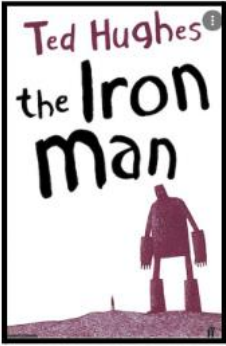




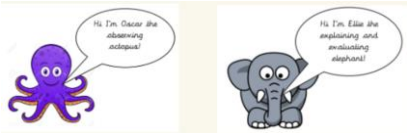
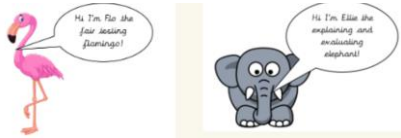

Sandal Primary School Medium Term Planning and Weekly Overview

Week	1	2	2	3	4	5
	17th April	24 th April	1st May	8th May	15th May	22nd May
Events	3P outdoor Monday Wed - shipley schools subject leaders thurs - Plumber Drummer whole sch	3S outdoor Monday Tues - SS out well being STRIKE 27.4.23 THURS	Bank Holiday Monday Thurs pm - SClub out STRIKE 2.5.23 TUES Friday - DT make and evaluate all day!	Bank Holiday Monday Coronation	3P outdoor Monday Mon- SS course pm	3S outdoor Monday
Cross Curricular Computing	Science Purple Mash - Forces 2 select images or clip art and write about the forces acting on them	English Education City Possessive Obsession	History Purple Mash many Anglo-saxon resources to choose from including writing about the invasion	Education City Explorer's Adventure possessive apostrophes Purple Mash inverted commas Mark wants chicken		publication of Hot Task using Purple Mash The Iron Man newspaper report
Homework	Education City Multiplying by 4	MATH TTRS 2, 3, 5, 10 x table	English Ed City Pitch Perfect Ed City - Croaking contractions *** may need to set something different for the other learning journey.	ENGLISH suffixes purple mash x 2 activities about a wolf in the woods	MATH TBC ***** 4 and 8 times table?	ENGLISH TBC *****
English Text type being covered: Newspaper Report  End point: To write a newspaper report based on the story of The Iron Man. EME 3P - AM, HM, JC 3S - CD, EM	Phase 1 - Immerse Immersion 1 (2 days) Look at a picture of The Iron Man. Can they write a non chronological report? Appearance Character Special Features Immersion 2 - Making a 3D Iron man (net shape - twinkl) Immersion 3 -setting description <u>Spiral Starters</u> <ul style="list-style-type: none"> Basic punctuation Commas in a list Fronted adverbials 	Phase 2 WAGOLL and Success Criteria Newspaper Report <u>Spiral Starters</u> <ul style="list-style-type: none"> Questions Prepositions Expanded nouns GPS 1: Inverted commas <ul style="list-style-type: none"> Teach, practise Application in sentences EME - contractions	GPS 1: Inverted commas <ul style="list-style-type: none"> Teach Purple Mash practise using game 'Mark wants chicken' Application in sentences linked to The Coronation of King Charles III GPS 2: Apostrophes for possession <ul style="list-style-type: none"> Identify in a section of the WAGOLL Education City practice GPS "Possessive Obsession" Questions Application in sentences <u>Spiral Starters</u> <ul style="list-style-type: none"> Exclamations subordinations Apostrophes for contraction 	<ul style="list-style-type: none"> GPS 2: Apostrophes for possession Identify in a section of the WAGOLL Education City practice GPS "Possessive Obsession" Questions Application in sentences phase 3 Model Write and Hot Task Plan Model write – Newspaper Shared and guided writing to be used throughout <u>Spiral Starters</u> <ul style="list-style-type: none"> Commands Fronted adverbials Apostrophes for possession 	possibly use Kings coronation as practise tasks modelled, guided shared writing instead of the below.... Recap on Orion and the dark to develop space vocabulary. Timeline - Orion's Journey. Write Orion's journey. Read chapter about Iron Man coming from Space? How do we think he got to Earth? Plan journey.	Hot Task and Hotter Task Write a newspaper report <u>Spiral Starters</u> <ul style="list-style-type: none"> Basic Punctuation Sentence types Indefinite article Hot write MA - newspaper article LA - recount. publication of Hot Task using Purple Mash The Iron Man newspaper report
VIPERS	Fiction Iron Man	Poem - The Iron Man		Non Fiction Pixl	Fiction	Non Fiction Forces (pixl)
Spelling 2023 No nonsense Summer 1 words though notice	NNS Block 4, lesson 8 - spelling words for this half term Block 4, lesson 9 - homophones teach meet meat	Block 4, lesson 11 - homophones apply Lesson 12 - proofreading Lesson 13 - proofreading	Lesson 14 Learn Strategies for learning words: words from statutory and personal spelling lists Lesson 15 - Teach/Apply Words with the /k/ sound	Block 5, Lesson 1, 2, 3 Revise,practise apply Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')	Block 5, Lesson 4, 5, 6 Teach, practise apply Suffix '-ly' with root words ending in 'le' and 'ic'	Lesson 7 Revise From Year 2: Apostrophes for contractions Lesson 10, 11, 12 Teach, practise, apply




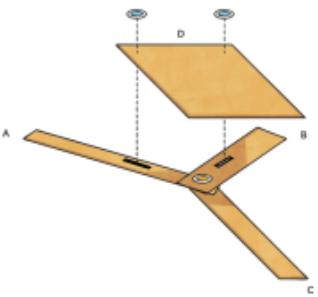
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quarter length library describe mention answer appear	hear here knot not Block 4, lesson 10 - homophones practise		spelt ‘ch’ (Greek in origin)			Rare GPCs (/i/ sound) gym, cygnet, myth, pretty, women, pyramid, mystery, Egypt, build
Spelling homework EDSHED spellings CORE 4 rule 1 Y2 2 Y3/4	meat meet knot not great though notice	here hear their there whole length library	school stomach technology monarch eye quarter question	hopeful helpless happiness matches hour describe mention	actually probably regularly particularly our answer appear	bicycle pretty women build sure though length
EDSHED spellings SUPER SPELLERS 2 rule 3 Y2 2 Y3/4	AS core????					
Supreme Spellers Year 1 and 2 words	people busy clothes once come some	again even every here there where	school said says grass pass plant	could should would do you your	child children parents house our out	one to today behind wild climb
<i>Handwriting (Nelson)</i>	Practising the horizontal join: ous Practising joining from the letter a: ap		Practising with punctuation: ! Practising diagonal joins to the letter y: ly	Practising joining to and from the letter r: ure Practising joining from the letter w: wh	Practising writing silent letters: wr Practising joining from the letter f: ft	Numerals
Maths Following the white rose curriculum and plugging gaps.	Money – Continued form Spring 2 <ul style="list-style-type: none"> Convert money Add and subtract money inc giving change 	Fractions <ul style="list-style-type: none"> Wholes/parts/equal parts Recognise and find ½ Recognise and find ¼ Recognise and find 1/3 Equivalent fractions 	Fractions <ul style="list-style-type: none"> Equivalent fractions Unit and non unit fractions Tenths/counting in tenths Fractions on a number line Fractions of objects 	Fractions <ul style="list-style-type: none"> Compare fractions Order fractions Add fractions Subtract fractions 	Time <ul style="list-style-type: none"> Hours in a day/months in a year O clock half past Quarter to and quarter past Telling the time to 5 minutes Telling the time to 1 minute 	Time <ul style="list-style-type: none"> Am and pm 24 hour clock Duration Start and end times
Arithmetic	Compliments to 100 - Money	Mixed operations - Relating to money.	Multiplication	Mixed operations	Fractions	Mixed Operations
Maths Spiral Objectives taken from QLA data	Recalling multiplication and division facts for multiples of 3 First part of 4 times table (Pixl Therapy)	Recalling multiplication and division facts for multiples of 4 1 x 8 4 X 8 2 x 8 5 X 8 3 x 8 6 x 8	7 X 8 10 X 8 8 X 8 11 X 8 9 X 8 12 X 8	4 and 8 times table	Mixed Tables	Mixed Tables

<p>Science Forces</p>	<p>Pushes and Pulls L.O: To notice that some forces need contact between two objects by identifying the different types of forces acting on objects. SC: I can name different types of force. I can say when there is a push or a pull acting on an object.</p> <p>Main Activities: Explain forces using the Lesson Presentation, then watch the clip. While watching, ask children to identify examples of pushing or pulling and record. Play the clip again if necessary. Forces in Action: Ask the children to work in pairs to create a freeze frame of an action to show a pushing or pulling force. They should show their freeze frames to the class, who should try to identify whether their action showed a pushing or pulling force. Identifying Forces: children to complete their Pushing and Pulling Activity Sheet by identifying the forces acting on the objects in the pictures. Look for children who can correctly identify pushing and pulling forces. Some children may need to act out the actions to decide if they are pushes or pulls.</p> <p>Purple Mash - Forces 2 select images or clip art and write about the forces acting on them</p> <p>Key Vocab: Push, pull, force</p> 	<p>Faster and Slower L.O To compare how things move on different surfaces by investigating the speed of a toy car over different surfaces. SC: I can explain the force of friction. I can make a prediction about which surface creates the most friction for a toy car. I can take measurements and record my results in a table. I can explain my results.</p> <p>Main Activities: Investigation on the speed of a toy car over different surfaces. Post it, note planning to be used. Results recorded in a table/graph.</p> <p>Key Vocab: Force, push, pull, friction, surface.</p> 	<p>Scrapyard Challenge L.O: To notice that magnetic forces can act at a distance and attract some materials and not others by sorting materials. To compare and group materials according to whether they are magnetic by sorting materials. SC: I can sort magnetic and non-magnetic materials.</p> <p>Main Activities: Children use magnets to sort piles of mixed materials according to whether they are magnetic or non-magnetic, using the differentiated Magnetic Materials Activity Sheet to record their findings. Look for children who can identify and sort magnetic materials. Can they use the terms 'magnetic' and 'non-magnetic'?</p> <p>Key vocab: Force, magnet, magnetic, attract, magnetic field.</p> 	<p>Magnet Strength L.O: To observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets. SC: I can investigate the strength of magnets.</p> <p>Main Activities: Children carry out the hovering paper clip activity. Children complete their predictions on the differentiated Magnet Strength Activity Sheet, then conduct the investigation. Children record their results, draw a bar chart and come to a conclusion on their activity sheet.</p> <p>Key Vocab: Magnet, attract, force.</p> 	<p>Magnetic Poles L.O: To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing by making a compass to hunt for treasure. SC: I can explore magnetic poles</p> <p>Main Activities: Children explore the forces of attraction and repulsion by placing north and south poles together. Children follow the instructions on their Make a Magnetic Compass Activity Sheet to make a compass. Give each group a Direction Card, and children use their compasses in groups to find 'treasure' hidden in the playground.</p> <p>Key Vocab: Magnet, pole, north, south, attract, repel, compass, direction.</p>	<p>Marvellous Magnets L.O: To observe how magnets attract or repel each other and attract some materials and not others by making, playing and evaluating a magnetic game. SC: I can observe how magnets attract some materials.</p> <p>Main Activities: Children design and explain their own game on the differentiated Magnetic Game Activity Sheet, then make their game. Look for children who can explain how magnets attract some materials and how they have used this force to create their games.</p> <p>Key vocab: Force, magnet, attract</p> 



Geography						
History Roman Britain Anglo Saxons and Scots	DT	DT	What happened in Britain after the fall of the Empire? Chronology – introduce Anglo Saxons. Britain’s settlement by Anglo Saxons and Scots. Anglo-Saxon invasions. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. To understand where the Anglo Saxons and Scots came from. Cross curricular computing Purple Mash many Anglo-saxon resources to choose from including writing about the invasion	Britain’s Settlements – Anglo Saxons and Scots. Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon invasions. Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. To understand how, when and why the Anglo-Saxons and Scots invaded Britain.	Anglo-Saxon settlements and kingdoms: place names and village life. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. To understand how the Anglo Saxons changed Britain.	
Design Technology Complete food and nutrition from last half term See Projects on a page for detail – Linkages and Levers Making our own Iron Man class story <u>Mechanical systems</u> To understand and use mechanical systems in their products [for example, levers and linkages] levers and linkages SKILLS –	DT Food project from Spring 2 - linked to King's coronation End point - Royal Tea Party Friday 5th May (week 3) Lesson 1 - IEAs Where does food come from? Seasonality and climate - origins of food in the UK Success Criteria - I know that vegetables and fruit grow in certain seasons I know that climate affects food growth and alters the sweetness of food	Lesson 3 FTs Cutting, grating and peeling Techniques and skills practised. Design \Brief of a sandwich- why did The Earl of Sandwich want a sandwich? Success Criteria : It needs to stay together! Make editions to Plan from last week by adding skills, techniques and tools needed Skills: Cutting and knife skills – Bridge hold and Claw hold to cut foods with a safety knife into evenly sized strips or cubes Grate and peel harder foods (e.g. apples, potatoes)	lesson 4 DMEAs Making the sandwich IN HOUSE TEAMS? Hygiene importance Cutting skills demonstrated. Grating safety. Skills Cutting and knife skills – Bridge hold and Claw hold to cut foods with a safety knife into evenly sized strips or cubes Grate and peel harder foods (e.g. apples, potatoes) lesson 5 DMEAs Evaluating the sandwich How was the sandwich?	Lesson 1 - Investigate What could children design, make and evaluate? Moving story - Iron Man Who are the intended users? Themselves Purpose of Product/Links Enjoyments and education as it links to our IEnglish text. Context - use in school/ English lesson Project Title Design, make and evaluate an Iron Man for us to use to retell the story of the Iron Man.	Lesson 3 - Design, Make and Evaluate Assignment (DMEA) Design Project on a Page - Develop a design brief with the children within a context which is authentic and meaningful. • Discuss with children the purpose of the products they will be designing and making and who the products will be for. Ask the children to generate a range of ideas, encouraging creative responses. Agree on design criteria that can be used to guide the development and evaluation of the children’s products. https://content.twinkl.co.uk/resource/0c/bc/T2-D-103-Making-Levers-and-Linkages-Clapping-Hands-Acitivty-Sheet-ver-3.pdf?token=exp=1649327919~acl=%2Fresource%2F0c%2Fbc%2FT2-D-103-Making-Levers-and-Linkages-Clapping-Hands-Acitivty-	Lesson 4 - Design, Make and Evaluate Assignment (DMEA) Make Project on a Page: Using annotated sketches and prototypes, ask the children to develop, model and communicate their ideas. • Ask the children to consider the main stages in making before assembling high quality products, drawing on the knowledge, understanding and skills learnt through IEAs and FTs. Using best card and instruction sheet. - Make the lever (with clapping hands as the Iron man hands). Attach the Iron Man to the lever front. Use this to retell the story of The Iron Man.

<p>Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.</p> <p>mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary,</p>	<p>I can describe benefits of using seasonal fruits and vegetables and the impact on the environment</p> <p>Lesson 2 IEAs continued</p> <p>Are all sandwiches healthy? linked to eatwell Plate</p> <p>DMEAs</p> <p>Planning to make a sandwich</p> <p>Healthy food choices and preferences using previous spiralled knowledge of the Eatwell Plate/ food pyramid</p> <p>*****</p> <p>SEND PLAN HOME ASKING FOR INGREDIENTS TO BE BROUGHT IN ON....DATE</p> <p>*****</p>		<p>Did it serve its purpose (ie; did it stay intact with the filling in?)</p> <p>Did you enjoy it?</p> <p>How would you change and improve it and why?</p>	<p>Project on a Page - Investigative and Evaluative Activities (IEAs) Children investigate, analyse and evaluate books and, where available, other products which have a range of lever and linkage mechanisms. Use questions to develop children’s understanding e.g. Who might it be for? What is its purpose? What do you think will move? How will you make it move? What part moved and how did it move? How do you think the mechanism works? What materials have been used? How effective do you think it is and why? What else could move?</p> <p>Look at and explore a range of moving picture books.</p> <p>Lesson 2 - Focus Task</p> <p>Practise skills/ design</p> <p>Knowledge organiser https://www.twinkl.co.uk/resource/ks2-dt-knowledge-organiser-mechanical-posters-t-d-1626876584</p> <p>Project on a Page - Demonstrate a range of lever and linkage mechanisms to the children using prepared teaching aids. • Use questions to develop children’s understanding e.g. Which card strip is the lever? Which card strip is acting as the linkage? Which part of the system is the input and which part the output? What does the type of movement remind you of? Which are the fixed pivots and which are the loose pivots? • Demonstrate the correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques. • Children should develop their knowledge and skills by replicating one or more of the teaching aids.</p> <p>Using scrap card (cereal packets). Explore and practice making a lever in order to plan and make a moving Iron Man (hands). Follow twinkl instruction sheet.</p>	<p>Sheet ver 3.pdf%2A~hmac=652be39ddfa8f626aaf71153d11b3cc86f5eea7252ea64e0b12a6dbca1d64109</p> <p>Design and Iron Man to stick on the front of the clapping hand lever (practise) we made last week.</p> <p>Design and draw their Iron Man ready to glue on their lever (next week).</p> 	 <p>Lesson 5 - Design, Make and Evaluate Assignment (DMEA)</p> <p>Evaluate</p> <p>Project on a Page Evaluate the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.</p> <p>Complete an evaluation of how this activity went. Would they change anything? What went well? What and why?</p>
ART						

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P.E. Dance						
Cricket	<p>Recap from Year 2 The focus of the learning is to introduce the concept of batting and fielding.</p> <p>Pupils will understand the objective of each team; batting and fielding.</p>	<p>The focus of the learning is to introduce throwing overarm.</p> <p>Pupils will develop an understanding of how, when and why to throw a ball overarm with power and distance.</p>	<p>The focus of the learning is to introduce throwing underarm.</p> <p>Pupils will develop an understanding of how to throw a ball accurately underarm</p>	<p>The focus of the learning is to introduce catching</p>	<p>The focus of the learning is to introduce striking the ball with intent away from fielders to score runs (points).</p> <p>Pupils will learn why they need to strike the ball with intent to score runs.</p> <p>Pupils will start to develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.</p>	<p>The focus of the learning is to bring together the suggested sequence of learning into mini games.</p> <p>This suggested sequence of learning focuses on the competition between the individual batter and the fielders.</p> <p>This is an intra (level 1) competition.</p>
Spanish	<p>Lesson 1: Revision of questions and phrases</p> <p>To be able to recognise and respond to familiar questions and phrases.</p> <p>To use familiar vocabulary to create own sentences and phrases.</p>		<p>Lesson 2: First person use of the verb 'ser'.</p> <p>To understand the difference between 'soy' and 'me llamo...'</p> <p>To begin to understand the verb 'ser'</p> <p>To begin to use the verb 'ser' in the first person.</p>	<p>Lesson 3: First person use of the verb 'ser'.</p> <p>To understand the verb 'ser'</p> <p>To begin to use the verb 'ser' in the first person.</p> <p>To use familiar words to build sentences.</p>	<p>Lesson 4: First person use of the verb 'ser'.</p> <p>To understand the verb 'ser'</p> <p>To begin to understand the difference between 'un' and 'una'</p>	<p>Lesson 5: Revision of questions and the verb 'ser'</p> <p>To consolidate learning of the verb 'ser'.</p> <p>To use a range of questions and to modify certain words to change the meaning.</p>
PSHE 2023 JIGSAW Unit Healthy Me	<p>Being Fit and Healthy I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge</p> <p>Being Fit and Healthy I know that the amount of calories, fat and sugar I put into my body will affect my health I know what it feels like to make a healthy choice</p>		<p>What Do I Know about Drugs? I can tell you my knowledge and attitude towards drugs I can identify how I feel towards drugs</p>	<p>Being Safe I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help and how to call the emergency services I can express how being anxious or scared feels</p>	<p>Being Safe at Home I can identify when something feels safe or unsafe I can take responsibility for keeping myself and others safe</p>	<p>My Amazing Body I understand how complex my body is and how important it is to take care of it I respect my body and appreciate what it does for me</p>
Computing 2023 Gill H	<p>Emails <i>To explore a simulated email scenario.</i></p> <p><i>Children can read and respond to a series of email communications.</i></p>		<p>Branching data bases <i>To sort objects using just YES/NO questions.</i></p> <p><i>Children understand how YES/NO questions are structured and answered.</i></p>	<p>Branching data bases <i>To complete a branching database using 2Question.</i></p> <p><i>Children have contributed to a class branching database about fruit.</i></p>	<p>Branching data bases <i>To create a branching database of the children's choice.</i></p> <p><i>Children can choose a suitable topic for a branching database.</i> <i>Children can select and save appropriate images.</i> <i>Children can create a branching database.</i> <i>Children know how to use and debug their own branching database.</i></p>	

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	Children can attach files appropriately and use email communication to explore ideas.		Children have used YES/NO questioning to play a simple game with a friend.	Children have completed a branching database about vegetables.		
Music 2023 (Jo D) Whole Class Instrumental Lessons Recorder Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance	Lesson 1: Here come the vikings! Children sing Viking themed vocal warm-ups and learn the 'Dragon Ships' song through call and response Learning Objectives To sing in time with others National curriculum listen with attention to detail and recall sounds with increasing aural memory play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression'	Lesson 2 : sing like a viking Children develop their singing technique and add actions to the 'Dragon Ships' song to help them to remember the lyrics and keep in time. Learning Objectives To sing in time with others National Curriculum play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression'	Lesson 3: Viking notation Using Viking-themed phrases to learn new rhythms, pupils develop their understanding of staff notation, learning to recognise note names by sight and sound Learning Objectives To recognise simple rhythmic notation by ear and by sight National curriculum listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations'	Lesson 4: Viking battle song Experimenting with the order of known rhythms, children create their own Viking song, adding instrumental effects Learning Objectives To use simple rhythmic notation to compose a Viking battle song National curriculum - use and understand staff and other musical notations improvise and compose music for a range of purposes using the inter-related dimensions of music' Improvise and compose music for a range of purposes using the inter-related dimensions of music - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music	Lesson 5: Perform like a viking The children perform the 'Dragon Ships' song and each group's Viking battle song, then evaluate each others' performance and discuss what they could do better next time Learning Objectives To perform music with confidence and discipline National curriculum - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music	
RE 2023 Focus Religions: Christianity, Judaism, Islam, Sikhism and non-religious views Learning Outcomes: Re-tell a range of creation stories, making links between them. Express ideas about creation and suggest meanings for the stories Express different views and ideas about helping to look after the world around them	What does the Jewish creation story tell about our world? How do creation stories help me to think about the world in which I live?	How do the creation stories from different faiths compare? How do creation stories help me to recognise my responsibilities to looking after the world? X2 lessons	How do the creation stories from different faiths compare? How do creation stories help me to recognise my responsibilities to looking after the world? CONTINUED	How are creation stories relevant today? Why are creation stories important? X2 lessons	How are creation stories relevant today? Why are creation stories important? CONTINUED	How are creation stories relevant today?



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