a ball accurately. -Use skills previously learned to bowl the ball effectively. -Understand the role of the bowler in Kwick cricket. 	<ul style="list-style-type: none"> -Be able to strike a ball with a cricket bat effectively. -Use a cricket bat to hit a ball that has been bowled. -Understand the role of a batter in Kwick cricket. 	<ul style="list-style-type: none"> -Develop catching skills. -Understand the role of a fielder in Kwick Cricket. 	<ul style="list-style-type: none"> -Using the knowledge learned so far- Understand the rules of a kwick cricket game and how it fits together. 	<ul style="list-style-type: none"> -Take part in a small game of Kwick Cricket. -Evaluate performance and what could happen differently next time. What skills need practicing? 	<ul style="list-style-type: none"> -Refine skills and play a Kwick Cricket match. 	<ul style="list-style-type: none"> -Kwick cricket tournament within the class. 	<ul style="list-style-type: none"> -To understand the tactics used against me by others. -I can hit a ball using a range of different bats both for accuracy and distance.
Languages (KS2)		Greetings.	<ul style="list-style-type: none"> -Recap classroom instructions. -New vocab- Hi, Hello, Goodbye 	<ul style="list-style-type: none"> -New vocab: Good morning, good afternoon, good evening. 	<ul style="list-style-type: none"> -New Vocab: How are you? I am well/not well 	<ul style="list-style-type: none"> -New vocab: Bad, okay, and you? 	<ul style="list-style-type: none"> -Using all the vocab learned this term write a conversation between two people in French. 	<ul style="list-style-type: none"> -Using the vocab learned this term role play conversations with friends. 	<ul style="list-style-type: none"> -Be able to greet a peer and respond correctly to 'how are you?' 	<ul style="list-style-type: none"> - Recognise and respond to words and phrases I hear. - Understand a simple greeting. - Match written words and phrases to pictures or symbols. - Read some familiar words aloud. - Remember how to write some words on my own.
History		Stone age to Iron age	<p>LQ: What was life like for Stone Age Britons?</p> <p>Know about Stone Age life, including hunter gatherers and how people survived.</p> <p>Understand paleolithic life with regards to homes, farming, metal.</p>	<p>LQ: What evidence do historians have about farming in the Stone Age?</p> <p>Use evidence from Skara Brae to compare Neolithic and Paleolithic life with regards to homes, farming, metal.</p> <p>Know how historians have used this evidence to investigate the past.</p>	<p>LQ: What was the significance of the Bronze age?</p> <p>Know the changes from Stone age to Bronze age including homes, farming, metal.</p> <p>Order changes over time.</p>	<p>LQ: How did the arrival of the Celts change life again?</p> <p>Know about the first Celtic tribes' arrival and the first Kingdoms.</p> <p>Understand how the arrival of the Iron Age further changed homes, farming and metal.</p>				<ul style="list-style-type: none"> ➤ I know how life was for Stone age hunter gathers and how people survived (<i>Civilisation</i>) ➤ I know how the arrival of Celtic tribes in Britain led to the first Kingdoms (<i>Empire, Significance</i>). ➤ I know some of the ways in which historians investigate the past through exploring evidence from Skara Brae, including farming (<i>Farming, Sources and Evidence</i>). ➤ I know the changes in life from Palaeolithic (or Old) and Neolithic (or New) Stone Age, recognising significant changes and developments in homes, farming and metal work (<i>Continuity and Change</i>). <p>I can order how life changed for people in the stone age from hunter gatherers, to homes and farming (<i>Chronological Knowledge</i>).</p>

Music: Sing Up	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;"> <i>My fantasy football team</i> </td> <td style="width: 15%; padding: 5px;"> <ul style="list-style-type: none"> Beat Rhythm Rondo Rhythm notation </td> <td style="width: 35%; padding: 5px;"> <ul style="list-style-type: none"> Compose and perform a whole-class 'rondo' with pupil-composed melodic patterns. Identify, play from, and compose with rhythm patterns comprising crotchets, quavers, crotchet rests and minims. Sing with clear articulation, expression, and actions. Move to music marking the pulse with action durations: walk (crotchets), jogging (quavers) and stride (minims). </td> <td style="width: 15%; padding: 5px;"> <ul style="list-style-type: none"> <i>My fantasy football team</i> </td> <td style="width: 20%; padding: 5px;"> <ul style="list-style-type: none"> Extract 'Theme' from <i>Superman</i> by John Williams Colonel Hathi's March from <i>The Jungle Book</i> <i>Flower</i> by Moby </td> </tr> </table>								<i>My fantasy football team</i>	<ul style="list-style-type: none"> Beat Rhythm Rondo Rhythm notation 	<ul style="list-style-type: none"> Compose and perform a whole-class 'rondo' with pupil-composed melodic patterns. Identify, play from, and compose with rhythm patterns comprising crotchets, quavers, crotchet rests and minims. Sing with clear articulation, expression, and actions. Move to music marking the pulse with action durations: walk (crotchets), jogging (quavers) and stride (minims). 	<ul style="list-style-type: none"> <i>My fantasy football team</i> 	<ul style="list-style-type: none"> Extract 'Theme' from <i>Superman</i> by John Williams Colonel Hathi's March from <i>The Jungle Book</i> <i>Flower</i> by Moby 											
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