

Easty C of E Primary School Medium Term Plan: KS1 and KS2

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships
Applying Use info in a new situation		
Understanding Understand and make sense of info		
Remembering Remember and recall info		

Exceeding Skills

Expected Skills

Emerging Skills

Topic: What do buildings need?

Term: 1

Hooks:

Texts: The Three Little Pigs, The Three Little Wolves and the Big Bad Pig, Big Concrete Lorry

Democracy
Rule of law
Culture and religion
Mutual respect
Individual liberty

Area of Learning	Skill/ Small steps	Week 1 / lesson 1 Recovery Period	Week 2/ lesson 2	Week 3/ lesson 3	Week 4/ lesson 4	Week 5/ lesson 5	Week 6/ lesson 6	Week 7/lesson 7
Reading	<p>Word reading:</p> <ul style="list-style-type: none"> ○ Sound out most single letter phonemes and able to identify common diagraphs and some vowel diagraphs and trigraphs. ○ I am beginning to blend simple CVC, CVCC, CCVC words. ○ I am learning new GPCs ○ I can read most common exception words from EYFS and some from the Y1 POS <p>Comprehension:</p> <ul style="list-style-type: none"> ○ I know a few familiar stories and I can recall some events. ○ I can use pictures and texts to identify meaning, ○ I can discuss some simple features. ○ I understand the features of a book and 	<p>LQ: RWI</p>	<p>LQ: RWI</p>	<p>LQ: RWI:</p>	<p>LQ: RWI</p>	<p>LQ: RWI</p>	<p>LQ: RWI</p>	<p>LQ: RWI</p>

	<p>use these to help me understand what it is about.</p> <ul style="list-style-type: none"> ○ I can join in with group reading of familiar stories. ○ I can ask what unfamiliar words mean. ○ I recognise what a poem is and understand that some sounds rhyme. ○ I am familiar with traditional tales and I know some of the features. ○ I can say what I like about a story, in a simple way. <p><u>Making inferences:</u></p> <ul style="list-style-type: none"> ○ I can use stories I have already heard or read to make simple predictions ○ I can sometimes understand what the main characters are doing, or what is happening in the text, even if it doesn't say so clearly. ○ When prompted I can find a link with my own experience. 							
Writing	<p><u>Composition</u></p> <ul style="list-style-type: none"> ○ Say out loud what they are going to write about ○ In a group, I compose a sentence orally before writing it. My teacher helps me compose my own sentence out loud 	<p><u>LQ:</u> The colour monster – writing about each emotion (happiness, anger, sadness, calmness, fear, love, 'all mixed up'). When have they felt that way? What makes them feel that way?</p>	<p><u>LQ: What do buildings need?</u> Ordering instructions What materials are needed What people are needed = what do builders need? Tools and protective wear – Get helmets, high vis</p>	<p><u>LQ: Can you act out the story of 'The Three Little Pigs'? What would the wolf say? What would the little pigs say?</u> Read the story and then teach the Talk for Writing version. Retrieve and interpret questions from the book.</p>	<p><u>LQ: How would you build a house for one of the little pigs?</u> Write instructions for how to build a house using lego. Pre-build lego house and break it – get chn to say instructions for how to fix it.</p>	<p><u>LQ: Can you write the story of 'The Three Little Pigs'?</u> Draw a story map – chn to draw it/fill in the missing parts.</p>	<p><u>LQ: How will you catch the Big Bad Wolf?</u> Write instructions for how you will trap the wolf.</p>	<p><u>LQ: Can you retell the story of 'The Three Little Pigs'?</u> Read The Three Little Wolves and the Big Bad Pig. Retrieve, interpret qs. Change the story – instead of a wolf and pigs. Act out their new story.</p>

	<ul style="list-style-type: none"> ○ With guidance or in a group, I can put events of a short story in order; we write sentences to sequence the story. ○ In a group, we are learning to read back what we have written to check it makes sense. My teacher helps me do this with my own writing too. ○ Together we read our writing aloud. Sometimes I read my writing aloud to my teacher. ○ We talk about our shared writing together. My teacher talks about my own writing with me. ○ I write simple sentences which recount an event from my experience. <p>Handwriting</p> <ul style="list-style-type: none"> ○ I can sit at a table and am learning how to hold my pencil comfortably and correctly. ○ I am beginning to write lower case letters in the correct direction. ○ I am learning some of the handwriting families, practising letters which belong to their family. ○ I can form the digits 0-9 and can form some capital letters, although not reliably. 		<p>and ear defenders for construction area. What questions would you ask a builder?</p>	<p>Practise writing key words from the story.</p> <p>Chn to write captions for the wolf and each pig - p</p>	<p>Use hold a sentence to write instructions. Sequence pictures</p>			
<p>GPS – for spelling see Reading and RWI</p>	<ul style="list-style-type: none"> ○ Writing in a book ○ Spacing – space sixes, spacing letters and words ○ Using upper and lower case letters ○ How to use capital letters ○ How to use full stops ○ Recognising sentences ○ Word classes – nouns, verbs, 	<p>LQ:</p>	<p><u>LQ: Are you ready to write?</u></p> <ul style="list-style-type: none"> ○ Writing in a book ○ Spacing – sizes, letters and words 	<p><u>LQ: How do I punctuate sentences?</u></p> <ul style="list-style-type: none"> ○ Capital letters ○ Full stops ○ Recognising sentences 	<p><u>LQ: What is a noun? What is a verb?</u></p> <ul style="list-style-type: none"> ○ Nouns ○ Verbs ○ Nouns and verbs in sentences 	<p><u>LQ: When do you use capital letters?</u></p> <ul style="list-style-type: none"> ○ Recognising and forming capital letters ○ Capital letters for days of the week ○ Capital letters for moths ○ Writing the date ○ Capital letters for names of people 	<p>LQ:</p>	<p>LQ:</p>

<p>Maths</p>	<ul style="list-style-type: none"> ○ given a number, identify one more and one less ○ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ○ read and write numbers from 1 to 20 in numerals and words. (10) ○ read, write and interpret mathematical statements involving addition (+) and equals (=) signs ○ represent and use number bonds ○ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations 	<p><u>LQ:</u> Sorting and counting objects to 10</p> <ul style="list-style-type: none"> ○ Sorting up to 10 objects ○ Count objects to 10 ○ Count objects from a group of 10 ○ Represent up to 10 objects ○ Represent numbers to 10 	<p><u>LQ:</u> Counting forwards and backwards to 10, finding one more and one less</p> <ul style="list-style-type: none"> ○ Count forwards to 10 ○ Count backwards from 10 ○ Count one more for numbers within 10 ○ Count one less for numbers within 10 ○ Counting activity 	<p><u>LQ:</u> Comparing objects and numbers within 10</p> <ul style="list-style-type: none"> ○ One to one correspondence ○ Compare up to 10 objects ○ Introduce <, > and = for numbers within 10 ○ Compare numbers within 10 ○ Comparing activity 	<p><u>LQ:</u> Ordering objects and numbers to 10</p> <ul style="list-style-type: none"> ○ Order up to 10 objects ○ Order numbers up to 10 ○ Ordinal numbers ○ The number line from 0 to 10 	<p><u>LQ:</u> Part-part whole</p> <ul style="list-style-type: none"> ○ Introducing parts and wholes ○ Parts and whole activity ○ Part-whole model (images) ○ Part-whole model ○ Addition symbol 	<p><u>LQ:</u> Introduction to addition and number bonds</p> <ul style="list-style-type: none"> ○ Fact families – addition facts ○ Find number bonds for numbers within 10 ○ Systematic methods for number bonds ○ Number bonds to 10 ○ Compare number bonds 	<p><u>LQ:</u> Addition</p> <ul style="list-style-type: none"> ○ Addition – adding together ○ Addition – adding more ○ Addition – using bonds ○ Finding a part
<p>Science</p>	<ul style="list-style-type: none"> ○ Observe closely, using simple equipment. ○ Perform simple tests ○ Gathering and recording data to help in answering simple questions ○ Materials: ○ Distinguish between an object and the material from which it is made ○ Identify and name a variety of everyday materials, including wood, plastic, 	<p><u>LQ:</u></p>	<p><u>LQ: What do different materials feel like?</u></p>	<p><u>LQ:</u></p>	<p><u>LQ: How can you test materials to decide which is the best material to use for a roof for covering the house of the Three Little Pigs?</u></p>	<p><u>LQ: What is autumn?</u></p> <p>Link to natural materials</p>	<p><u>LQ:</u></p>	<p><u>LQ: What melts?</u></p>

	<p>glass, metal, water and rock</p> <ul style="list-style-type: none"> ◦ Describe the simple physical properties of a variety of everyday materials ◦ Compare ◦ Seasons: ◦ Observe change across the four seasons ◦ Observe and describe weather associated with the seasons and how day length varies. 							
RE	<ul style="list-style-type: none"> ◦ Identify what a parable is. ◦ Tell the story of the Lost Son from the Bible simply and can recognise a link with the concept of God as a forgiving father. ◦ Give clear, simple accounts of what the story means to Christians. ◦ Give at least two examples of how Christians show their belief of God as loving and forgiving. ◦ Give an example of how Christians put their beliefs into practice in worship. ◦ Think, talk and ask what they can take from the story. 	<p>LQ: Introduction: What do Christians believe God is like? Initial thoughts</p>	<p>LQ: What is a parable?</p>	<p>LQ: What can we learn from the parable of the Lost Son?</p>	<p>LQ: How do Christians show that they believe that God is loving and forgiving?</p>	<p>LQ: What do Christians do to show their belief in God?</p>	<p>LQ: What can I learn about the parable of the Lost Son for myself?</p>	<p>LQ:</p>

<p>Computing</p>	<ul style="list-style-type: none"> ○ To login safely with their own logins and understand why that is important. ○ To start to understand the idea of 'ownership' of their creative work. ○ To save their work to their My Work area and understand that this is their space. ○ To learn how to find their saved work in the Online Work area. ○ To start to add pictures and text to work ○ To understand the importance of logging out when they have finished. 	<p><u>LQ:</u></p>	<ul style="list-style-type: none"> ○ <u>LQ:</u> ○ To log in safely. ○ To start to understand the idea of 'ownership' of their creative work. 	<p><u>LQ:</u></p> <ul style="list-style-type: none"> ○ To learn how to find saved work in the Online Work area and find teacher comments. ○ To learn how to search Purple Mash to find resources. 	<p><u>LQ:</u></p>	<ul style="list-style-type: none"> ○ <u>LQ:</u> ○ To become familiar with the types of resources available in the Topics section. ○ To become more familiar with the icons used in the resources in the Topics section. ○ To start to add pictures and text to work. 	<ul style="list-style-type: none"> ○ <u>LQ:</u> ○ To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. ○ To explore the Games section on Purple Mash. ○ To understand the importance of logging out when they have finished. 	<p><u>LQ:</u></p>
<p>History – Not this term</p>		<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>
<p>Geography</p>	<p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> ○ Understand geographical similarities and differences through studying the human and physical geography of a small areas of the United Kingdom. <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> ○ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use a construct basic symbols in a key. ○ Use simple fieldwork and 	<p><u>LQ: Can you use an aerial photograph to name landscape features?</u></p>	<p><u>LQ: Can you use an aerial photograph to name landscape features?</u></p>	<p><u>LQ: What do maps include? Why?</u></p>	<p><u>LQ: LQ: What do you need for a map of your town?</u></p> <p>Do all towns and villages have the same features? Look at wider world.</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>

	observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.							
Art	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. 	<u>LQ:</u>	<u>LQ: Can I plan and design my mask?</u>	<u>LQ: Can I create my mask following my plan?</u> Peer review	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
D.T	<p><u>Design:</u></p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and others based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing. <p><u>Make:</u></p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of tools and components <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria. <p><u>Technical knowledge:</u></p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger 	<u>LQ:</u>	<u>LQ:</u>	<u>LQ: How can I make a frame?</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ: Can you use your knowledge to construct a house to trap the Big Bad Wolf?</u> Knowledge learnt from science (materials)	<u>LQ:</u>

	and more stable ◦ Explore and use mechanisms in their products.							
P.E	◦ To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and being to apply these in a range of activities.	<u>LQ:</u>	<u>LQ: Can you move at a steady pace for a length of time?</u>	<u>LQ: Can you change direction when travelling?</u>	<u>LQ: How can I bounce a ball while moving?</u>	<u>LQ: How can I travel with a ball in different ways?</u>	<u>LQ: How can I jump for distance?</u>	<u>LQ: How can I jump for height?</u>
PHSE		<u>LQ: How can I help others feel welcome?</u>	<u>LQ: How can we try and make our school a better place?</u>	<u>LQ: How can we make our classroom a safe place to learn?</u>	<u>LQ: How do we show we care about each other?</u>	<u>LQ: How can I work well with others?</u>	<u>LQ:</u>	<u>LQ:</u>
French (N/a)		N/a	N/a	N/a	N/a	N/a	N/a	N/a
Music (Lucy completed)	<ul style="list-style-type: none"> I know how to use instruments to perform (percussion) I know how to repeat short rhythmic patterns. I know how to follow instructions about when to play and sing. 	Recovery	<u>LQ: Can you recognise the instrument sounds?</u>	<u>LQ: Can you identify a percussion instrument?</u>	<u>LQ: Can you keep the beat with your own percussion instrument?</u>	<u>LQ: How can we make a drum?</u>	<u>LQ: how do musicians keep in time?</u>	<u>LQ: How can we show musicians how fast/slow, loud or soft or when to play?</u>
Learning Environment in corridor displays		Begin adding leaves to achievement tree	RE corridor display – What do Christians believe God is like – the father, the son and the holy spirit Topic display – Three little pigs English wall to start adding work Prayers for RE board (by reflection area)		Wolf Mask display (above sink)			