



How can I create a large structure to support sustainability?



Subject

Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary  House Value



How can I create a large structure to support sustainability?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	<ul style="list-style-type: none"> Recall and use number bonds within 20 fluently, and derive and use related facts up to 100 Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding 3 one-digit numbers. Solve problems with addition and subtraction including numbers, quantities and measures Choose and use appropriate standard units to estimate and measure length/height; mass; temperature; capacity Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ 	Diagnostic questions - in-class assessment.	<p>Structured talk tasks that connect maths to real contexts from the do-now starters</p> <p>Emphasis on justification to explain findings.</p> <p>Collaborative problem-solving activities.</p>	<p>Addition and Subtraction</p> <p>add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds</p> <ul style="list-style-type: none"> add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 	<p>Digit Number</p> <p>Ones, Tens, Hundreds</p> <p>Column</p> <p>addition/subtraction</p> <p>Greater/less than</p> <p>Increase/decrease</p> <p>Method</p> <p>Mentally</p> <p>Estimate</p> <p>Inverse</p> <p>Place value</p> <p>Regrouping</p> <p>Length</p> <p>Perimeter</p> <p>Measure</p> <p>Units of measure</p> <p>Compare/similar</p> <p>millimetre, centimetre, metre</p> <p>Shapes, rectangle, square, triangle</p> <p>Multiplication</p> <p>Division</p> <p>Facts</p> <p>Multiple</p> <p>Factors</p> <p>Repeated addition</p>	Resilience
				<p>Length and Perimeter</p> <p>measure, compare, add and subtract: lengths (m/cm/mm)</p> <ul style="list-style-type: none"> measure the perimeter of simple 2-D shapes continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed, and simple equivalents of mixed units (for example, 5m = 500cm) (nonstatutory) measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (Y4 objective) <p>Multiplication and Division</p> <p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <ul style="list-style-type: none"> count from zero in multiples of 4 		



How can I create a large structure to support sustainability?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Writing	Dinosaur Descriptive writing	Cold Task - Character description and warning tale Hot Task - Character description and warning tale	Kagan, descriptive language, using senses to generate vocab	LQ: How can I describe my mythical creature? LQ: How can I use a fronted adverbial to describe my creature? LQ: How can I use similes and metaphors in my character description? LQ: How can I plan my character description? LQ: How can I write a character description? LQ: How can I edit and improve my character description? LQ: What are the key features of a character description? LQ: How can I innovate a warning tale? LQ: How can I create a vocabulary bank for my warning tale? LQ: How can I plan my warning tale? LQ: How can I write a warning tale? LQ: How can I edit and improve my warning tale?	fronted adverbial, similes and metaphors, character description, warning tale, innovation, edit and improve.	Creativity



How can I create a large structure to support sustainability?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Reading	Reading comprehension questions from year 2 and autumn 1 VIPERS	Weekly VIPERS (comprehension) question tasks	Kagan, whole class discussion, emphasis on deepening understanding of a variety of texts	LQ: How can I answer vocabulary, inference, prediction, explanation, sequencing and retrieval questions? Key texts: Mr Majeika Coasts Scissors Little Women	Vocabulary, Inference, Predict, Explain, Summarise	Collaboration
Science	Most children remember previous activities around magnets in KS1 and the foundation years. They have studied different materials in Year 1 and 2 including metals.	End of unit assessment task. What do you remember about magnets and metals?	Kagan discussions around prior learning at the beginning of each lesson.	LQ: Can I describe magnets as having two poles and predict whether they will attract or repel? LQ: How can I observe everyday materials and describe them as 'attracted' or 'not attracted' to magnets? LQ: Can I set up a fair test to find the strongest magnet? LQ: How can I use scientific knowledge and testing to predict a metal? LQ: Can I observe and compare how objects move on different surfaces? LQ: How can I compare friction on different surfaces?	Force push/ repel attract/ pull magnet friction North Pole South Pole magnetic field	Fairness
Geography	DT focus this half-term with only a reference to sustainability. Work on recycling in Y1/Y2.		Discuss what makes something sustainable and environmentally friendly or wasteful and damaging to the environment.	What is sustainability?	sustainable, unsustainable, wasteful, environment, resources, deforestation,	Fairness
History	D&T Focus this half term					Fairness



How can I create a large structure to support sustainability?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
DT	They have studied the qualities of different materials in Year 1 and 2 including metals.	End of unit task where children work in Kagan groups to build a greenhouse.	Discussion around what has made their structure strong, why and areas to improve. Discussion around staying safe when using tools.	LQ: What is sustainability? LQ: How can I use a glue gun safely and tie knots to build a structure? LQ: What sustainable materials can I gather? LQ: How can I use a hammer safely to create a structure? LQ: How can I design a strong and sustainable structure? LQ: How can I use a drill and a screwdriver? LQ: How can I design a strong and sustainable structure? LQ: How can I use wood glue and particular shapes to create a stronger structure?	Structure, Stability, Strength, Materials, Design, Evaluate, Prototype Join, Tools, Function, Load, Framework, Innovative	Collaboration
Art	D&T Focus this half term					Collaboration
Computing	Children have learned how to take pictures and videos.	How can I take a good video? What do I need to consider? Class discussion Evaluate videos Children will understand the process of shooting and editing a live video. They will make a short narrated video of themselves and use this to improve a skill e.g. sports.	Collaborative talk to create their videos Learning how to present and speak clearly for a recording Using technical vocabulary to explain and present	LQ: How is a TV programme made? Which people are involved and what are their roles? LQ: How can I shoot a live video? How can I hold a camera steadily and take a photo? LQ: How can I edit a video? LQ: How can I create an effective news report?	Present Film Edit Roles - editor, camera person, presenter, performer Shots, angles, perspectives	Creativity
RE	Rolled over from autumn 1	End of topic assessment creating a spoken presentation about What it means to be a Christian in Britain today	Presentation on seesaw as end of topic assessment	LQ - How do Christians make a difference in their local community? - 2 week focus LQ - What have I learnt about Christians in Britain today?	Christian British communion church community	Kindness



How can I create a large structure to support sustainability?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
PSHE		Pre assessment - discussion, what do you already know about rules and laws? in books create a mindmap of why theyre important post assessment - How do rules and laws keep us safe? post on seesaw	lots of discussion as a class post assessment	LQ:How do rules and law protect me? LQ:What is the difference between my local British community and global communities? LQ:What are the links between work and money?	Rules laws money	Kindness
Spanish	Greetings, Numbers, Colours. Asking and responding to basic questions.	Listen, Speak, Read & Write with a focus on days of the week and months of the year.	Speaking and listening through questioning to reinforce new vocabulary.	LQ: How do I say the days of the week in Spanish? LQ: How do I write the days of the week in Spanish? LQ: What are the months of the year in Spanish? LQ: How do I read and write the date in Spanish? LQ: How is Christmas celebrated in Spain?	Recap on Colours azul - blue rojo - red amarillo - yellow verde - green morado - purple naranja - orange dorado - gold plateado - silver fantastico - fantastic suben - they go up bajan - they go down Days of the week lunes - Monday martes - Tuesday miércoles - Wednesday jueves - Thursday viernes - Friday sábado - Saturday domingo - Sunday Months of the year enero - January febrero - February marzo - March abril	Resilience



How can I create a large structure to support sustainability?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Music		Students will perform Frere Jacques and Three Little Birds singing and playing the ukelele.	Discuss and respond to questions about musical dimensions: Timbre, Texture, Structure, Dynamics, Duration Pitch and Tempo.	LQ: How can I play simple melodies using single strings and 3 chords?	Chord charts; Melody; Harmony, Pitch; Duration; technique; note value; texture; Structure	Creativity
PE	All children should have a good understanding of how to play the game and be able to demonstrate. In addition, they should be able to list basic rules when attacking and defending.	Ongoing formative assessment	Oral feedback during and after lessons	LQ: How many hands do we use on the Hockey stick and where are they positioned? LQ: When dribbling why should we change directions and speeds? LQ: When you are not in possession of the ball what can you do to help your teammates? LQ: How can you stop the opposition from passing/ shooting? LQ: When is it best to dribble/ pass the ball in the game of Hockey? LQ: What part of the goal should I be aiming for when shooting? What techniques can I use for shooting?	Dribbling/ Shooting/ Passing/ Attacking/ Defending/Control/agility, balance, coordination and precision	Resilience



How can I create a large structure to support sustainability?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Dance/ Gymnastics	<p>In Y2 Children Learned:</p> <p>Sequence, pathways, perform, position, control, travel, apparatus</p>	<p>How can I create and link movements? 10 mins group activity</p>	<p>Speaking and listening through questioning to reinforce new vocabulary.</p>	<p>How can I create a sequence using different spins on patches?</p> <p>How can I create a sequence of spins on points at different levels?</p> <p>How can I spin symmetrically and asymmetrically on points and patches?</p> <p>How can I perform a series of asymmetrical rolls with a partner?</p> <p>How can I perform in unison with others?</p> <p>How can I create a sequence using a range of symmetrical and asymmetrical gymnastic moves?</p>	<p>Sequence, pathways, perform, position, control, travel, apparatus</p>	<p>Resilience</p>