

Brompton and Sawdon Primary School: Medium Term Planning / overview of Foundation Subjects

| CLASS | TERM | YEAR | THEME |
|--------------|---------------|----------------|---------------------|
| 2 | Autumn | 2023-24 | Anglo Saxons |

What our children will learn each week. Our learning sequences, building on prior knowledge...

| Aut1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|------------|--------|---|---|--|--|---|--|--|
| Sci | | What are the basic needs of a human? | What is nutrition? Why is it important for humans and animals to get nutrition? | Food labels – explore different labels for their favourite foods and sort into what we think is healthy/unhealthy. | Look at what makes a balanced diet. How does this compare to your own diet? | Identify why hygiene is important in humans? | Identify why exercise is important? | Investigation into heart rate. Complete a range of tasks and monitor heart beat during all these activities. |
| His | | Where did the Anglo Saxons come from? Why? | What is the difference between invade and settlement? | When did Anglo Saxons settle in Britain? | When did the Anglo-Saxon end and why? | How have the Anglo Saxons influenced modern life? Eg. Days / settlement names | Investigate Anglo-Saxon artefacts and explain how they teach us about the culture. | Explain the religious beliefs and practices of the early Anglo-Saxon people and describe some of the gods they worshipped. |
| | | Suggest causes and consequences of some of the main events and changes in history. | Understand the concept of change over time, representing this, along with evidence, on a time line | Place events, artefacts and historical figures on a time line using dates. | Use dates and terms to describe events. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. | Use evidence to ask questions and find answers to questions about the past. | Use evidence to ask questions and find answers to questions about the past. | Understand the concept of change over time, representing this, along with evidence, on a time line |
| Geo | | Where did the Anglo Saxons come from? | Which countries are in Europe? What are their capital cities? | What are the seas that surround the United Kingdom? | | | What other features of Europe can we recognise? Seas / climate / mountains / nature. | What are the main features of modern Germany / Denmark? How could we get there? How are these similar / different to the UK? |
| | | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. | Name and locate the countries of Europe and identify their main physical and human characteristics. | Use maps, atlases, globes and digital/computer mapping to locate countries and oceans. | | | Use maps, atlases, globes and digital/computer mapping to locate | Ask and answer geographical questions about the physical and human |

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| | | | | | | | countries and describe features. | characteristics of a location. Use a range of resources to identify the key physical and human features of a location. | |
| Art | | What did the Anglo Saxons use to create their jewellery? | | Anglo Saxon jewellery (cardboard layers / jewels / pasta - sprayed) | | Digital Anglo-Saxon jewellery | | Anglo Saxon Clay jewellery. | |
| DT | | Where are levers used? | How do levers work? | What is a fixed or loose pivot? | What can we use to create a pivot using two pieces of card? | How can we link more than one lever? | Create a biting Grendel head using pivots. | | |
| Com | | Know the difference between a desktop and laptop computer | | Know that people control technology. | | Know some input devices that give a computer an instruction about what to do (output). | | Know that computers often work together | |
| PSH | | | | | | | | | |
| P.E. | | Games: Invasion Tag rugby, netball, hockey. Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball with feet, a hockey stick or hands • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. | | | | | | | |
| R.E. | | What do Christians believe about God? | What does the Bible teach us about God? | Why is Jesus important to Christians? | What do the miracles of Jesus teach us about what is important to Christians? | Why do Christians pray? | Visits to Brompton church throughout the term. | | |
| MFL | | Delivered by RG (Visiting Specialist French teacher) | | | | | | | |
| Mus | | Delivered by RG (Visiting Music Specialist teacher) | | | | | | | |

| Aut 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
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| Lit | <p>Recount of our summer holidays. Order sentences chronologically and in paragraphs.</p> | <p>Writing to entertain (3 weeks) Narrative: Beginning, build-up, problem & resolution.</p> <p>Text Focus King Arthur and the Knights of the Round Table Marcia Williams. (Hamilton Trust Y3) Write their own Arthurian Legend.</p> <ul style="list-style-type: none"> • Fronted adverbials • Expanded noun phrases • Subordinate clauses • Nouns and pronouns • Coordinating conjunctions • Noun phrases • Progressive form for verbs • Exclamation sentences | | | <p>Writing to inform Recount – Letter History focus Non-fiction books about the Anglo – Saxons. Write a letter – day in the life of an Anglo Saxon.</p> <ul style="list-style-type: none"> • Subject/verb sentences • Some modal verbs introduced • Simple adverbs • Simple noun phrases • Simple sentences with extra description • Some complete sentences using when, if, as etc. • Tense consistent • Adverbials | | | |
| Mat | <p>Counting Year 2 Count forwards and backwards to 100 Year 3 Counting in hundreds.</p> | | <p>Representing numbers Year 2 Represent numbers to 100 Tens and one's part whole model Tens and ones using addition</p> <p>Use a place value chart Year 3 Represent numbers to 1,000 100s, 10s and 1s Number line to 1,000</p> | <p>Compare groups and numbers Year 2 Compare objects Compare numbers Year 3 Compare objects to 1,000 Compare numbers to 1,000</p> <p>Order numbers Year 2 Order objects and numbers Year 3 Order numbers</p> | <p>Money Year 2 Count money – notes and coins Select money Year 3 Pounds and pence Covert pounds and pence</p> | <p>Add and subtract multiples Year 2 Add and subtract 1s 10 more and 10 less Add and subtract 10s Year 3 Add and subtract multiples of 100 3-digit and 1-digit numbers 3-digit and 2-digit numbers Add and subtract 100s Spot the pattern.</p> | | |

What our children will learn each week. Our learning sequences, building on prior knowledge...

| Aut2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|------------|--|--|--|---|--|---|--|
| Sci | Animal offspring. What is an offspring and how does this look across different animals? | Life Cycle. Create a life cycle of different animals. | Herbivores, carnivores and omnivores. | Growing up. What do the different stages of your life look like? | Survival. What we need to survive? | Identify how humans and some other animals have skeletons and muscles for support, protection and movement. | Identify different parts of the human body. Label them and their uses. |
| His | How did the Anglo-Saxons live? | Jobs and routines of the Anglo-Saxons. | What did they in the Stone Age believe? | How do we know about the Anglo Saxons? | What can we learn from Sutton Hoo? | Explain where the Anglo Saxons fits in the History of Britain | Recount based on own experiences during our school trip. |
| | Describe the social, ethnic, cultural or religious diversity of past society. | Describe the social, ethnic, cultural or religious diversity of past society. | Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children | Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries | Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. | Give a broad overview of life in Britain from ancient until medieval times | Understand the concept of change over time, representing this, along with evidence, on a time line |
| Geo | What are the Counties of the UK? | How do the counties around the UK compare with the Saxon Kingdoms? | Anglo Saxon Village life. Compare the differences between the past and now. | What would make a good settlement for the Anglo Saxons? | Human and physical geography of surrounding areas. | What are the 4 countries of the United Kingdom and their capital cities? | What seas surround the United Kingdom? |
| | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. | Name and locate counties and cities of the United Kingdom, geographical regions. | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. | Name and locate counties and cities of the United Kingdom, geographical regions. | Use a range of resources to identify the key physical and human features of a location. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. |

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| Art | What did the Anglo Saxons use to dye their textiles? How can colours affect the mood or appearance of clothes? | | Saxon tunic in alternative colours Modern clothing designs or those of studied artists in Anglo Saxon colours. | | Textile printing (tie dye) | | What do you notice about the work of Vivienne Westwood / Alexander McQueen? Why couldn't the Anglo Saxons create such colourful designs? |
| DT | What might the Anglo-Saxons eat at different times of the year? | | How can Anglo-Saxon make a balanced diet? | | Prepare and cook some Anglo-Saxon ingredients. | | How might the Anglo-Saxons catch fish without a net? - Create a net and test it in the beck during forest school. |
| Com | Revision on how to stay safe online. | | Appropriate websites and games online. | | Who to trust online? | | What ages are aimed at what year groups. |
| PSH | | | | | | | |
| P.E. | <p>Gymnastics</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). | | | | | | |
| R.E. | What is the Christian story of Christmas? | Why were Mary and Joseph in Bethlehem? | How do Christians and other celebrate this? | How has this changed through time? | Why do people of other religions in our country also celebrate Christmas? | Nativity. Christmas traditions. Decorating trees at the church. | |
| MFL | Delivered by RG (Visiting Specialist French teacher) | | | | | | |
| Mus | Delivered by RG (Visiting Music Specialist teacher) | | | | | | |

| Aut2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | |
|------------|--|--|--|--------|--|--------|---|--|
| Lit | Recount about the half term. Writing chronologically. | <p style="text-align: center;">Writing to Inform Explanation – Poster</p> <p style="text-align: center;">History focus Non-fiction books about the Anglo – Saxons.</p> <p style="text-align: center;">Write an information text about Anglo Saxon settlements.</p> <p style="text-align: center;">Other books for Guided Reading The History Detective Investigates: Anglos Saxons. The Genius of the Anglo Saxons</p> <ul style="list-style-type: none"> • Subject/verb sentences • Some modal verbs introduced • Simple adverbs • Simple noun phrases • Simple sentences with extra description • Some complete sentences using when, if, as etc. • Tense consistent • Adverbials | | | <p style="text-align: center;">Writing to Entertain Poet Study</p> <p style="text-align: center;">Benjamin Zephaniah – Funky Chickens</p> <p style="text-align: center;">Create a new poem based loosely on the style of a familiar one.</p> <p style="text-align: center;">Other books for Guided Reading Benjamin Zephaniah’s People Need People</p> <ul style="list-style-type: none"> • Exclamation sentences • Expanded noun phrases • Present/past tense used correctly • Subordination or coordination • Use a wider range of conjunctions • Choose nouns or pronouns appropriately • Conjunctions, adverbs and prepositions to express time and cause | | | |
| Mat | <p style="text-align: center;">Addition – adding more Year 2</p> <p style="text-align: center;">Add a 2-digit and 1-digit crossing 10 Add two 2-digit numbers not crossing 10 Add two 2-digit numbers crossing 10 Add three 1-digit numbers Find the total – money</p> <p style="text-align: center;">Year 3</p> <p style="text-align: center;">Add 3-digit and 1-digit crossing 10 Add 3-digit and 2-digit crossing 100 2-digit and 3-digit not crossing 10/100 2-digit and 3-digit crossing 10 or 100 3-digit numbers not crossing 10 or 100 3-digit numbers crossing 10 or 100 Add money.</p> | | <p style="text-align: center;">Subtraction Year 2</p> <p style="text-align: center;">Subtract 1-digit from 2-digits Subtract with 2-digits Find change – money Find the difference – money 2-step problems – money</p> <p style="text-align: center;">Year 3</p> <p style="text-align: center;">Subtract 1-digit from 3-digit Subtract 2-digits from 3-digits crossing 100 2-digits and 3-digits not crossing 10 or 100 2-digits and 3-digits crossing 10 or 100 3-digit and 3-digit (no exchange) 3-digit and 3-digit (exchange) Subtract money Give change</p> | | <p style="text-align: center;">Multiplication Counting in multiples Year 2 Count in 2s, 5s and 10s Count in 3s Count money -pence Count money – pounds</p> <p style="text-align: center;">Year 3 Count in 50s</p> <p style="text-align: center;">Equal groups Year 2 Recognise equal groups Make equal groups Add equal groups The multiplication symbols Multiplication from pictures.</p> <p style="text-align: center;">Year 3 Multiplication – equal groups</p> | | <p style="text-align: center;">Times-tables Year 2 2 times-table 5 times-table 10 times-table</p> <p style="text-align: center;">Year 3 Multiply by 3 Divide by 3 3 times-table Multiply by 4 Divide by 4 4 times-table Multiply by 8 Divide by 8 8 times-table Arrays Year 2 Use arrays Year 3 Comparing statements Related calculations</p> | |