

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

<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships	Exceeding Skills
<b>Applying</b> Use info in a new situation			
<b>Understanding</b> Understand and make sense of info			Expected Skills
<b>Remembering</b> Remember and recall info			Emerging Skills

Topic: How would YOU survive in the rainforest? (focus on Brazil and the Amazon rainforest)

Term: 1

Hooks: 'The Explorer' by Katherine Rundell : 4 children are lost in the Amazon jungle after a plane crash- will they survive?

Texts: The Explorer by Katherine Rundell, a range of information texts on Brazil and the Amazon rainforest, 'Inspire Curriculum' texts on the rainforest

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	VIPERS skills to be consistently taught and revisited throughout the term, on a daily basis, as part of reading skills lessons- not in isolation.	<b><u>VOCABULARY</u></b>	<b><u>INFER</u></b>	<b><u>PREDICT</u></b>	<b><u>EXPLAIN</u></b>	<b><u>RETRIEVE</u></b>	<b><u>SUMMARISE</u></b>	<b><u>VIPERS</u></b>
<b>Writing (Skills)</b>  I can create atmosphere, and integrate dialogue to convey character and advance the action-  I can proof read for spelling and punctuation errors to improve my work.  I can use some cohesive devices within and across sentences  I can identify the difference between formal and informal speech structures  I can identify and explain how noun phrases convey precise information  I can use co-ordinating and subordinating conjunctions  I can describe setting and characters	I can write for a range of purposes and audiences  I can use paragraphs to organise my ideas  I can select the appropriate form of writing after identifying the audience and purpose  I can draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning  <b>Letter writing /writing in role, story writing, explanation texts including persuasive texts</b>	LQs: What devices can an author use to provide a detailed description of setting?  Why is setting so important in the development of a story?	LQ: How can I write an effective description of setting, to engage my reader?  What information does an author provide to develop the characters in their story?  What devices do they use to tell the reader more about a character and create empathy?	LQ: How can I build reader empathy with a character I am describing in a 'dangerous/scary' situation?  How can I use speech and dialogue correctly to develop a character's traits?	LQs: What key information should I include in a letter to describe a particular character's thoughts and feelings?  What are the key conventions for writing an informal letter?  How do I organise and plan my ideas for an informal letter? How can I organise my ideas and select powerful vocabulary to provide character detail in a letter?  How can I identify ways to improve my own, and others, writing?	LQs: What do we know about adventure texts that may give us a clue to how it will end?  What are the key elements I need to include to plan an exciting ending to a story?  What devices can I use to create suspense in my writing?  What strategy could I use to add an additional element of excitement to my story?	LQs: How can I use information retrieved from a non-fiction text to participate in a debate?  How does the life of a Yanamamo child differ to your own?  Can I explain what deforestation means and how it affects the Amazon rainforest?  What features do I need to produce an effective explanation text?	LQ: How can I use poetry/rap to explain the consequences of deforestation, from a range of perspectives?  What persuasive language features can I use to explain the consequences of deforestation, from a range of perspectives?  How can I present information and ideas that will encourage others to make practical everyday choices about saving the rainforests?

<p><b>GPS</b></p> <p>Daily SATs formatted GPS questions used to target key expectations and ensure coverage</p> <p>(eg PiXL '3 in 3' activities)</p>	<p><b>Year 5 and 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</b></p> <p>I can identify a semi-colon, colons and dashes within a text and explain how they are used</p> <p>I can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction, mostly correctly</p> <p>I understand that an ellipsis is an omission of a word</p> <p>I can identify, understand and use key grammatical devices eg nouns, verbs, adverbs, adjectives, similes, metaphor, conjunctions, main clauses, subordinate clauses, conjunctions.</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p><b>Mixed GPS activities:</b></p> <p>Due to recent school closure, key focus is secure understanding of <u>key grammatical terms</u> eg <i>nouns, verbs, adverbs, adjectives etc</i></p> <p>(as identified in week one)</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p><u>Key focus</u></p> <p><b>Adjectives</b></p> <p><b>Similes</b></p> <p><b>Metaphor</b></p> <p><b>commas</b></p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p><b>Mixed GPS activities</b></p> <p>(targeted towards current assessed need)</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p><b>Mixed GPS activities</b></p> <p>(targeted towards current assessed need)</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p><b>Mixed GPS activities</b></p> <p>(targeted towards current assessed need)</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p><b>Mixed GPS activities</b></p> <p>(targeted towards current assessed need)</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p><b>Mixed GPS activities</b></p> <p>(targeted towards current assessed need)</p>
<p><b>Maths</b></p> <p>I can perform mental calculations, including with mixed operations and large numbers</p> <p><b>I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</b></p> <p>I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p><b>I can perform mental calculations, including with mixed operations and large numbers</b></p> <p>I can identify common factors, common multiples and prime numbers</p>	<p>I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit</p> <p><b>I can round any whole number to a required degree of accuracy</b></p> <p><b>I can use negative numbers in context, and calculate intervals across 0</b></p> <p><b>I can use my knowledge of the order of operations to carry out calculations involving the 4 operations.</b></p> <p>I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p>	<p>Numbers to 100,000</p> <p>Numbers to one million</p> <p>Numbers to ten million</p>	<p>Compare and order any number</p> <p>Round numbers to 10,100 and 1,000</p> <p>Round any number</p> <p>Place value-based arithmetic practise</p>	<p>Negative numbers (in context)</p> <p>Negative numbers (more abstract)</p> <p>Arithmetic practise</p>	<p>Add whole numbers with more than 4 digits</p> <p>Subtract whole numbers with more than 4 digits</p> <p>Inverse operations (addition and subtraction)</p> <p>Multi-step addition and subtraction problems</p> <p>Add and subtract integers</p>	<p>Multiply 4 digits by 1 digit</p> <p>Multiply 2 digits (area model)</p> <p>Multiply 2 digits by 2 digits</p> <p>Multiply 3 digits by 2 digits</p> <p>Multiply up to a 4 digit number by a 2 digit number</p>	<p>Divide 4 digits by 1 digit</p> <p>Divide with remainders</p> <p>Short division</p> <p>Division using factors</p> <p>Long division (1)</p>	<p>Long division (2)</p> <p>Long division (3)</p> <p>Long division (4)</p> <p>Factors</p> <p>Common factors</p>

<p>Science</p> <p>Living things and their habitats</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>LQ How can we classify living things?</p>	<p>LQ: How are plants classified?</p>	<p>LQ: How can we classify animals further?</p>	<p>LQ: How can I use identification keys to classify and sort plants?</p>	<p>LQ Classification – How can we classify trees?</p>	<p>LQ Can I describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals?</p>	<p><b>Recap and assessment</b></p> <div data-bbox="2442 241 2700 430" style="border: 1px solid black; padding: 5px;"> <p>I am able to make a key to classify plants.</p> </div> <div data-bbox="2442 430 2700 651" style="border: 1px solid black; padding: 5px;"> <p>I am able to identify scientific evidence that has been used to support or refute ideas or arguments.</p> </div>
<p>RE</p> <p>Creation and Science: Conflicting or complimentary?</p> <p>Key skills</p> <p>I can identify key ideas arising from my study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses.</p> <p>I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p>I can show understanding of why many Christians find science and faith go together</p>	<p>I can outline the importance of Creation on the timeline of the 'big story' of the Bible</p> <p>I can identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>I can take account of the context, suggest what Genesis 1 might mean, and compare my ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>I can make clear connections between Genesis 1 and Christian belief about God as Creator.</p>	<p>LQs:</p> <p>What is the sequence of the Creation story?</p> <p>How might Christians interpret and explain the Creation story?</p>	<p>LQ: Why was Genesis written?</p>	<p>LQ: What are the main ideas associated with Cosmology, Creation and Evolution?</p>	<p>LQ: How has the story of Creation influenced art and music?</p>	<p>LQ: How might reading Genesis 1 inspire Christians to care for the Earth and worship God?</p>	<p>LQ: What are Christians views on religion and science?</p>	<p>LQ: Creation and Science: Conflicting or complimentary?</p>

<p>Computing</p> <p>Internet safety and key editing and presentation skills</p>	<p>I can produce, format and save a word document or powerpoint presentation, using the appropriate editing icons eg</p> <p>Font size and style</p> <p>Borders</p> <p>Insert texts and pictures</p> <p>Insert media images and text from internet sources</p> <p>Use text boxes</p> <p>Insert and format new slide</p> <p>EXT: Create effects in powerpoint</p>	<p>n/a</p>	<p>LQ: Why is the internet important?</p> <p>How can it help us with our learning and knowledge of the world?</p>	<p><b>continued</b></p>	<p>LQ Which icons can I use on a toolbar to format my text and create a range of shapes and colour in a word document?</p> <p>(2 lessons)</p>	<p>(Aim to produce presentation on internet safety)</p> <p><b>continued</b></p>	<p>LQ: What are the key tools I can use in powerpoint to produce a clear and effective presentation?</p>	<p>Produce pp on internet safety</p> <p><b>continued</b></p>
<p>History</p>	<p><b>TERM 2</b></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><b>Brazil: How would YOU survive in the rainforest?</b></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Locate and name principal cities</p> <p>Learn about physical geography including coasts, rivers, rainforest and climate zones</p>	<p>Study human geography, including most popular exports, population, tourist attractions and compare and contrast with different countries</p> <p>Evaluate the impact of human influence on a global level as well as local</p> <p>Make comparisons between Brazil and a contrasting country (UK)</p>	<p><b>LQ:</b> What do we already know about South America (specifically Brazil) and where is it in the world?</p> <p>Where in the world is Brazil located and where are the main cities?</p> <p>How diverse is the landscape of Brazil?</p>	<p>LQ: What are the major cities in Brazil?</p> <p>What are the physical and human features of those cities?</p> <p>How do they compare to UK cities?</p> <p>What do you notice about the position/location of the main cities?</p>	<p>LQ: How does my typical day compare to that of a Brazilian child?</p> <p>Why are timings different for similar activities?</p> <p>What difficulties might a Brazilian street child experience in their everyday life?</p>	<p>LQ: How is the landscape of Brazil diverse?</p> <p>What physical contrast is evident across the country?</p> <p>How are natural resources and produce distributed?</p>	<p>LQs What are the climatic conditions associated with the rainforest?</p> <p>What is the global position of the rainforest vegetation belt?</p>	<p>LQs How are plants naturally arranged in the rainforest?</p> <p>Which natural resource are the plants fighting to reach?</p>	<p>LQs What is deforestation and how does it affect the rainforest?</p> <p>How is deforestation affecting the world globally?</p> <p><b>EXT question:</b></p> <p><b>How much longer will it be before ALL the world's forests have disappeared, if deforestation continues at this rate?</b></p> <p>What can I do as an individual to stop the rainforests being destroyed?</p>

Art	<u>TERM 2</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
D.T Building Bridges			LQ: How do different types of bridges work to support weight?	LQ: How can I select the appropriate structure and materials to build a bridge that will support a specific weight?		LQ How can I build a bridge to hold maximum weight with minimum resources?  PLAN AND EXPERIMENT  2 sessions	BUILD	LQ: How could I improve my bridge?  What did not work?  Was it effective?
P.E	<u>ELITE</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
PHSE	JIGSAW RECOVERY CURRICULUM  Coming together again	Coronavirus	Belonging and feeling safe at school again  Reconnecting with friends	Being positive and looking forward  Managing worries and fears	Gifts of gratitude  Loss- Bereavement	The Year Ahead	Unexpected Changes	Recap and revisit
French	<u>TERM 2</u>							
Music	Appreciate and understand recorded music drawn from different countries, traditions or cultures.			Listen to and attempt to recreate Rio carnival samba rhythms using instruments or clapping	(throughout the term within topic lessons)			
Learning Environment in corridor displays	Rio de Janeiro display with some children's learning				RAINFOREST DISPLAY			