

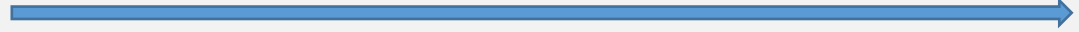
Termly Plan

Teacher: Miss Rivers

Term: 3 (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	
English		Varjak Paw		<p>Introduce the book. Look at the opening quote of the book. Understand the Author's reason for this quote. Make predictions about the book.</p> <p>Respond to the illustration of 'The gentlemen' Look at the character descriptions. Write their own character descriptions.</p>	<p>Reflect on the events in the chapter so far and the ways in which the characters react and respond.</p> <p>Understand what a fronted adverbial is. Identify when and why it is used in the text.</p> <p>Identify vocabulary and grammar choices and how they create meaning.</p>	<p>Understand how to debate a discuss different topics. Use language to persuade. Use skills to argue for and against Varjak's dilemma (chapter 4).</p> <p>Visualise settings using various media stimuli. Illustrate the city at night using the description in the book.</p>	<p>Story map the story so far.</p> <p>Understand present perfect tense. Identify the present perfect tense in familiar texts.</p> <p>Use the present perfect tense to re-tell a part of the story so far.</p> <p>Read chapters 7-9</p>	<p>Use role play to act out sections from Chapter 12.</p> <p>Reflect upon the definition of a cat that Jalal puts to Varjak (chapter 13)</p> <p>Read chapters 10-13.</p>	<p>Look back at predictions from lesson 1. Look at image in page 111. Make a new prediction.</p> <p>Reflect on the friendship that is developing between the three cats.</p>	<p>Write a story that introduces a dilemma.</p>	<p>Draft and write descriptive work that creates settings, characters and plots.</p> <p>Plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.</p> <p>Use commas after adverbials at the beginning of a sentence.</p> <p>Use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.</p>

				Read chapters 1-3.	Write a diary entry using this skill. Read chapter 4.	Write a setting description. Read chapter 5-6					Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
Maths		Multiplication and division. Length and perimeter.		See White Rose scheme https://whiteroseeducation.com/resources?year=mixed-3-4-new&subject=maths							
R.E.		What can we learn from religions about deciding what is right and wrong?	How should we care for others and the world, and why does it matter? - Year 2	Explore teachings which act as guides for living within Judaism, Christianity, and a nonreligious belief system Understand why we have rules and what would happen if we didn't have them	Explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4.	Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it	Explore some dilemmas where children have to choose between different actions, where some are clear-cut right/wrong, and others are a bit less clear. Explore whether it would be easier for a religious believer to decide	Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives.	Reflect on the value of love, forgiveness, honesty, kindness, generosity and service in pupils' own lives and the lives of others	Write their own right/wrong dilemma and how it could be solved-explain which religion/s are reflected in their solution.	<ul style="list-style-type: none"> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide about right and wrong (C3).

						sometimes difficult for believers to follow the guidance?					
Science		Living things and their habitats.	Classifying animals- Year 1 Living things and their habitats- Year 2	<p>Know that classification diagrams can be used to group animals with similar characteristics.</p> <p>Know that animals can be grouped into vertebrate and invertebrate groups.</p> <p>Know that plants can be grouped into flowering and nonflowering groups.</p>	<p>Know the names of invertebrates and vertebrates that can be found in the school grounds.</p> <p>Know the purpose of a dichotomous keys (to help identify and classify living things).</p>	<p>Know that an environment is made up of natural and human-made features.</p>	<p>Know that environments are dependent on different factors (natural and human).</p> <p>Know that humans can have a negative impact on the planet; know that humans can act to protect the planet.</p> <p>Know that the planet is under threat from climate change due to deforestation, urbanisation, pollution etc</p>	<p>Know that conservation is the protection and preservation of living things.</p> <p>Know that we can take positive action to aid conservation in our own localities</p>	<p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Environmental Change Reflection: Ask pupils to research and present on a specific environmental change in their local area (e.g., deforestation, pollution). Discuss the potential dangers posed to living things and propose conservation measures. - Can pupils identify and describe changes in the environment (natural or human-induced) that can affect living things? - Have pupils demonstrated an understanding of how these changes can pose dangers to the well-being of living organisms?</p>	<ul style="list-style-type: none"> - Recognise that living things can be grouped in a variety of ways. - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. - Recognise that environments can change and that this can sometimes pose dangers to living things. - Become familiar with examples of animals from the classes of vertebrates and some of their basic characteristics. - To be able to gather, record, classify and present data in a variety of ways to help in answering questions. - To be able to report on findings from enquiries, including oral and written explanations.

History		Ancient Egypt			<p>LQ: When and why did people settle in the Nile valley?</p> <p>Know that people begin to settle in the Nile valley before 5,500 BC. At first they hunt and gather food.</p> <p>Understand why people were able to grow crops on the banks of the river Nile.</p> <p>Compare what life was like for early settlers on the Nile compared to Skara Brae.</p>	<p>LQ: How did Ancient Egypt become wealthy?</p> <p>Know how people lived in this time</p> <p>Understand that Egypt was united in 3100 BC until 2200 BC, during which time the Great Pyramid was built in Giza.</p> <p>Know that territory controlled by Egypt expanded in the Middle Kingdom and New Kingdom, and Egypt became wealthy with access to valuable natural resources like gold.</p> <p>Identify how the Nile could be used to transport goods</p>	<p>LQ: What happened when an Egyptian pharaoh died?</p> <p>Find out about two pharaohs and how they lived, including: Hatshepsut and Tutankhamun.</p> <p>Know how life and death was different for rich and poor, including burial/ mummification rites</p>	<p>LQ: How did the civilisation of Egypt end?</p> <p>Understand that Alexander the Great conquered Egypt, leading to Greek becoming the main language.</p> <p>Know that Cleopatra VII was the last ruler of Egypt before Egypt became part of the Roman Empire.</p>		<ul style="list-style-type: none"> ● I can compare the nature of changes to farming methods in the Nile to examples from Northern Europe. <i>(Farming) (Similarity and Difference)</i> ● I know that expansion of Egypt allowed access to resources that made Egypt wealthy <i>(Trade)</i> ● I can describe the differences in burial rites for rich and poor <i>(Class)</i>. ● I know that rising Roman power led to the fall of Egypt <i>(Cause and Consequence), (Civilisation)</i> 	
ART		Sculpture: Damien Hirst: anatomy	Sculpture- Year 2 and 3.	Comparing sculpture. Who is Damien Hirst?	Draw/sketch Damien Hirst 'Anatomy'. Complete evaluation form- What do you like/not like.	Choose a body part to make a sculpture out of. The body part can be internal or external but one that the child them self has. Find and print a	Use clay to create the body part using reference picture.	Paint sculpture. Using reference picture.	Evaluate sculpture.	Create a sculpture using clay that depicts a part of their own body.	I can plan my sculpture using drawings or other preparatory work. I can compare and recreate form of natural and manmade objects

						reference picture.					
R.H.E.		TOO MUCH SELFIE ISN'T HEALTHY! Stranger/adult danger	TOO MUCH SELFIE ISN'T HEALTHY!- Year 2 or 3	See Heart smart scheme https://www.heartsmartv.com/year-4-standard/season:3							Focus: People around us. Facial expressions and body language. Unseen hearos in our community. Asking for help. Responsible mobile phone/tablet use. Road Safety, Countryside code.
Music		The doot doot song	Beat, Pitch, Active listening, rhythm- Year 2	See Sing Up scheme https://www.singup.org/music/sing-up-music-curriculum/year-4-the-doot-doot-song							Focus: Chords. Structure. Ensemble playing and singing. Acoustic guitar music.
P.E.		Gymnastics – Locomotion and Rolling and Jumping	Gymnastics – Agility and coordination. Balance and Jumping- Year 2	Learn to perform basic and intermediate gymnastics balances with control	Link Balances and jumps with locomotion	Create a sequence using different levels and pathways	Perform a sequence with control and accuracy	Can do a forward roll in a straight line and end up on my feet. Perform basic and intermediate gymnastics balances with control. Link balances and jumps with locomotion. Create a sequence using different levels and pathways. Perform a sequence with			

											control and accuracy. Climb steadily and confidently moving one foot after the other. Stand on one foot without wobbling or swaying
Computing		Spreadsheets 3.3 3.4 Touch typing	1.8 Spreadsheets 2.3 Spreadsheets	See Purple mash scheme https://www.purplemash.com/#tab/teachers/computing_sow/computing_sow_y3/computing_sow_y3_3-4							Carry out searches to find digital content on a range of online systems, such as within Purple Mash or on an internet search engine. Consider what the most appropriate software to use when given a task by my teacher. Share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards
Languages (KS2)		Dates and days Numbers 21-31	Numbers 0-20	Days of the week.	Recap numbers 21-25. Introduce 26-31.	Recap numbers 21-25. Introduce 26-31.	Numbers 21-31. Months of the year- January-July.	Months of the year- August-December.	Months of the year. Today tomorrow.	Be able to say the date in French.	- Recognise and respond to words and phrases I hear. - Understand a simple greeting. - Match written words and phrases to pictures or symbols.

											<ul style="list-style-type: none">- Read some familiar words aloud.- Remember how to write some words on my own. <p>Key vocabulary: Numbers 21-31. Days of the week, months Today, tomorrow.</p>
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