Class: Fox Term: Spring 1   Medium Term Planning- Term 2023 *Topic: Anglo Saxons (History)*

	English	Spellings & Grammar	Maths	Science	History	Music	Art & DT	ICT	MFL	PSHE	R.E	P.E
Reading book and extra activities				Rocks	Britain's settlements by Anglo Saxons and Scots.	Stop	Learning how to work with shape and colour.	Programming – sequencing sounds	.I am learning French	Keeping safe		
Wb 2.1. 24 Starts Wed	Stories from other cultures	Grammar (see CUSP) Year 3: Step 12: Challenge Words Year 4: Step 12: Challenge Words	Multiplication and division A	LO: I can compare and group together different kids of rocks based on their appearance and simple physical properties. WS: I can make careful observations and identify similarities and differences. SE- I can compare and group materials together depending on their properties.	Why did the AngloSaxons come to Britain?	Stop! a . Games and vocal warm ups b. Start to learn Stop! - the sung and rapped chorus, A and B Perform/share the sung chorus and rapped chorus	I can explore an artwork through looking, talking and drawing.	To explore a new programming environment ● I can identify the objects in a Scratch project (sprites, backdrops) ● I can explain that objects in Scratch have attributes (linked to) ● I can recognise that commands in Scratch are represented as blocks	Pupils will learn how to recognise, recall and spell five different verbs in the foreign language.	Children will be able to: Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe.	Christianity: What is the Trinity and Life events	Gymnastics

Wb												
Wb 8/1/24	Stories from other cultures	Grammar (see CUSP) Year 3: Step 13: Words with the digraph 'ai' and tetragraph 'aigh' Year 4: Step 13: Words ending in '-sion'	Multiplication and division A	LO: I can compare and group together different kinds of rocks based on their appearance and simple physical properties. WS: I can record my classifications in a table, Venn diagram or Carrol diagram. SE: I can classify rocks using their properties.	I can explain why the Anglo Saxons came to Britain and where they came from.	Gotta Be Me by Secret Agent 23 Skidoo Stop! a . Games and vocal warm ups b. Learn Stop! - option to learn the rapped examples c. Option to compose own raps Perform/share Stop! - rapped examples or beginnings of compositions or a combination of the two	I can use the "Show Me What You See" technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens.	To identify that commands have an outcome ● I can identify that each sprite is controlled by the commands I choose ● I can choose a word which describes an on-screen action for my plan ● I can create a program following a design	Pupils will consolidate the five verbs from the last lesson and will learn how to recognise, recall and spell a further five verbs in the foreign language.	Children will be able to: Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.	Christianity: What is the Trinity and Life events	Gymnastics
Wb 15/1/24	Stories from other cultures	Grammar (see CUSP) Year 3: Step 14: Words with the digraph 'ei' and tetragraph 'eigh' Year 4: Step 14: Words ending in '-ous'	Multiplication and division A	LO: I can compare and group together different kinds of rocks based on their appearance and simple physical properties. WS: I can record my results in a table and rank my rocks to answer enquiries.	What was life like for Anglo-Saxons in Britain?	Radetzky March by Strauss Stop! a . Games and vocal warm ups b. Learn Stop! - option to learn the rapped examples c. Option to compose own raps Perform/share Stop! - rapped examples,	I can cut shapes directly into paper, using scissors, inspired by the artwork.	To explain that a program has a start ● I can start a program in different ways ● I can create a sequence of connected commands ● I can explain that the objects in my project will respond	Pupils will consolidate all knowledge from the last two lessons and will progress to learning how to use the verb 'je peux' (I am able) with the ten infinitive verbs to start to form sentences in French.	Children will be able to: Identify risk factors in given situations; Suggest ways of reducing or managing those risks.	Christianity: What is the Trinity and Life events	Gymnastics

Wb	Writing	Grammar	Maths	Science	History	Music	Art	Computing	French	PSHE	RE	PE
				SE: I can sort and classify materials into magnetic and non-magnetic.		beginnings of own compositions or a combination of the two		exactly to the code				
Wb 22/1/24	Persuasive writing (adverts)	Grammar (see CUSP) Year 3: Step 15: Words where the digraph 'ey' makes an /ai/ sound Year 4: Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains	Multiplication and division A	LO: To describe in simple terms how fossils are formed when things that have lived are trapped within rock. WS: I can interpret the process of fossilisation using a model and pictures. SE: I can research and learn about significant scientists in history. (Mary Anning)	What kingdoms were formed by the Anglo-Saxons?	Can't Stop The Feeling! by Justin Timberlake Stop! a . Games and vocal warm ups b. Learn Stop! - option to learn the rapped examples c. Option to compose own raps Perform/share Stop! - rapped examples, own compositions or a combination of the two	I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork.	To recognise that a sequence of commands can have an order • I can explain what a sequence is • I can combine sound commands • I can order notes into a sequence	Pupils will consolidate all knowledge from the last three lessons and will progress to learning how to use the negative structure so they are able to say what they can do as well as what they cannot do in the foreign language.	Children will be able to: Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online.	Christianity: What is the Trinity and Life events	Gymnastics
Wb 29/1/24	Persuasive writing (adverts)	Grammar (see CUSP) Year 3: Step 16: Words with the suffix '–ly' Year 4: Step 16: Words where a suffix is added to words ending in 'y'	Place value	LO: To recognise that soils are made from rock and organic matter. WS: I can ask questions to deepen my learning about rock formation. SE: I use research and	How do we know about the AngloSaxons?	Libertango by Astor Piazzolla Stop! a . Games and vocal warm ups b. Learn Stop! - option to learn the rapped examples	I can add to my collage, using line, colour and shape made by stencils.	To change the appearance of my project • I can build a sequence of commands • I can decide the actions for each sprite in a program • I can make	Pupils will be introduced to the conjunctions 'and' and 'but' in the foreign language so that they are able to form more interesting and complex sentences about what activities they	Children will be able to: Understand that medicines are drugs and suggest ways that they can be helpful or harmful.	Christianity: What is the Trinity and Life events	Gymnastics

Week												
				models to help demonstrate my learning.		c. Option to compose own raps Perform/share Stop! - rapped examples, own compositions or a combination of the two			design choices for my artwork	can and cannot do.		
Wb 5/2/ 24	Explanatory texts	Grammar (see CUSP) Year 3: Step 17: Words that are Homophones Year 4: Step 17: Words ending in '-ious' and 'eous'	Place value	LO: To recognise that soils are made from rock and organic matter. WS: I can set up tests to answer questions. SE: I can make systematic and careful observations over time.	How did religion influence the AngloSaxons? How do we know this?	Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas Stop! a. Games and vocal warm ups b. Learn Stop! - option to learn the rapped examples c. Option to compose own raps Perform/share Stop! - rapped examples, own compositions or a combination of the two	I can share my work with my class. I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.	To create a project from a task description • I can identify and name the objects I will need for a project • I can relate a task description to a design • I can implement my algorithm as code	Pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.	Children will be able to: Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs.	Christianity: What is the Trinity and Life events	Gymnastics