

Eastry 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	Exceeding Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			
Remembering Remember and recall info			Emerging Skills

Topic: Who was Grace Darling?

Term: 1

Hooks: Eating Mustard sandwiches, Lighthouse visit

Texts: Grace Darling story, Lighthouse keepers lunch stories

Area of Learning	Skill/ Small steps	Week 1 / lesson 1	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	<u>RWinc</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
Writing	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly, --Spell many common exception words, --Write simple sentences using Grapheme Phoneme Correspondences --Spell some words with contracted forms -Use coordination ('and' 'or' 'but') to join my sentences. Use some subordinating conjunctions such as: when, if, that, because. - Use expanded noun phrases to describe and specify -Use the past and present tense mostly correctly and consistently -Use simple gender forms. -Demarcate most sentences with CL, FS &?- Use capital letters for proper nouns. -Identify speech marks in a text	<u>LQ:</u> How can you use the text or pictures to answer given questions?	<u>LQ:</u> What can we find out about Mr Grinling from text & pictures? What other information can we find out about Mr Grinling & how can we present this information? Can we use what we know about a character to add more information to our writing about them?	<u>LQ:</u> What can we find out about different characters from pictures & text? Can we find clues in the book to how Mr Grinling feels about some things? Can you write a detailed character description? Can you record what happens in a story?	<u>LQ:</u> Can you write the events from our story? Can you write a list? How do you write an interesting label? Can you plan your ideas?	<u>LQ:</u> How can you plan your ideas using bossy words, time words and adjectives? Can you write a set of instructions?	<u>LQ:</u> Can you retell the story of Grace Darling? (over 2plus days) What do we need to write a letter? What information do we need in our letter?	<u>LQ:</u>

<p>GPS</p>	<p>2G5.2 full stops 2G5.1 capital letters 2G5.4 exclamation marks 2G5.3 question marks 1G3.1 words combining to make sentences 1G3.3 using 'and' 2G5.5 punctuation inc. commas</p>	<p><u>LQ:</u> What are capital letters & when are they used? How do we create sentences using capital letters correctly? Can you identify how many capital letters are needed in my sentence?</p>	<p>LQ: Can you name the punctuation being used? What punctuation is needed in my sentence? Can you insert punctuation into a short paragraph? Explain why you have used certain punctuation in your sentence/paragraph</p>	<p><u>LQ:</u> How many proper / common nouns can we recognise? Can you find and explain errors in a sentence? Can you write a sentence which uses the noun as proper and a sentence that uses the noun as common? Explain if a noun at the start of a sentence is proper or common</p>	<p><u>LQ:</u> Can you combine words to make a punctuated sentence? Can you identify mistakes in sentences involving capitalisation & punctuation? Explain the mistakes in two longer sentences involving capital letters and proper nouns</p>	<p><u>LQ:</u> How many conjunctions can you recognise? Can you find and explain the mistake made when joining two sentences with a conjunction? Can you remove the 'and' from a sentence and write two sentences created by that action? Can you explain which conjunction would best fill the gap in a given sentence. Two clauses in the sentences, with three conjunctions given to choose from?</p>	<p><u>LQ:</u> Using various conjunctions can you extend the sentence? Can you explain if the conjunction in the sentence makes sense?</p>	<p><u>LQ:</u> Can you recognise commas in a list? Can you write a simple list with commas?</p>
<p>Maths</p>	<p>Count in steps of 2,3 and 5 from 0, and in tens from any number, forward and backward, -Recognise the place value of each digit in two-digit numbers (tens and ones) -Identify, represent and estimate numbers using different representations, including the number line, - Compare and order numbers from 0 up to 100: use <,> and = signs, - Read and write numbers to at least 100 in numerals and in words Add and subtract numbers using concrete objects, pictorial representations, and mentally</p>	<p><u>LQ:</u> Count & write numbers to 20 Tens & ones</p>	<p><u>LQ:</u> Numbers to 50 forwards & backwards Tens & ones within 50 Compare numbers within 50</p>	<p><u>LQ:</u> Count objects to 100 & read & write numbers in numerals & words Represent numbers to 100 Tens & ones using part part whole</p>	<p><u>LQ:</u> Tens & ones using addition Compare objects Compare numbers Order objects & numbers</p>	<p><u>LQ:</u> Count in 2s Count in 5s Count in 10s Count in 3s</p>	<p><u>LQ:</u> Fact family's addition & subtraction bonds to 20 Check calculations Compare number sentences Know number bonds & their related facts</p>	<p><u>LQ:</u>Bonds to 100 (tens) Add & subtract 1s 10more 10 less Add & subtract 10s</p>
<p>Science (next 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>RE</p>	<p><u>Who made the world? CREATION</u></p>	<p><u>LQ:</u> Why is it important to rest?</p>	<p><u>LQ:</u> Why did God tell people to rest one day a week?</p>	<p><u>LQ:</u> What can we do to look after our world?</p>	<p><u>LQ:</u> What rules could God have given to help look after the world?</p>	<p><u>LQ:</u> What is the best thing about the world?</p>	<p><u>LQ:</u> What is the best thing about the world?</p>	<p><u>LQ:</u></p>

<p>Computing</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p><u>LQ:</u> To understand what an algorithm is. • To create a computer program using simple algorithms.</p>	<p><u>LQ:</u> To compare the Turtle and Character objects. • To use the button object. • To understand how use the Repeat command. • To understand how to use the Timer command.</p>	<p><u>LQ:</u> To know what debugging means. • To understand the need to test and debug a program repeatedly. • To debug simple programs.</p>	<p><u>LQ:</u> To create programs using different kinds of objects whose behaviours are limited to specific actions. • To predict what the objects will do in other programs, based on their knowledge of what the object is capable of. • To discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to.</p>	<p><u>LQ:</u> To use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story.</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>
<p>History</p>	<p>Events beyond living memory that are significant nationally or globally. -The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. - Significant historical events, people and places in their own locality. Use information to describe the past.- Describe the differences between then and now. - Look at evidence to give and explain reasons why people in the past may have acted in the way they did. - Recount the main events from a significant event in history. Identify different ways in which the past is represented. - Ask questions about the past. - Use a wide range of information to answer questions.</p>	<p>LQ: What can we learn from a picture</p>	<p>LQ: Who was Grace Darling?</p>	<p>LQ: What was everyday life like for Grace Darling?</p>	<p>LQ: What did Grace do to make herself famous?</p>	<p>LQ: How did Grace Darling become famous?</p>	<p>LQ: How is grace Darling remembered today?</p>	<p>LQ: What can we learn from Grace Darling?</p>
<p>Geography</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>Art</p>	<p>study the work of a range of great artists.</p> <p>-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>LQ: How do different artists represent the sea?</p>	<p>LQ: What are the primary and secondary colours and how do we make them?</p> <p>What are hot/cold colours?</p>	<p>LQ: How do we make light / dark, colours?</p>	<p>LQ: How can we recreate the Great Wave painting?</p>	<p>LQ: what can we remember about colour mixing?</p>	<p>LQ: How can we create different effects/textures/patterns with paint and tools?</p>	<p>LQ: What are my favourite paint effects and how can I use them?</p>
<p>D.T</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>P.E</p>	<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p><u>LQ:</u> Can you move at a steady pace for a length of time?</p>	<p><u>LQ:</u> How do you change direction when travelling.</p>	<p><u>LQ:</u> How do you bounce a ball while moving?</p>	<p><u>LQ:</u> Can you travel with a ball in different ways?</p>	<p><u>LQ:</u> Can you jump for distance?</p>	<p><u>LQ:</u> Can you jump for height?</p>	<p><u>LQ:</u></p>
<p>PHSE</p>		<p><u>LQ:</u> What are my hopes and fears for this year and who can I ask for help?</p>	<p><u>LQ:</u> How can I help others feel that they belong?</p>	<p><u>LQ:</u> How can we make our class a safe and fair place to be?</p>	<p><u>LQ:</u> How can we make our class a safe and fair place to be?</p>	<p><u>LQ:</u> What are the rewards and consequences in our school and why do we need them?</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>
<p>French (N/A)</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>Music</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>Learning Environment in corridor displays</p>		<p>-Lighthouse keepers lunch display</p> <p>-Grace darling display</p> <p>RE display</p>						