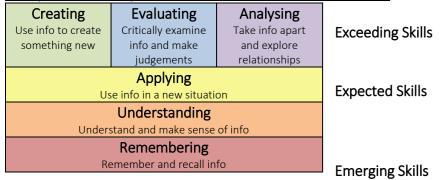
Eastry C of E Primary School Medium Term Plan: KS1 and KS2



Democracy	
Rule of law	
Culture and religion	
Mutual respect	
Individual liberty	

Topic: Why are Julia Donaldson's books so popular?

Term: 1

Hooks: Postcard from Stick Man, searching for the Gruffalo

Texts: Stick Man, The Gruffalo, Room on the Broom (all other Julia Donaldson books to be read throughout)

Area of Learning	Skill/ Small steps	Week 1 30/09	Week 2 06/09	Week 3 13/09	Week 4 20/09	Week 5 27/09	Week 6 04/10	Week 7 11/10	Week 8 18/10
	Word reading:oSound outmost singleletterphonemesand able toidentifycommondiagraphs andsome voweldiagraphs andtrigraphs.oI ambeginning toblend simpleCVC, CVCC,CCVC words.oI am learningnew GPCsI am learningoI can readmost commonexceptionwords fromEYFS andsome fromthe Y1 POSCompretension:ooI know a fewfamiliarstories and Ican recallsome events.oI can usepictures andtexts toidentitymeaning,	LQ: RWI assessments	LQ: RWI	LQ: RWI	L <u>Q:</u> RWI	LQ: RWI	LQ: RWI	L <u>Q:</u> RWI	LQ: RWI

WIGHE		Can I write my name?	words?		the Gruffalo?	story of the Gruffalo?	Can I write my version of the Gruffalo?
Writing	<u>Composition</u>	LQ: assessment	LQ: What are rhyming	LQ: What is a postcard?	LQ: Do I know the story of	LQ: Can I change the	LQ: Assessment
	experience.						
	with my own						
	can find a link						
	prompted I						
	o When						
	, clearly.						
	doesn't say so						
	even if it						
	in the text,						
	is happening						
	doing, or what						
	characters are						
	what the main						
	understand						
	sometimes						
	o I can						
	predictions						
	make simple						
	or read to						
	already heard						
	stories I have						
	o I can use						
	Making inferences:						
	story, in a simple way.						
	story, in a						
	 I can say what I like about a 						
	the features.						
	tales and I know some of						
	traditional tales and I						
	with traditional						
	 I am familiar with 						
	rhyme.						
	sounds						
	that some						
	understand						
	is and						
	what a poem						
	 I recognise 						
	words mean.						
	 I can ask what unfamiliar 						
	stories.						
	familiar						
	reading of						
	with group						
	o I can join in						
	about.						
	what it is						
	understand						
	help me						
	use these to						
	of a book and						
	the features						
	o I understand						
	features.						
	some simple						
	o I can discuss						

<u>n of</u>	LQ: Is there Room on the Broom?	LQ: Who else is on the broom?

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	 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 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. Handwriting 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 hand writing families, practising letters which belong to their family. I can form the digits O-9 and can form some capital letters, although not reliably. 	Can I write a sentence about me?	Follow Ruth Miskin Story time planning What do you like most about the story? What are rhyming words? How might Stick Man be feeling? What could Stick Man do? 	Starter: vocabulary time from Ruth Miskin planning Receive a postcard from Stick Man – WOW moment. Features of a postcard – Stick Man's address. Chn to write a sentence back. → include a word from vocabulary time Rhyming phrase 	 Retelling the story, talk for writing, story map Describe the Gruffalo What do the characters say? 	 Create a new character – label with adjectives New rhyming phrase – who else lives in the deep dark wood? 	
GPS – for spelling see Reading and RWI	 Writing in a book Spacing – space 		LQ: Are you ready to write?	LQ: How do I punctuate sentences?	LQ: How do I punctuate sentences?	LQ: What is a noun? What is a verb?	LQ: What is a noun? What is a verb?
	sixes, spacing letters and words		o Writing in a book	Capital lettersFull stops	Capital lettersFull stops	o Nouns o Verbs	o Nouns o Verbs

1	Calls - S		Chamban and a should be the
		Ruth Miskin story	Starter: vocabulary time
	time pla	nning	from Ruth Miskin
		Dhu uu i	planning
	0	, 0	
		phrases	 What animals
	0		would you let
		sentences	on the broom?
	LO: Whe	en do you use	LQ: When do you use
	capital le		capital letters?
	<u></u>		

	 Using upper and lower case letters How to use capital letters How to use full stops Recognising sentences Word classes – nouns, verbs 		Spacing – sizes, letters and words	o Recognising sentences	o Recognising sentences	 Nouns and verbs in sentences 	 Nouns and verbs in sentences
Maths	 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 	LQ: Baseline assessment Writing numbers to 10/20 Counting objects	LQ: Sorting and counting objects to 10 • Sorting up tp 10 objects • Count objects to 10 • Count objects from a group of 10 • Represent up to 10 objects • Represent numbers to 10 • Sorting up tp 10 • Count objects from a group of 10 • Represent numbers	LQ: Counting forwards and backwards to 10, finding one more and one less Count forwards to 10 Count backwards from 10 Count one more for numbers within 10 Count one less for numbers within 10 Counting activity 	LQ: Comparing objects and numbers within 10 One to one correspondence Compare up to 10 objects Introduce <,> and = for numbers within 10 Compare numbers within 10 Comparing activity 	LQ: Ordering objects and numbers to 10 • Order up to 10 objects • Order numbers up to 10 • Ordinal numbers • The number line from 0 to 10	LQ: Part-part whole • Introducing parts and wholes • Parts and whole activity • Part-whole mode (images) • Part-whole mode • Addition symbol
Science	Seasons: Observe change across the four seasons Observe and describe weather associated with the seasons and how day length varies.	LQ: What are seasons? End of summer walk	LQ: What is your favourite season? Why? Create a weather chart together to track	LQ: What happens to nature in the different seasons? Early Autumn walk Look at trees, flowering plants, number of animals, other changes	LQ: How much wind is there in the different seasons?	LQ: How much wind is there in the different seasons?	

	 Recognising and 	 Recognising and
	forming capital	forming capital
	letters	letters
	o Capital letters	 Capital letters
	for days of the	for days of the
	week	week
	o Capital letters	o Capital letters
	for moths	for moths
	 Writing the date 	 Writing the date
	Capital letters for names	Capital letters for names
	of people	of people
	LQ:	LQ:
	Introduction to addition	Addition
	and number bonds	, addition
ts		 Addition – adding
15	 Fact families – 	
_		together
e	addition facts	 Addition – adding
	• Find number bonds	more
del	for numbers within	 Addition – using
	10	bonds
del	o Systematic methods	 Finding a part
bl	for number bonds	
	o Number bonds to 10	
	o Compare number	
	bonds	
	50103	
	<u>LQ:</u>	LQ: Revisit: What
	<u>LQ:</u>	LQ: Revisit: What happens to nature in the
	<u>LQ:</u>	happens to nature in the
	<u>LQ:</u>	
	<u>LQ:</u>	happens to nature in the different seasons?
	<u>LQ:</u>	happens to nature in the different seasons? Can they spot any
	<u>LQ:</u>	happens to nature in the different seasons?
	<u>LQ:</u>	happens to nature in the different seasons? Can they spot any
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	<u>LQ:</u>	happens to nature in the different seasons? Can they spot any
	<u>LQ:</u>	happens to nature in the different seasons? Can they spot any

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RE	° Identify what	LQ: Introduction: What	LQ: What is a parable?	LQ: What can we learn	LQ: How do Christians	LQ: What do Christians	LQ: What can I lean about	<u>LQ:</u>
	a parable is.	do Christians believe		from the parable of the	show that they believe	do to show their belief in	the parable of the Lost	
	 Tell the story 	God is like?		Lost Son?	that God is loving and	God?	Son for myself?	
	of the Lost	Initial thoughts			forgiving?			
	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							
	of now Christians							
	christians show their							
	belief of God							
	as loving and							
	forgiving.							
	° Give an							
	example of							
	how Christains							
	put their							
	beliefs into							
	practice in							
	worship.							
	° Think, talk and							
	ask what they							
	can take from							
	the story.							
Computing	 To login safely 	LQ: How do I log in?	LQ: How can I save my	LQ: How do you navigate	LQ: Why do I need to log	LQ: How can we find data	LQ: Can we create a class	LQ: How can we record
	with their own	o To log in safely.	work?	purple mash?	out?	in pictures?	pictogram?	<u>results?</u>
	logins and	o To start to understand	o To learn how to find	o To become familiar		o Children can	o Children can	o Children can
	understand why	the idea of	saved work in the	with the types of	o To explore the Tools	discuss and	contribute to a class	collect data
	that is important.	'ownership' of their	Online Work area and	resources available in	section of Purple Mash	illustrate the	pictogram	from rolling a
	o To start to	creative work.	find teacher	the Topics section.	and to learn about the	transport used	o Children can discuss	die 20 times and
	understand the		comments.	o To become more	common icons used in	to travel to	what the pictogram	recording the
	idea of 'ownership'	Project evolve – privacy	o To learn how to search	familiar with the icons	Purple Mash for Save,	school	shows	results
	of their creative	and security	Purple Mash to find	used in the resources	Print, Open, New.	o Children can	Project evolve – online	o Children can
	work.	I can explain how	resources.	in the Topics section.	o To explore the Games	contribute to	relationships	represent the
				• To start to add pictures	section on Purple	the collection of	I can explain why it is	results as a
	 To save their work 	passwords are used to				1		
		passwords are used to protect information,	Project evolve – privacy	and text to work.	Mash.	class data.	important to be	pictogram
	o To save their work		Project evolve – privacy and security	and text to work.	Mash. o To understand the	class data. o Children have	important to be considerate and kind to	pictogram
	 To save their work to their My Work 	protect information,		and text to work. Project evolve – privacy				pictogram Project evolve – online
	 To save their work to their My Work area and 	protect information,	and security	Project evolve – privacy	o To understand the	o Children have	considerate and kind to	Project evolve – online
	 To save their work to their My Work area and understand that 	protect information,	and security I can recognise more	Project evolve – privacy and security	 To understand the importance of logging 	o Children have used these illustrations to	considerate and kind to people online and to	<u>Project evolve – online</u> <u>relationships</u>
	 To save their work to their My Work area and understand that this is their space. 	protect information,	and security I can recognise more detailed examples of information that is	Project evolve – privacy and security I can explain why it is	 To understand the importance of logging out when they have 	 Children have used these illustrations to create a simple 	considerate and kind to people online and to	Project evolve – online relationships I can explain why things
	 To save their work to their My Work area and understand that this is their space. To learn how to find their saved 	protect information,	and security I can recognise more detailed examples of information that is personal to someone	Project evolve – privacy and security I can explain why it is important to always ask a	 To understand the importance of logging out when they have finished. 	o Children have used these illustrations to create a simple pictogram	considerate and kind to people online and to	Project evolve – online relationships I can explain why things one person finds funny
	 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 	protect information,	and security I can recognise more detailed examples of information that is personal to someone (e.g where someone	Project evolve – privacy and security I can explain why it is important to always ask a trusted adult before	 To understand the importance of logging out when they have finished. Project evolve – online 	o Children have used these illustrations to create a simple pictogram <u>Project evolve – online</u>	considerate and kind to people online and to	Project evolve – online relationships I can explain why things one person finds funny or sad online may not
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	 logging out when they have finished. Children can discuss and illustrate the transport used to travel to school. Children can contribute to the collection of class data. Children have used these illustrations to create a simple pictogram Children can discuss what the pictogram shows 				explain why this is important.	
History	Chronological understanding:oOrder a set of eventsoUse a timeline to place important events.oUse words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born. When my parents/carers were youngOrganisation and communication:ooSort events or objects into groups (i.e. then and now.)oUse timelines to order events or objects.oTell stories about the past.oTalk, write and draw about things from the past.	LQ: Who is your family?	LQ: Who is your family? Pictures of family to be brought in for display on working wall	LQ: Can we label our family on a family tree diagram?	LQ: Can I create a timeline of my life?	

<u>LQ:</u>	<u>LQ:</u>

P.E • Copies and gread and gre							
P.E • Copes and explores and gives of at or the work of an attR1 ton ask questions about apiese of at or the explores and make products • Use a range of materials of at or the explores and make products • Use a range of materials of use and gives of at or to deelog and make products • Use subjure to deelog and make products • Use subjure to deelog and make and gives • Use subjure to deelog and make products • Use subjure to deelog and make products • Use subjure to deelog and make products • Use subjure to deelog and make and and to deelog and the explores basis movements and basis products • Use How can i show the thanging seasons through dance2 Use H	Geography	to recognise landmarks e.g. the church / school? o Can I begin to use a globe / atlas / google earth to locate countries and features studied e.g. seas or					
explores basic movements and body patterns.changing seasons through dance?changing seasons through d	Art	 what I can see and give an opinion about the work of an artist I can ask questions about a piece of art O Use a range of materials creatively to design and make products O Use sculpture to develop and share their ideas, experiences and imagination O Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form 					LQ: Can we create our of sculpture inspired by An Goldsworthy? Use natural materials – sticks Put in forest school? Can they follow their pla Peer review and self rev
o Links patterns patterns by improvising patterns simple movement simple movement movements to movements to movements to simple movement simple movement	P.E	explores basic movements and body patterns. • Remembers simple movements and dance steps. • • Links	changing seasons through dance?WinterTo develop balance and co-ordination.To perform dances using simple movement	changing seasons through dance?SpringTo develop balance and co-ordination.To perform dances using simple movement	changing seasons through dance? Summer To develop balance and co-ordination. To perform dances using simple movement patterns	changing seasons through dance?SummerTo develop balance and co-ordination. To perform dances using	LQ: How can I show the changing seasons through dance? Autumn To develop balance a co-ordination. To perform dances us simple movement

<u>-Q:</u>	<u>LQ:</u>	<u>LQ:</u>
Q: Can we create our own sculpture inspired by Andy Goldsworthy? Use natural materials – sticks Put in forest school? Can they follow their plan? Peer review and self review		
LQ: How can I show the changing seasons	LQ: How can I show the changing seasons through	<u>LQ:</u>
through dance?	dance?	
Autumn	Autumn	
To develop balance and co-ordination. To perform dances using simple movement	To develop balance and co-ordination. To perform dances using simple movement patterns with changes of	

		sounds and music. o Use movements to		individually and with a partner. • To improvise and	others when working in a group. • To show awareness of	patterns by mirroring the actions of a partner.To understand	patterns of a traditions tyle of dance.
Index should be rights and responsibilities of a class intermember of a class intermember of a class. Understand that there is the responsibilities of the responsibilities with there class a class of phone - label of the responsibilities of the responsibilities with there class a class phone - label of the responsibilities with there class a class phone - label of the responsibilities with there class a class phone - label of the responsibilities with there class a class phone - label of the responsibilities with there class a class phone - label of the responsibilities with there class a class phone - label of the responsibilities with there class a class phone - label of the responsibilities with there class a class phone - label of the responsibilities with there class a class phone - label of the responsibilities with the response the re					-		steady beat to perfo traditional style of dance.
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