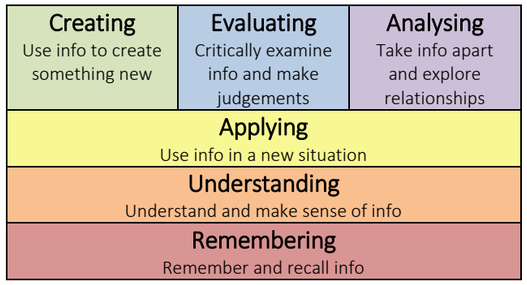
Eastry C of E Primary School Medium Term Plan: KS1 and KS2



Exceeding Skills

Expected Skills

Emerging Skills

Topic: Is there anybody out there – Earth & Space & UFO hoaxes
Term: 1
Hooks: Create a UFO hoax/Stargazing activity
Texts: The Jamie Drake Equation by Christopher Hill UFO Diary by Satoshi Kitamura & UFOs and Aliens: Investigating Extra-terrestrial Visitors – Extreme by Paul Mason

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	Different VIPER skills taught in conjunction with class reader and texts linking to our Earth and Space topic	Prediction/ retrieval/skimming/ inference/ explanation/context	characterisation/ inference explanation/ author's intent	vocabulary/prediction/ explanation/	explanation/prediction/ innovation/context	prediction/ summarising	retrieval/inference/ vocabulary	explanation/ vocabulary/ inference
Writing	- Plan writing by: -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by: -assessing the effectiveness of their own and others' writing -Proof-read for spelling and punctuation errors	Recounts LQ: What do we mean by a recount and what are the common features of recounts? Super sentence activities	Recounts LQ: How can we write a recount in a diary format? Super sentence stacking activities	Recounts LQ: Can we create a UFO hoax and write a convincing recount ? Super sentence activities	Autobiographies LQ: What is the difference between a biography and an autobiography? . Super sentence activities	Biographies LQ: How can we analyse different texts to find the key features of biographies? Super sentence activities	Biographies LQ: What information do we need to include in our own autobiographies? Super sentence activities	LQ: LQ: What information do we need to create an interesting biography of a famous British astronaut?
GPS	-Using adverbials of time, space and number, using commas correctly; using expanded noun phrases. -Creating a range of compound and complex sentences; recognising vocabulary and structures appropriate for formal speech and writing; using expanded noun phrases.	Recovery GPS 5 sessions:- 1.verbs, nouns, adjectives and adverbs 2. basic punctuation 3.pronouns 4. standard English 5.revision of the above	LQ: What is a comma and how do we use these to separate items in lists? What is a noun phrase and how do these improve our writing?	LQ: What is an adverbial and how do these create flow in our writing?	LQ: How can we use other punctuation for parenthesis?	LQ: How do we punctuate direct speech ?	**LQ:** What different types of sentences do we use in formal writing?	LQ How can we use expanded noun phrases to convey precise information?

			Spellings – differentiated					
Maths	1000s 100s 10s & 1s Numbers to 10,0000 Rounding to the nearest 10 Rounding to the nearest 100 Rounding to the nearest 10,100 & 1000 Numbers to 100,000 Compare and order numbers to 100,000 Round numbers within 100,0000 Numbers to a million Counting in 10s,100s,1000s,10 0000s & 100,0000s Compare & order nos, to 1million Round nos. to 1 million Negative numbers]Roman numerals to 1,000	Place Value LQ: How can we represent numbers up to 10,000 and how do we round numbers to the nearest 10,100 and 1000?	Place Value LQ: How know what each digit is worth in numbers up to 100,000 and how do we use this to compare numbers?	Place Value LQ: What do we mean by counting in powers of 10? How can we compare and round numbers to one million?	Place Value LQ: When do we use negative numbers? How do we use Roman numerals?	**Place Value** LQ: What about numbers to 100,000 and 1000,000?	**Place Value** Recovery LQ: Can we remember how to add and subtract correctly? How do we add and subtract correctly when we need to exchange?	**Place Value** Consolidation of term's learning & assessment
Science	Working scientifically:- -identifying scientific evidence that has been used to support or refute ideas or arguments -explore and talk about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. -recognize that scientific ideas change and develop over time. -draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. -read, spell and pronounce scientific vocabulary correctly.	LQ :What makes up the solar system & how can we remember the order of the planets?	LQ: What's it like on other planets in the solar system?	LQ: What evidence can we use to prove that the Earth and the moon are spherical in shape?	LQ: How can we explain how does the moon appear to be a different shape at different times of the month?	LQ: How can we use the idea of the Earth's rotation to explain day and night & the apparent movement across the sky	LQ: How can we use the movement of the sun to tell the time?	LQ: How does the length of shadows change over the course of the day?
RE	**Making sense of the text:** -Identify some different types of Biblical texts, using technical terms accurately -Explain connections between biblical texts and Christian ideas of God, using theological terms. **Understanding the impact:** -Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. -Show how Christians put their beliefs into practice in worship. **Making connections:** -Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	LQ :Who or what is God?	LQ: How do Christians know what God is like?	LQ: How do Christians respond to the idea of God as omnipotent, eternal etc?	LQ: How do Christians respond to the idea of God as omnipotent, eternal etc?	LQ: Why is it important that God is both holy and loving?	LQ: Can we create our own 10 commandments to make a difference in the world today?	LQ: What have we learnt about God being holy and loving?
Computing	-Be able to think critically about the information that I share online both about myself and others. - Know who to tell about upsetting online material - Be able to use the SMART rules as a source of guidance when online. -Be able to design a programme	Computing: Purple Mash	Computing: Purple Mash LQ: How can we create a story board or diagram for an	Computing: Purple Mash LQ: How can we design and write a programme that	Computing: Purple Mash LQ: Can we use number variables in 2Code?	Computing: Purple Mash	Computing: Purple Mash	Computing: Purple Mash LQ: What can we remember about keeping safe online?

	-Be able to create a code that conforms to create code that conforms to their design. - -Be able to explain how the program simulates a physical system. -be able to select the relevant features of a situation by using decomposition & abstraction. -Be able to select the relevant features of a situation to incorporate into their simulation by using decomposition and abstraction. -Be able to reflect upon the effectiveness of their simulation. Be able to explain what a variable is in programming. - Be able to set/change the variable values appropriately. -Know some ways that text variables can be used in coding. -Be able to create a game which has a timer and score pad. -Be able to use variables to control the objects in the game. - Children can create loops using the timer and If/else statements. -Children can include buttons and objects that launch windows to websites and programs. - Children can code a program that informs others.	LQ: What are the risks online & how can we protect ourselves?	algorithm for a space game ?	simulates a physical system?		LQ: Can we create a playable competitive game	LQ: How can we evaluate and improve our game?	
History	**<u>chronological understanding</u>** -know and sequence key events of time studied - Use relevant terms and period labels -Make comparisons between different times in the past	<u>LQ</u>: Where do the Vikings fit in the history of Great Britain?	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
Geography	<u>geography & enquiry skills</u> -Ask geographical questions -Use geographical vocabulary [i.e. temperature, transport, industry] -Use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids] -Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images] -Draw plans and maps at a range of scales [i.e. a sketch map of a locality] <u>locational knowledge</u> -locate main countries in Europe & North America. -Locate & name principal cities. -compare 2 different regions in UK -locate & name the main counties & cities in England. -linking with history compare land use maps of UK from past with the present. - Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	<u>LQ:</u>	<u>LQ:</u> Where were the Viking homelands and what were their key physical characteristics?	<u>LQ:</u> How can we use maps to identify the parts of the world to where the Vikings travelled? Pinpoint on maps places in the world that the Vikings travelled to.	<u>LQ:</u> Why did the Vikings settle in Jorvik? Explore why the geography of York – rivers, coastline etc was an attractive location for a Viking city.	<u>LQ:</u> What is modern York like?	<u>LQ:</u> How does modern York compare to the modern city of Oslo?	<u>LQ:</u> What have we learned about Viking travels?

	-develop use of geographical knowledge, understanding & skills to enhance locational & place knowledge **Geographical skills & fieldwork** -use maps, atlases, globes & Geographical skills and computer mapping(Google Earth) to locate countries& describe features studied -use the 8 points of a compass, 4 figure grid references, symbols & key (incl use of O.S.maps to build knowledge of UK past and present. Human & physical geography. -Be able to describe & understand key aspects of -physical geography incl coasts, rivers - distribution of natural resources Place knowledge - Understand geographical similarities and differences through the study of human & physical geography of a region In the UK, a region in a European country							
Art	NA	LQ: NA	LQ: NA	LQ: NA	LQ: NA	LQ: NA	LQ: NA	LQ: NA
D.T	**Designing-understanding users, contexts and Purposes** -describe purpose of product -indicate the design features of their products that will appeal to intended users -explain how particular parts of their products work **Designing - Generating, developing, modelling and communicating ideas-** -use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas Making - Planning -select tools and equipment suitable for the task -explain their choice of tools and equipment in relation to the skills and techniques they will be using -select materials and components suitable for the task Making – Practical skills and techniques -follow procedures for safety and hygiene -use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components -accurately measure, mark out, cut and shape materials and components -accurately assemble, join and combine materials and components **Technical Knowledge – Making products work** -how to use learning from science and maths to help design and make products that work -that materials have both functional properties and aesthetic qualities	LQ: How can we use our knowledge of the sun to create a sundial?	LQ: How can we design make and evaluate our own sun dials?	LQ: What were the design features of the Mars Curiosity Rover?	LQ: What will be our design criteria for our own motorised models of rovers?	LQ: Can we follow instructions to make a simple moveable chassis?	LQ: How can we incorporate a circuit including a motor?	LQ: Can we evaluate and improve our model? Does our model meet our design criteria?

	-that materials can be combined and mixed to create more useful characteristics -that mechanical and electrical systems have an input, process and output -the correct technical vocabulary for the projects they are undertaking how mechanical systems such as cams or pulleys or gears create movement -how more complex electrical circuits and components can be used to create functional products - how to reinforce and strengthen a 3D framework							
P.E	Coaches Skills to be advised by coaches	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
PHSE	-to understand : -why and how rules & laws that protect us & others are made & enforced. - that different rules are needed in different situations& and how to take part in making and changing rules -that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child - that these universal rights are there to protect everyone and have primacy both over national law and family and community practices -that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities - to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom -how to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others	LQ: What do I value most about my school? And what are my hopes for the year ahead?	LQ: What are my rights and responsibilities as a British citizen?	LQ: What are my rights and responsibilities as a British citizen and as a member of my school?	LQ: How do my actions affect me and others?	LQ: How do my actions affect others? contd from lesson 4	LQ: How does our school community benefit from a learning charter?	LQ: What have we learned from our term's work about our rights and responsibilities?
French	Reading -Read & understand some of the main points from a short text Recognise how cognates can help to understand new language. Writing -Write a few sentences using a model which are joined using simple conjunctions. Use 1st and 3rd person singular forms of familiar verbs. Speaking-Communicate by asking a wider range of questions.Understand and express simple opinions. Listening Pick out some of the main points from short spoken passages and/or conversations. Intercultural Understanding	LQ: How can we remember how to greet people and use classroom instructions?	LQ: What other greetings and vocabulary for instructions can we use? objects	LQ: How can we play a game to learn parts of the body?	LQ: How can we talk about our family – using the verb avoir?	LQ: What hobbles do we like/dislike?	LQ: What pets do we have and are they big or small?	LQ: Where do we live?

	Recognise similarities and difference between our everyday lives and those of others. Grammar Know how to make a sentence negative. Know that adjectives agree with the noun.							
Music	Term 2	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
Learning Environment in corridor displays	Earth and Space Display Recounts of hoaxes together with fact files of planets & pictures of DT learning							