

MATHS

- Statistics to solve problems
- Shape, direction and position
- Multiplication and division / fractions
- Time to solve problems
- Assessments

ENGLISH

- Stories in familiar settings - The Lion in the Meadow / You Choose
- Poetry - Playing with the language
- Writing linked to Easter

R.E

- Hinduism
- Identifying key artefacts/ symbols
- Story of Shiva and Holi Day
- Palm Sunday
- The Last Supper and Good Friday
- ACTIVE
EASTER

SCIENCE

To know that:

- Animals have offspring that grow into adults
- Humans stay healthy by eating the right foods, having exercise and keeping good hygiene
- Plants have life cycles
- How to keep plants healthy

TOPIC

- Tasting fruits and vegetables
- Design healthy pizza
- Vegetable printing
- Foods worldwide



5-A-DAY



Hartlip School Medium Term Plan

Class: Peacocks yr3/4

Teacher: Miss McCabe

Term: 4 (Spring2)

Week:	1	2	3	4	5
English	Daily Guided Reading with reading activities Weekly Comprehension lessons Weekly cross-curricular writing lessons Daily SPAG, spellings				
Maths	Stories set in WWII – persuasive writing	Stories set in WWII – persuasive writing	Stories set in WWII – descriptions	Stories set in WWII - instructions	Cross curricular – RE, Easter
Science – Outdoor Learning	Numbers and Place value	Subtraction	Multiplication	Division	Fractions
Topic – WW2 (as a significant turning point in British History)	Whole school Welly Walk		Outdoor Learning		Outdoor Learning
R.E. – Islam and Easter	Visitors	Battle of Britain	Battle of Britain	The Blitz/ Make shelters	Rations/ War time cookery
P.S.H.E.- SEAL: Good to be me	Who was Muhammad?	Muhammad's life	99 names for Allah	The Qur'an	Events of Holy Week (Literacy – Writing)
P.E.	Circle time	Self confidence	Self esteem	Circle time - issues	Learning about ourselves
Music	Yr3 Mrs Ridge Yr4 Swimming and Mrs Ridge Praise through music worship/ Mrs White teaching YR4 Recorders/ Yr3 music - Music Express				

Robins Plan – Term 4

Term	<u>Spring Term 2</u>
Predicted interests (Topic)	<p><u>Space</u> Light and Dark Solar system <u>Journeys</u> The Naughty Bus <u>People who help us</u> Police Nurse Fire/Ambulance <u>Easter</u> <u>Mother's Day (6.3.2016)</u></p>
Learning Challenge	<p>What planet are we on? Twinkle, twinkle little star, how I wonder what you are? Where does the day go at night? How does that torch work? How can we make a shadow puppet show?</p> <p>How do I get about? Why are the wheels on the bus round?</p> <p>Who can I ask for help? What does Postman pat do? How does Bob the Builder help us?</p>
WOW	<p>Can't you sleep little bear read by candle light.</p> <p>Naughty Bus escapes around school – clues and messages daily.</p>
Reflection	<p>Class rules for the Naughty Bus (PSED/L)</p> <p>Building a space rocket for baby bear (EA&D/PD/UTW/C&L)</p>
Supporting Texts	<p>Whatever Next The way back home How to catch a star Night monkey, day monkey Laura's Star The Dinosaur that Pooed a Planet Can't you sleep little bear? 5 Little moon On the Moon (NF) Space Poems The Naughty bus The Jolly Postman Cops and Robbers</p>
Communication and Language	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
Personal, Social and Emotional Development	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
Physical Development	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
English	<p><u>Reading non-negotiables</u></p> <ul style="list-style-type: none"> Read some common irregular words. Identify rhymes and alliteration. Join in with rhyming patterns. Read & understand simple sentences. Demonstrate understanding when talking with others about what they have read. Make basic predictions. <p>Identify start & end of a sentence.</p>

English - Writing	<p><u>Writing non-negotiables</u></p> <ul style="list-style-type: none"> • Write simple sentences which can be read by themselves & others. • Write name (correct upper & lower case). • Use capital letters and full stops to demarcate sentences. • Write clearly demarcated sentences. • Correct pencil grip. • Correct letter formation for familiar words. <p>Use cursive handwriting.</p>
English - Reading	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Maths	<p><u>Maths non-negotiables</u></p> <ul style="list-style-type: none"> • Count reliably to 20. • Order numbers 1 – 20. • Say 1 more/1 less to 20. • Add & subtract two single digit numbers. <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p> <p><u>Spring 2</u> Counting, number & place value. Multiples of 2,5,10. Addition & subtraction. Weighing language 3D shapes.</p>
Expressive Arts and Design	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
Understanding the World	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
Computing	<p><u>Communicating and collaborating online</u> - To start to understand that messages can be sent electronically over distances. (<i>Contributing ideas to class email to & from the Naughty Bus</i>)</p>
	<p><u>ELECTRICITY FS</u> Many everyday things work by using electricity Electricity can be dangerous</p> <p><u>LIGHT AND ASTRONOMY FS</u> We see with our eyes Light comes from a variety of light sources and these show up better in the dark</p> <p><u>ANIMALS FS</u> <u>Part 1 - Humans</u> Animals look different at different ages Humans are animals o Parts of the human body have names</p>
RE	<ul style="list-style-type: none"> • Special Times • Mothering Sunday and Easter Preparation

-These are the headlines for improvement for the School Plan Term 4 2015 2016

1. Effectiveness of Leadership & Management	2. Quality of Teaching, Learning & Assessment	3. Personal development, Behaviour & Welfare	4. Outcomes for Pupils
<ul style="list-style-type: none"> Continue the lesson case study project to further improve the teaching and learning profile Address arising issues from parent view: behaviour at lunchtime, with non substantive class teacher Address misconceptions re bullying and behaviour Governor Development Plan to be agreed Kitchen project initiated safely and brought to satisfactory conclusion Explore and research procedures for adopting extended services provision Lead the address of punctuality Address teaching of phonics to apply a lift for the phonics screening 	<ul style="list-style-type: none"> Lesson study programme to be continued Teaching Assistants must be directed effectively to support learning throughout the lesson and at other opportunities Address punctuality throughout school day to ensure learning time is maximised Pre teaching strategies to be employed A focus on the development of RE and Science curriculum. Address phonics teaching 	<ul style="list-style-type: none"> Continue to deliver and embed the PSHE curriculum through the introduction of SEAL Term 4 topic of the above: Good to be me! Charity: addressing how fortunate we are: what is it like to be a refugee in Lent? Promote the school Christian Values, develop the RE curriculum and promote British Culture and Values Address misconceptions re bullying and behaviour Explore and research procedures for adopting extended services provision Kitchen project initiated safely and brought to satisfactory conclusion Address parental concerns regarding behaviour and bullying Address punctuality 	<ul style="list-style-type: none"> Provide more opportunities to write at length in English in KS1, particularly Y2 Introduce Lumio mathematics Continue to develop an inspiring curriculum, which motivates pupils to learn, reflecting high outcomes. Phonics workshop for year 1 parents Number, writing and moving and handling to be addressed in EYFS in terms of progress Ensure more able pupils in year 2 make progress Booster group maths club in year 3 and 4 Pre teaching to be established Address progress of PP children in KS1 and year 6 Address SEND progress in Y4,5,6 (maths) Address the issues of Y1 girls as learners. Year 2 children have not moved on in reading and writing Address phonics teaching