

This Term the children in Willow class will be exploring the topic 'Anglo Saxons'. The children will learn about their culture, gods, battles and where they came from. We will explore the 7 kingdoms and learn to identify them and label on a map. The children will explore key dates and learn to represent these on timelines while also learning about key historical figures from this period. In Science we will be learning forces and materials. The children will complete investigations in both areas learning to record, predict and evaluate.

Science: Materials (Half Term 1)

Children will name, identify and hunt for everyday materials including wood, metal, plastic, glass, rubber, brick, rock, paper, fabric and card. They will list properties of different materials such as hardness, strength, flexibility and shininess. They will learn that the properties of materials are important to the object they are made from. They will identify suitable and unsuitable materials for different objects and will be able to explain why. Children will have compared and grouped together everyday materials on the basis of their properties, including their hardness, solubility, transparency, response to magnets and electrical and thermal conductivity. They will have given reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials, including metals, wood and plastic

Working scientifically, children will classify materials sorting them into groups in a variety of ways.

Science: Forces (Half Term 2)

In this unit children will have learnt about a variety of forces including gravity, air resistance, water resistance and friction. They will have explored how simple mechanisms can be used to make work easier. They will have observed and explained how gravity causes an unsupported object to fall towards the Earth. They will have researched the relative effects of the gravitational pull on other planets. Children will have carried out a range of activities to identify the effects of friction, air resistance, and water resistance and will consider ways of reducing water resistance through streamlining. Working scientifically, children will have found out how to measure using force meters.

Cross-curricular links: Literacy, numeracy, DT.

Willow Class- Medium Term Planning Autumn Term - 2019/2020 Theme – Anglo Saxons

Literacy

Fiction – Modern Classics/Stories by Roald Dahl

The children will explore various stories written by Roald Dahl. We will concentrate on improving the children's all round literacy skills through these modern classics. The children will complete book reviews on the stories they read/listen too. We will focus on sentence structure, adjectives, verbs, nouns, alliteration, similes, punctuation and connectives in their writing/symbol work.

Non Fiction/Weekend News/Recounts

Children will write up their weekend news each week concentrating on capital letters, finger spacing, full stops, paragraphs, connectives and grammatically correct sentences. Children will write recounts about Anglo Saxon key events learning the features of this writing style.

Poetry – Humorous Poems

The children will look at various poems in Roald Dahls revolting rhymes book. Children will particularly focus on rhyming words and continuing a rhyming string.

Phonics – Read, Write Inc

Children will follow our phonics programme Read, Write Inc. The Children will be encouraged to become independent writers and readers and lots of emphasis will be focused on Phonics work to aid them with this. They will be doing weekly spellings, learning new sounds, practicing blending simple VC and CVC words and guided reading sessions to support this. Children will be placed in groups of similar abilities. Children who have completed the RWI programme will concentrate on Spelling, grammar and punctuation lessons.

Cross-curricular links: *Geography, History, Art*

Geography:

The children will learn to about Anglo Saxon England and identify the 7 kingdoms. They will explore where the Anglo Saxons originally came from looking at Germany and Scandinavia. They will learn to identify these countries using an atlas and being able to locate maps of interests by using a contents page. We will also be exploring using a key on a map and the children will practice creating keys for maps they complete highlighting key landmarks, rivers, towns etc. We will explore Anglo-Saxon settlements and will learn about Sutton Hoo. Children will be able to identify similarities and differences between human and physical features and will express their views on environments and give reasons for their choice.

History:

The children will compare their lives to an average Anglo-Saxon life and learn about the Anglo-Saxon culture including art, music, legend and poetry. We will learn about the Picts and the Scots during this topic and the children will develop their chronological knowledge understanding when the Anglo-Saxons came to be. We will learn about important archaeological sites and about the Anglo-Saxon gods. We will also explore the battle of 1066 and the end of the Anglo Saxon era.

Cross-curricular links: Literacy, Numeracy, Art.

Art and Design:

The Children will complete an artist study on Georges Seurat focusing on pointillism. We will use this style of art to recreate the famous Anglo Saxon piece of art 'Bayeux Tapestry' which chronicles the battle of 1066.

Each child will create a section of the tapestry in this style and we will eventually piece each section together.

Cross-curricular links: History, Literacy, DT.



Numeracy:

Big Maths focuses on CLICS (Core Numeracy skills) and outer numeracy (shape, space and measures) which the children will participate in every day.

Each week, children will also take part in a 'CLIC' and 'learn it' assessment activities linked to the work they have been learning in Big Maths as part of their ongoing assessment.

Children will focus on fractions, data handling and 3D shape which will run alongside their weekly number work.

Cross-curricular links: literacy speaking and listening



ICT Using simple programmes

The children will continue to learn basic ICT skills and have access to the specialist ICT equipment in school throughout the term.

The Children will have access to chrome books and will learn how to create a slide show on an Anglo Saxon God of their choice.

We will also practice our basic word skills by creating recounts; using specific fonts, sizes and styles. We will also explore copying/pasting.

Cross-curricular links: History, Geography



Music:

Children will be learning a number of songs and practising singing together during weekly singing practice. Children will be learning songs linked to spring and summer.

Children will also follow a music scheme of work through 'Charanga' on a weekly basis.

Cross-curricular links: literacy, Art



Design Technology

The children will be designing Anglo Saxon shields/house/jewellery linked to their topic learning. They will complete a design booklet recording all of the different processes they carry out ending with a written evaluation of their work.

Cross-curricular links: Art, literacy

The children will learn the following across these subjects this term.

RE

Hinduism

Christianity

PATH

Healthy Lifestyle

Cross-curricular: Literacy



Visits and Events

Willow class will have opportunities to experience real life experience through various enrichment activities through the term. Trips and Activities yet to be confirmed:

Bedes World – Anglo Saxon topic

Christmas Panto– Primary trip

PE – Sporting festivals

PATH – Cinema trips

PE:

The Children will be taking part in REAL PE activities which focus on agility, balance and co –ordination through learning and developing fundamental movement skills.

Children will also participate in 'Go Noodle' on a daily basis which is a physical activity website.

Willow class will be taking part in fundamental based activities this term to supplement the REAL PE scheme.

Cross curricular literacy, numeracy

Willow Class Autumn Term Links – BPM Levels and personal targets

AFL Strategies

Mind Maps – Use of mind maps to gain the children's knowledge prior to starting a new topic or an area of learning.

Symbols – Use of symbol choice during an activity i.e. Red, Yellow, Green faces to assess how they feel their work has gone.

Exit Tickets – These will be used during RWI lessons to assess the children understanding of the lesson.

Target Questioning/Choices – Used throughout the day to assess learning and any gaps that need addressing during or prior to starting an activity.

Read, Write Inc and Big Maths

Children are streamed into ability groups and are assessed by Mrs Burgess and Mrs Hope. Identified children will be given further daily one tone support for their phonic learning. Children take part in CLIC and Learn it tests on a weekly basis and their progress is tracked through the online system.

Science

Materials

On Track

Children who are working at the expected standard will have demonstrated their knowledge of different properties of materials and classified materials according to these properties. Children will have stated why an object is made from a certain material and will have suggested other materials that would also be suitable. They will have raised questions and investigated the properties of various materials including which materials are good thermal insulators and electrical conductors. Children will have used reference materials to research the advantages and disadvantages of different materials. Children will have applied what they have learnt about properties of materials to design a guinea pig cage.

Exceeding

Children who have exceeded the expected standard will have described the properties of less common materials such as ceramics. They will have investigated objects made from more than one material. They will have suggested possible reasons for why some materials are good insulators and others are not. They will

have researched the benefits and drawbacks of less well known materials such as polystyrene. They will have selected the correct type of graph to record results and will have identified relationships in line graphs explaining what it illustrates.

Working Towards

Children who are emerging will have described simple properties of the most common materials. Using sorting rings, they will have classified by sorting and grouping materials on the basis of similarities and differences of their properties. Having been supplied with objects, some made from metal, children will have predicted that metal objects conduct electricity. They will have ordered materials they have tested from best to worst thermal insulator. They will have given a benefit and a drawback for a common material they have researched. They will have constructed a bar chart to illustrate the results of an investigation relating to the properties of materials and described what it illustrates.

Forces

On Track

Children who are working at the expected standard will have explained that unsupported objects fall towards the Earth because of the force of gravity. They will have planned and carried out a fair test investigation to find out which shoe has the best grip and which is the most slippery. They will have used a force meter to measure the force needed to pull shoes across different surfaces. They will have used their results to draw conclusions e.g. which shoe would be best for skidding on a smooth surface? Children will have described how air resistance slows objects down as they fall back to the Earth. They will have planned and carried out a fair test investigation using paper spinners to explore the effect of air resistance on a moving object. They will have applied their knowledge of air resistance to investigate which sail is best at harnessing the push from air. They will have recognised that levers can be used to reduce the force needed to lift a load.

Exceeding

Children who have exceeded the expected standard will have been able to describe gravity as an invisible attractive force and made comparisons about gravity on different planets. They will have been able to suggest improvements to their investigation about the grip of shoes. Children will have explained that the quicker an object moves the greater the effect of air resistance. They will have used their results from the paper spinner investigation to predict how long the spinner will stay in the air using different lengths or different widths of paper. Children will have used graphs to support their conclusions about sails and will have identified the relationships between sail size (surface area) and air resistance. Children will have carried out repeat tests to calculate the force needed to lift a load using a lever and have drawn line graphs to identify the patterns e.g. the closer the fulcrum is to the weight, the easier it is to lift it.

Working Towards

Children who are emerging will have recognised that gravity is a force. With support, they will have carried out fair test investigation to find the shoe with the best grip. Children will have used a force meter and described which shoe was the hardest to pull. Children will have observed how air resistance pushes against a moving piece of paper. With support, they will have carried out an investigation using paper spinners and will have identified which took the longest time to fall to the ground. They will have tested three different sized sails to find which sail was the best at harnessing the push from the air. They will have used a lever to lift different weights and will have identified which lever made it easier to lift the weight.

Literacy BPM

Writing

When prompted or with checklist: clause structure mostly grammatically correct. When prompted or with checklist: clear letter formation, with ascenders and descenders distinguished.

Independently: subordinate clauses used occasionally (eg: use of 'because').

When prompted or with checklist: openings and/or closings sometimes signalled.

Entry Level English Entry 2: Write mainly in simple sequenced sentences eg will make links between ideas or events.

Independently: some attempt to elaborate on basic information or events.

When prompted or with checklist: usually correct spelling of common HF words.

Entry Level English Entry 2: Form letters accurately and consistently eg ascenders and descenders are clear and consistent

Some awareness of use of full stops and capital letters

Mostly grammatically accurate clauses

Clause structure mostly grammatically correct

Show some awareness of full stops and capital letters

Relies mainly on simple sentences, complex sentences used occasionally

'and, but, so' are the most common connectives.

Reading

Independently: read with some expression.

Independently: some simple connections between texts identified.

Make simple inferences and deductions eg make a simple prediction to a question in a picture story

Occasionally asks simple questions, often in the form of 'how?', 'where?' or 'why'?

Use contextual clues to help understand the meaning of simple words/language choices

Locate some points and information in simple texts

Establish the meaning of a simple word in a wider context

Independently: read with some expression.

Use appropriate strategies to decode unfamiliar word

eg blending 'ch', 'sh', 'th', some long vowel sounds, simple prefixes and suffixes,

common endings such as 'ing', 'ed', 'er', contextual clues.

Independently: read words 1-25 of the first 100 high frequency words

from 'Letters and Sounds'.

Independently: straightforward inference based on a single point of reference

in the text.

Independently: some simple connections between texts identified.

Numeracy BPM

I can estimate a small number

I can use mathematical language

Count in steps of 2, 3, 5 and 10

Calculate mathematical statements using the times and divide sign

Calculate mathematical statements using the addition and subtraction sign

Use multiplication and division facts for 2, 5 and 10s numbers

Outer Numeracy

Fractions

Data Handling

Geography BPM

They recognise the human/physical features of places Describe physical and human features of different places

Use your own observations to ask questions about places

Describe physical and human characteristics of a range of places

Students understand the differences between the physical/human features of places

Students can express views about the environments of localities

Make some accurate observations about localities

They communicate their preferences about the physical world

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

They express their views on features of environments they find unattractive

Use my own observations to ask questions about places

Express opinion of physical world

Express opinion of human world

History BPM

They answer simple questions about historical stories

Students can ask questions about the past

Pupils begin to communicate in simple phrases and statements about distinctions between the past and present in other people's lives

Pupils indicate if personal objects belong in the past or present

They can explain some of the differences between periods of time
Students show knowledge and understanding of some of the main events studied
Students show knowledge and understanding of some of the main people studied

Art BPM

Recognise some simple characteristics of different kinds of craft
Make some connections between the artists work and your own
Communicate ideas through their use of colour
Develop your own practical skills by investigating the qualities of a range of materials
Comment on the ideas and work of others Imitate the use of tools
Select materials appropriately to create your own work
Communicate ideas through their use of colour
Show confidence in using a variety of processes
Make some connections between the artist's work and your own
Establish your own ideas

DT BPM

Can use simple sketches and brief annotation to describe your design
You can select a range of appropriate materials for my design
You can select and combine materials with a degree of accuracy
You can identify where evaluation of project has led to improvement
You test your work throughout the design process, understanding what and how it work
Your plans show you can put your ideas into practice with assistance
Can use simple sketches (2D) and verbally describe your design

PATH BPM

I can tell a friend why they did well.
I can help a friend to work on a piece of work together
I can show and tell my work to class
I know what is healthy/unhealthy

I will take part in discussions

I will ask relevant questions

RE BPM

To begin to realise the significance of religious places.

To find out about aspects of religion through drama.

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

Individualised/Bookmarks Targets

Children's individualised targets will be set each term. The children will have literacy, maths and PSHCE targets to aid them in their individualised learning. These targets can be found on display in class and on their desks where they sit. The children will be made aware of these targets in 'child speak' language.

Autumn Targets

AR

With support I will usually correct spelling of simple H/F words.

I will independently read with some fluency.

I will count in steps of 3.

I will recognise 1/3 of a length, set of objects/quality.

I will actively take part in all aspects of the lesson.

I will ask relevant questions to the lesson.

EMO

I will create mostly correct clause structure when writing simple sentences.

I will make simple inference and deductions when reading.

I will solve one step problems that involve addition using concrete objects/missing numbers.

I will recognise $\frac{1}{3}$ of a length, shape, set of objects or quantity.
I will ask relevant questions to the lesson.
I will take part in most of the lesson.

JM

I will retell a narrative in the correct sequence in my writing.
I will read fluently, accurately and with expression.
I will recall multiplication/division facts for the 10X table.
Write fractions $\frac{2}{4}$ of a length, shape, set of objects or quantity.
I am able to take responsibility for my task being completed.
I can research a topic without assistance.

JTa

I will read some H/F words and familiar words, symbols in texts.
With either a checklist or being prompted I will use full stops and capitals accurately.
I will give a number one less.
I will recognise a quarter as one of four equal parts.
I will ask relevant questions to the lesson.
I will actively get involved with group work.

JTh

I will retell narratives in the correct sequence when writing.
I will read fluently, accurately, and with expression.
I will recall multiplication/division facts for the 10X table.
I will count up and down in tenths.
I will try and learn a new skill.
I will complete an independent task to a deadline.

LS

With a checklist I will use capitals, full stops accurately.
I will independently decode unfamiliar words using phonics.
I will recognise $\frac{1}{3}$ of a length, shape, set of objects or quantity.
I count in steps of 3.
I can complete a task on my own with little guidance.
I know my own strengths and weaknesses.

LO

Independent – I will try to elaborate on basic information/events.

I will read with some fluency and accuracy.

I will count backwards from 100 with any given number.

I will recognise $\frac{1}{3}$ – length, shape, objects and quantity.

I will follow more than 2 instructions without help.

I will complete a homework task.

MW

With a checklist I will use some variations in my sentence openings.

I will read with some fluency and accuracy.

I will solve one step problems that involve addition.

I will recognise $\frac{1}{3}$ of a length, shape, set of objects and quantity.

I will actively get involved with group work.

I can complete a task on my own with little guidance.

PC

With support I will write mostly grammatically correct clauses.

I will occasionally ask simple questions in the form of 'how', 'where' and 'why'.

I will count to and across 100 forwards/backwards from any given number.

I will name a quarter as one of four equal parts.

I will ask questions during a lesson.

I will take a full role in all parts of a lesson

RV

Independent – I will use 'and' 'but' in my writing to extend my work.

I will make comments based on textual clues.

I will add 3 digit and tens numbers together mentally.

I will find $\frac{1}{3}$ of a length, shape, object or quantity.

I will present my ideas and opinions in class.

I will ask relevant questions to the lesson

SG

Independently I will decode unfamiliar words using phonics.

With prompting I will use some variation in my sentence openings.

I will understand and use the + and – signs to solve simple problems.
I will recognise $\frac{1}{3}$ of a length, shape, objects and quantity.
I can complete a task on my own with little help.
I will actively get involved with group work.

TJ

I will locate a page of interest from a text I am reading.
I will use 'and' to connect clauses together.
I can count to 100 beginning with 0 or 1.
I will name a quarter as one of four equal parts of an object, shape or quantity.
I can take part in most of the lesson with encouragement.
I will ask relevant questions to the lesson