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			Expected Skills
Understanding Understand and make sense of info			
Remembering Remember and recall info			Emerging Skills

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
Reading	Word reading: ○ 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 Comprehension: ○ I know a few familiar stories and I can recall some events. ○ I can use pictures and texts to identity meaning,	LQ: RWI assessments	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI

	○ I can discuss some simple features. ○ I understand the features of a book and use these to help me understand what it is about. ○ 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. **Making inferences:** ○ 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	**Composition**	**LQ: assessment** Can I write my name?	**LQ: What are rhyming words?**	**LQ: What is a postcard?**	**LQ: Do I know the story of the Gruffalo?**	**LQ: Can I change the story of the Gruffalo?**	**LQ: Assessment** **Can I write my version of the Gruffalo?**	**LQ: Is there Room on the Broom?**	**LQ: Who else is on the broom?**

	○ 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 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.	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? ○		Follow Ruth Miskin story time planning ○ Rhyming phrases ○ Simple sentences	Starter: vocabulary time from Ruth Miskin planning ○ What animals would you let on the broom?
GPS – for spelling see Reading and RWI	○ Writing in a book ○ Spacing – space sixes, spacing letters and words		<u>LQ: Are you ready to write?</u> ○ Writing in a book	<u>LQ: How do I punctuate sentences?</u> ○ Capital letters ○ Full stops	<u>LQ: How do I punctuate sentences?</u> ○ Capital letters ○ Full stops	<u>LQ: What is a noun? What is a verb?</u> ○ Nouns ○ Verbs	<u>LQ: What is a noun? What is a verb?</u> ○ Nouns ○ Verbs	<u>LQ: When do you use capital letters?</u>	<u>LQ: When do you use capital letters?</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	○ Recognising sentences	○ Recognising sentences	○ Nouns and verbs in sentences	○ Nouns and verbs in sentences	○ 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	○ 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
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	<u>LQ: Baseline assessment</u> Writing numbers to 10/20 Counting objects	<u>LQ:</u> **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	<u>LQ:</u> **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	<u>LQ:</u> **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	<u>LQ:</u> **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	<u>LQ:</u> **Part-part whole** ○ Introducing parts and wholes ○ Parts and whole activity ○ Part-whole model (images) ○ Part-whole model ○ Addition symbol	<u>LQ:</u> **Introduction to addition and number bonds** ○ Fact families – addition facts ○ Find number bonds for numbers within 10 ○ Systematic methods for number bonds ○ Number bonds to 10 ○ Compare number bonds	<u>LQ:</u> **Addition** ○ Addition – adding together ○ Addition – adding more ○ Addition – using bonds ○ Finding a part
Science	<u>Seasons:</u> ○ Observe change across the four seasons ○ Observe and describe weather associated with the seasons and how day length varies.	<u>LQ: What are seasons?</u> End of summer walk	<u>LQ: What is your favourite season? Why?</u> Create a weather chart together to track	<u>LQ: What happens to nature in the different seasons?</u> Early Autumn walk Look at trees, flowering plants, number of animals, other changes	<u>LQ: How much wind is there in the different seasons?</u>	<u>LQ: How much wind is there in the different seasons?</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ: Revisit: What happens to nature in the different seasons?</u> Can they spot any changes?

RE	◦ 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 Christains put their beliefs into practice in worship. ◦ Think, talk and ask what they can take from the story.		LQ: Introduction: What do Christians believe God is like? Initial thoughts	LQ: What is a parable?	LQ: What can we learn from the parable of the Lost Son?	LQ: How do Christians show that they believe that God is loving and forgiving?	LQ: What do Christians do to show their belief in God?	LQ: What can I lean about the parable of the Lost Son for myself?	LQ:
Computing	○ 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		LQ: How do I log in? ○ To log in safely. ○ To start to understand the idea of 'ownership' of their creative work. Project evolve – privacy and security I can explain how passwords are used to protect information, accounts and devices.	LQ: How can I save my work? ○ 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. Project evolve – privacy and security I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).	LQ: How do you navigate purple mash? ○ 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. Project evolve – privacy and security I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	LQ: Why do I need to log out? ○ 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. Project evolve – online relationships I can give examples of when I should ask permission to do something online and	LQ: How can we find data in pictures? ○ 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 Project evolve – online relationships I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).	LQ: Can we create a class pictogram? ○ Children can contribute to a class pictogram ○ Children can discuss what the pictogram shows Project evolve – online relationships I can explain why it is important to be considerate and kind to people online and to respect their choices	LQ: How can we record results? ○ Children can collect data from rolling a die 20 times and recording the results ○ Children can represent the results as a pictogram Project evolve – online relationships I can explain why things one person finds funny or sad online may not always be seen in the same way by others.

	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: ○ Order a set of events ○ Use a timeline to place important events. ○ Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young Organisation and communication: ○ Sort events or objects into groups (i.e. then and now.) ○ Use timelines to order events or objects. ○ Tell stories about the past. ○ Talk, write and draw about things from the past.	LQ:	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?		LQ:	LQ:

Geography	○ Can I begin to recognise landmarks e.g. the church / school? ○ Can I begin to use a globe / atlas / google earth to locate countries and features studied e.g. seas or rivers?		LQ: Where does Stick Man travel to?	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
Art	○ I describe what I can see and give an opinion about the work of an artist I can ask questions about a piece of art ○ Use a range of materials creatively to design and make products ○ Use sculpture to develop and share their ideas, experiences and imagination ○ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		LQ:	LQ: Can you create your own Stick Man?	LQ:	LQ:	LQ: 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:	LQ:
P.E	○ Copies and explores basic movements and body patterns. ○ Remembers simple movements and dance steps. · ○ Links movements to		LQ: How can I show the changing seasons through dance? Winter To develop balance and co-ordination. To perform dances using simple movement patterns	LQ: How can I show the changing seasons through dance? Spring To develop balance and co-ordination. To perform dances using simple movement patterns by improvising	LQ: How can I show the changing seasons through dance? Summer To develop balance and co-ordination. To perform dances using simple movement patterns by showing awareness of	LQ: How can I show the changing seasons through dance? Summer To develop balance and co-ordination. To perform dances using simple movement	LQ: How can I show the changing seasons through dance? Autumn To develop balance and co-ordination. To perform dances using simple movement	LQ: How can I show the changing seasons through dance? Autumn To develop balance and co-ordination. To perform dances using simple movement patterns with changes of	LQ:

	sounds and music. ○ Use movements to communicate feelings.			individually and with a partner. • To improvise and create movements with a partner.	others when working in a group. • To show awareness of others when Working in a group	patterns by mirroring the actions of a partner. • To understand mirroring and use this with a partner.	patterns of a traditional style of dance. • To keep in time with a steady beat to perform a traditional style of dance.	speed and shape to represent an object. • To Vary the shape and speed of my movements to represent an object.	
PHSE	**Knowledge:** · Understand the rights and responsibilities of a member of a class · Understand that their views are important · Understand that their choices have consequences · Understand their own rights and responsibilities with their classroom **Social and emotional skills:** · Understanding that they are special · Understand that they are safe in their class · Identifying helpful behaviours to make the class a safe place · Identify what it's like to feel proud of an achievement · Recognise feelings associated with positive and negative consequences · Understand that they have choices **Questions for family learning** · What do you do in class to help other children? · What do you do to help your teacher? · What does it feel like to be safe? · Can you tell me something you were really proud of? How did it make you feel 'inside'? · What sort of things does your teacher say or do when they are pleased? · What choices can you make to be helpful and kind in school and at home? · What are the Jigsaw Friends in your		LQ: How can I help others feel welcome?	LQ: How can we try and make our school a better place?	LQ: How can we make our classroom a safe place to learn?	LQ: How do we show we care about each other?	LQ: How can I work well with others?	LQ:	LQ:

	class called? How are the Jigsaw Friends used in your Jigsaw lessons? · Can you tell me about Calm Me time?								
Music	○ To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ○ ● To know that music has a steady pulse, like a heartbeat ○ Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ○ ● Learn to start and stop singing when following a leader. ○ Improvisation ○ ● Choose a song they have learnt from the Scheme and perform it. ○ ● They can add their ideas to the performance. ○ ● Record the performance and say how they were feeling about it.	LQ:	LQ: Can I learn a song?	LQ: Can I learn the lyrics and instrumental?	LQ: Can I improvise to a familiar song?	LQ: Can I perform a familiar song?	LQ: How can I perform a song?	LQ: Can I perform to an audience? Discuss how it made them feel	LQ:
Learning Environment in corridor displays		Begin creating Julia Donaldson display	Begin adding leaves to achievement tree						