

## Mathematics:

Children will continue or begin our number skills using our Big Maths programme. Understand more/less than. Doubling/Halving numbers. Addition and Subtraction. Counting in 10s, 5s and 1s to 100. Children will begin to recognise numbers bonds to 5.

Positional language and completing number sequences. Understand less than, count on and take away. **Outer Numeracy:** Shape Children will focus on shape - naming 2D/3D shapes and making different pictures surrounding shapes. We will then learn their properties - including how many sides/corners. The class will also begin to learn symmetry of different shapes. After half term the class will focus on fractions - Learning how to make a half, quarter, three quarters.

## Literacy:

Children will be encouraged to use connectives, variation in sentence openers while remembering capital letters, full stops and finger spaces.

Children write a letter to the Romans asking questions and discuss what they found out a Roman Fort.

They will label different Roman artefacts and discuss and write in sentences facts about the Roman Empire. The class will use clauses and phrases to complete their sentences while using adjectives through our topic and weekend news.

Phonics: Children will continue to learn through our phonic programme, Read Write Inc. Completing a daily lesson, learning new sounds and develop segmenting and blending words using new reading books. This will support their reading and their independent writing.

## Medium and Long term Planning

### Romans

### Tulip Class



This term we will be learning about the Romans, learning lots of interesting facts about the Romans and visiting a Roman Fort. We will be learning all about moving and growing and developing our outdoor skills during Forest School activities. While completing a variety of Harvest and Christmas activities.

### P.E - REAL

Children will be developing a variety of personal, social and cognitive skills through our REAL P.E programme  
Developing balancing and co-ordination skills.

### Design Technology

Children will plan, design and implement their own Roman Shield, sword and helmet which will be displayed around the classroom. The children will also use their shields to perform a march and form a tortoise shield.

### R.E -

How do Hindus worship?

Symbols/celebrations- How and why is Advent important to Christians?

Learn the word advent and make a whole class one.



### Art and Design

Children will look at Roman Mosaics. They will plan and design their own mosaic. They will look at different techniques of making mosaics, such as printing, sticking and painting. The class will also sketch and label Roman artefacts in class and at the fort. Artist study: Georges Seurat

### French

Children will be learning French key vocabulary throughout our French week. Learning key words, number songs and trying French foods.

### Computing

Basic Skills - Learning how to use a computer (keyboard and the mouse). Building on skills by using apps on iPads during ICT lessons.

The class will research key facts and artefacts about the Romans and make a class fact file.



### History/Geography

Children will learn about the story of Romulus and Remus and how the Roman Empire was formed. They will learn about the Roman Army, Roman homes and everyday life in Roman Britain with links to visiting a Roman Fort.

The class will locate where Rome is on a map and label. Children will also visit the Roman Fort and complete a home project about the topic. An artefact box will be available for children to handle Roman objects.

### Science

First half term children will look at Movement and feeding: Identify that animals, including humans, need the right types and amount of nutrition. Discussing balanced and healthy diets. The class will also name and describe our body parts through a variety of practical activities while looking at: functions of the skeleton. We will be labelling skeleton using key words to describe parts of the body.

After half term: We will investigate rocks by completing a rock hunt around the school.

Compare and group together different kinds of rocks and describe and investigate in simple terms how fossils are formed.

### Music

Music: Singing/Charanga. Children will be learning a number of songs and practising singing together.

Children will be learning a number of songs and practising singing together for Harvest Festival/Christmas performance.

Listening to different musical instruments understanding what they sound like (copying/repeating patterns). Explore different tones and pace.

### PSHCE - PATH (Accepting Differences)

Being able to explain how everyone is unique. What is different about your friends?

Discuss how to be a good friend and accept differences in each other.

Sign Spell - Book 1-9 (BSL)  
Colours - Children will develop their sign language during circle time.

### How to help your child at home:

- Check your child's home diary every night.
- Read with your child and comment in their reading record book, while helping your children to answer questions about the story.
- Discuss our topic during home project and use key vocabulary including Romans/rock and soils and how to keep healthy.
- Support your child with home project.

### More detailed: Medium term planning

#### Numeracy (Refer to more detailed Big Maths weekly planning with links to their CLIC/Learn It tests)

Children will continue to work through our Maths programme: Big Maths. CLIC 1 -4. Understand more/less than beyond just 1. Doubling/Halving numbers. Addition and Subtraction with links to CLIC and Learn Its. Counting in 10s, 5s and 2s, counting forwards from a particular number to 20. A few children who have yet to be assessed through Big Maths will have a baseline to begin their progress through each step and areas of learning. Children will be completing CLICs and Learn Its as part of their Maths assessment, while linking with their bookmark targets.

Using a range of techniques such as: number lines, visual objects for repeating patterns and interactive songs and videos. Play dough and sand area for number bonds and support with number formation.

Understand  $\frac{1}{2}$  more than a given number using a number line. While continuing to understand how to find 1 less, count on and take away 1. Counting a number of objects randomly. Addition and Subtraction with links to CLIC and Learn Its. Counting in 10s, 5s and 2s, counting backwards from a particular number 100 and beyond. Begin to learn addition skills to find numbers bonds 5/10. Understand positional language first/second/third. Children will be completing CLICs and Learn Its as part of their Maths assessment, while linking with their bookmark targets. Using a range of techniques such as: number lines, visual objects for repeating patterns and interactive songs videos/games, whiteboards and number squares.

#### **Outer Numeracy:** Shape and Fractions

Children will focus on shape - naming 2D/3D shapes and making different pictures surrounding shapes. We will then learn their properties - including how many sides/corners. HA - Some children will also begin to learn symmetry of different shapes. After half term the class will focus on fractions - Learning how to make a half, quarter, three quarters. Through practical activities halving objects and food + learning the correct way to complete a fraction e.g.  $\frac{1}{4}$

**This will show cross-curricular links with Literacy, PSHCE, Computing, Science, History.**

## Literacy

Phonics: Green Ditty books + set 1 and beginning set 2 sounds - refer to phonics handbook for detailed planning

Children will continue to learn through our phonic programme, Read Write Inc. Completing a daily lesson, learning new sounds and develop segmenting and blending words using new reading books. This will support their reading and their independent writing.

This year we will be continuing to develop sentence structure using simple vocabulary and using a variation of openers. Children to gradually write a full sentence, remembering full stops, capital letters and finger spaces (hold a sentence). Children will begin to familiarize themselves with new sounds, by blending and segmenting to read and write a simple sentence and chain clauses together with support from our Read Write Inc phonic programme.

Children will read twice a week, to develop their reading and comprehension skills. While still including oxford tree reading programme and keeping an assessment file in the class. HA - to complete their comprehension skills on Renaissance.

The class will use clauses and phrases to complete their sentences while using adjectives through our topic, traditional tales and events such as Harvest Festival and Christmas.

They will label different Roman artefacts and discuss and write in sentences facts about the Roman Empire.

Literacy skills will be transferred during Art and DT lessons when writing instructions and labelling Roman Artefacts.

**Targets for Maths and Literacy are shown at the end of the MTP with links to children's individual book mark targets.**

Cross-curricular links will be made through Numeracy/Geography/History/Art and Design with links to our topic

**Science** Cross-curricular links: History/Literacy, numeracy, art. Links to Science BPM and Science Bug:

First half term children will look at rocks and soils:

- Identify that animals, including humans, need the right types and amount of nutrition. Discussing balanced and healthy diets.
- Children will understand what we need to eat and do to maintain a balanced and healthy diet.

The class will also name and describe our body parts through a variety of practical activities while looking at: functions of the skeleton. We will be labelling skeleton using key words to describe parts of the body. (Use the Skelton from Science room).

After half term the class will focus on rocks and soils

We will investigate rocks by completing a rock hunt around the school. Using different vocabulary to describe the rocks: big/small/smooth/rough/

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock

Compare and group together difference kinds of rocks and describe in simple terms how fossils are formed. Use dinosaur toys to make an example of a fossil in playdough and at the Roman Fort during our topic.

### English BPM links:

R1an - Entry Level English Entry 1: Read some high frequency and familiar words in simple texts eg up to 45 high frequency words, phonetic CVC words (AO1).

W3d - With support in a small group: some indication of basic purpose, particular form or awareness of reader.

### Links to Science BPM assessment:

Oe - Understand that observation involves all of the senses.

Ia - They match objects and materials in terms of single features or properties

Lc - Talk about what they have found out or what they think may happen.

Lf - Begin to use simple scientific language to talk about what they have found out

### Computing

We will be focusing on developing questions and research skills. Basic Skills - Learning how to use a computer (keyboard and the mouse). Building on skills, by using interactive games in Literacy and Maths lesson on the new interactive touch screen board. Learning positional language forwards, backwards. Labelling and highlighting different equipment linked to ICT. Learning how to use a computer by completing lessons using the mouse.

The class will research key facts and artefacts about the Romans and make a class fact file.

Links to BPM:

Assessments will be made to develop new targets in school.

Links to BPM:

HNf - Use a key board or touch screen to select images for their own name

DPg - Can choose right software for a familiar acvitivity (word to write a letter)

DPi - Can communicate about their use of ICT.

DPh - Use ICT to communicate and present their ideas (take photograph of their own work)

### **Art and Design**

Children will look at Roman Mosaics.

They will plan and design their own mosaic. They will look at different techniques of making mosaics, such as printing, sticking and painting. The class will also sketch and label Roman artefacts in class and at the fort. The class will have researched and through the term complete a home project on The Romans.

The class will complete an Artist Study: Georges Seurat and develop skills surrounding his use of colours and techniques.



## **Design Technology**

Children will plan, design and implement their own Roman Shield, sword and helmet which will be displayed around the classroom. The child will also use their shields to form a tortoise shield and march around the school. We will also have a chance to visit one of the Roman Forts e.g Arbebia Roman Fort/Segadum.

### **English links BPM:**

**R4b - Make simple comments/observations about personal preferences eg 'I liked the book it was funny'**

**W3e - Entry Level English Entry 1: Use some simple descriptive language eg to indicate colour, size, emotion. (AO6).**

### **Links to BPM:**

#### **Art/DT BPM Links**

**I can create a recognisable basic drawing**

**Communicate ideas through their use of colour**

**I can choose a range of equipment for a task**

**Your plans show you can put your ideas into practice with assistance**

**I can say my likes/dislikes and evaluate my work**

**You choose appropriate basic tools for my design**

**Continued:**

**Purposefully choose colours**

**Make appropriate use of tools and materials**

**Show an intention to create**

**I show preference for materials I am confident using**

**I can choose basic equipment with the negotiation of staff**

**I can choose basic materials with the negotiation of staff** **Cross-curricular links: History, Science, Numeracy and Literacy.**



**BPM: Geography BPM Links: In a History lesson locate on a map Rome**

They answer simple questions about places

Students consolidate a sense of place

They use resources given to them to respond to simple questions about places

Use simple geographical vocabulary to communicate locations

**History Cross-curricular links: Literacy, PSHE, Numeracy and Science**

Children will learn about the story of Romulus and Remus and how the Roman Empire was formed. They will learn about the Roman Army, Roman homes and everyday life in Roman Britain.

Children will also visit the Roman Fort and complete visual and practical workshop learning about Roman artefacts. An artefact box will be available for children to handle Roman objects. They will learn about the Roman Army, Roman homes and everyday life in Roman Britain. Children will also complete a home project about the topic.

**English BPM:**

**W3f - When prompted or with checklist: occasional apt word choices create interest.**

**W4f - With support in a small group: communicates meaning through repetition of key words.**

**L4j - With support: Pupil makes some links between books read and their own experiences**

BPM Links:

**HE5** They begin to pick historical artefacts out from collections of items

**HE10** They answer simple questions about historical artefacts

**KU6** I can describe what a Roman looked like

**KU7** I can describe how people lived in Roman times

**KU1** I can name a famous Roman

**PSHCE - PATH** Links with PATH Life Skills BPM- (With links to the life skills wheel/PATH Bookmark target set with targets this year)

### **Accepting Differences**

Being able to explain how everyone is unique. What is different about your friends? Identifying the difference between girls and boys. The class will begin to understand that having a disability does not stop people from achieving great things. Understanding and knowing that skin colour doesn't matter.

Discuss how to be a good friend and accept differences in each other.

English BPM links :

**R1am - When prompted or with checklist: some pages/sections of interest located.**

**R1aj - When prompted or with checklist: decodes familiar and some unfamiliar words using blending as the prime approach. W2b - Pupil makes predictions based on illustration, story content and titl**

Through a variety of scenarios and stories children will understand feelings and begin to learn how to manage these in a positive way. Sign Spell - Book 1 (BSL) Children will develop their sign language during circle time + Colours

BPM: I can listen while I am shown something practical

Se - I can listen quietly while other people talk.

Sf - I can take part in-group discussions during the lesson.

Id - I will ask questions during a lesson

**Dc - I can tell a friend what they did well.**

<b>Pc - I will take part in most of the lesson with encouragement.</b>
<b>Pd - I will take part in the entire lesson with encouragement.</b>
<b>Pe - I will actively take part in the lesson.</b>
<b>Pf - I will occasionally work in a group.</b>
<b>Dc - I can tell a friend what they did well.</b>
<b>Cb - I can indicate which foods I do not like.</b>
<b>Cc - I can say what foods I like and don't like.</b>
<b>Cd - I can group foods together e.g. vegetables, fruit, meat.</b>

## RE

How do Hindus worship? Symbols/celebrations. The class will begin to learn the religion Hinduism and how they worship. What symbols and artefacts to them use and the similarities and differences between their places of worship to a church. We will learn their celebrations and cultures.

+ How and why is Advent important to Christians? After half term leading up to Christmas, the class will learn what advent is and how it is important to Christians. The children will make a whole class advent and learn about its importance.

Links to BPM— To begin to realise the significance of religious places.

To find out about aspects of religion through drama.

REC4 Pupils

TRB8 Students begin to respond to familiar religious music respond appropriately to simple questions about familiar religious experiences

Cross curricular links with Literacy, Art/DT

Assessment through observation, discussion and work produced.

Links to BPM— Recognise religious symbols.

Students begin to respond to familiar religious music respond appropriately to simple questions about familiar religious experiences

**K4** Recognise religious symbols.

**K6** Identify some beliefs of a religion.

Cross curricular links with Literacy, Art/DT

## **Music**

Singing half of the lesson - Lead by SB, CT, CM and JH on alternative weeks.

Children will be learning a number of songs and practising singing together for Harvest Festival/Christmas performance.

Children will focus on 1 song per term with class team, while being introduced to different instruments.

Music BPM Links:

Lj - Pupils are involved in simple sound stories

They play slowly in imitation

They play quickly in imitation

They play an instrument when prompted by a cue card

**Cross-curricular links: Literacy, PSHCE, and Computing**

## P.E

### P.E- REAL

Stopping/Starting physical activities.

Children to follow directions and instructions by working individual and in small groups.

Children will develop skills during the year through our new REAL programme which will develop their gross motor/social skills. See P.E planning and assessment file for more detail. + Children will have the opportunity to take part in dinner time clubs e.g. dancing, football, rugby.

#### **P.E BPM Links:**

Can run with control

Can perform a jump

Can perform a hop

Can weight bear on different body parts

Can balance on different body parts

Can roll sideways with support

Can roll sideways

Cross Curricular links: PSHCE

## French

We will be introducing the French language this year in Tulip class. Beginning with hello and goodbye, while developing asking questions such as what is your name? We will also be counting up to 5 through verbal record.

We will use BBC primary languages resources with links to our topic 'Around the World' in which Oscar the Owl will visit France. **Cross Curricular links: PSHCE, History, Literacy and Numeracy**

**French BPM Links: Students respond to others in a group. Lp6a**

**La Pupils show that they understand one or two familiar spoken words.**

**They may need one to one support and/or a spoken model and visual clues or gesture**

## Targets

English BPM statements this term taken from book mark targets:

Individual targets for each child: 1 Reading/speaking & listening target + 1 writing



Maths BPM statements this term with links to 'Big Maths' and individual targets for each child.

### Outer Numeracy: Shape and Fractions

F1e - find a quarter as one of four equal parts of an object, shape or quantity

F1d - recognise, a quarter as one of four equal parts of an object, shape or quantity

## PATH and EHCP individual targets