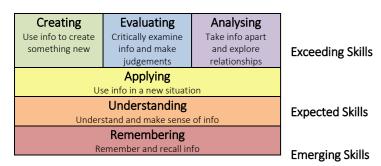
## Eastry C of E Primary School Medium Term Plan: KS1 and KS2





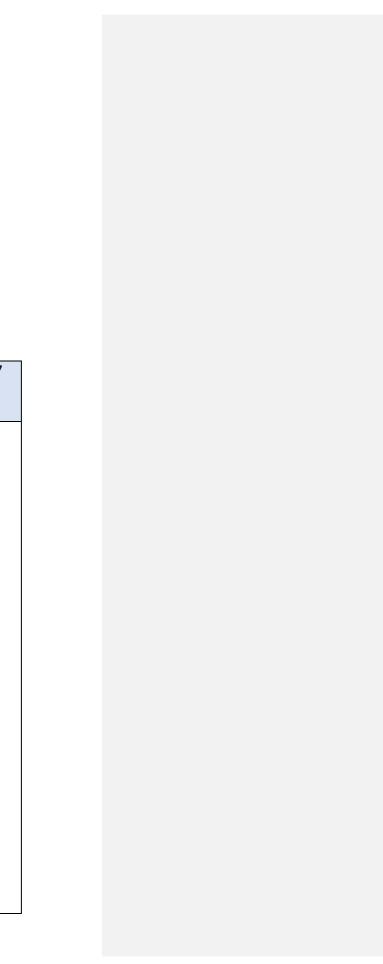
Topic: How do people celebrate?

Term: 2

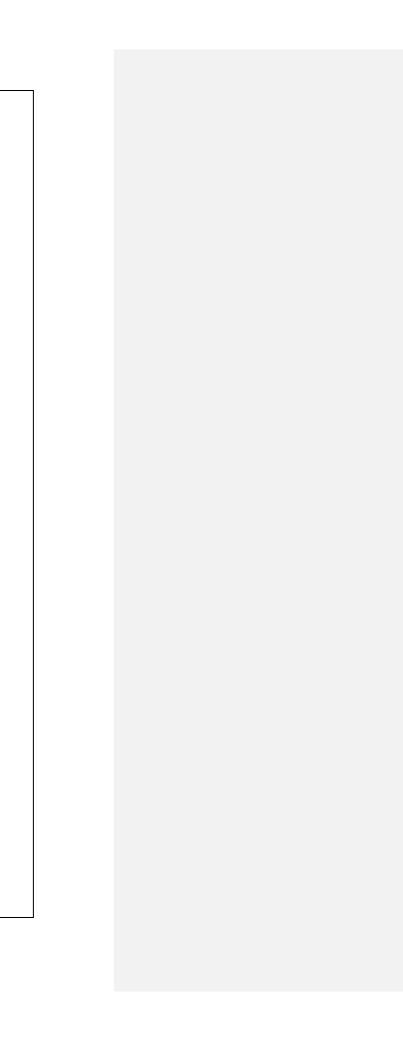
Hooks: What can you tell me about celebrations?

Texts: Charlie and Lola – This is actually my party, Kipper's Birthday, Dogger, Winnie the Pooh

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
		Birthday	Recipes	Invitations	Instructions	Thank - you	Toys	
		Dirtitiday	Recipes			Thank - you		
Reading	Word reading:	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI
	<ul> <li>Sound out most</li> </ul>							
	single letter							
	phonemes and able							
	to identify common							
	diagraphs and some							
	vowel diagraphs and							
	trigraphs.							
	<ul> <li>I am beginning to</li> </ul>							
	blend simple CVC,							
	CVCC, CCVC words.							
	<ul> <li>I am learning new</li> </ul>							
	GPCs and can read							
	GPCs within known							
	words with							
	increasing accuracy.							
	o I can read most							
	common exception							
	words from EYFS and							
	some from the Y1 POS							
	o I can use my phonic							
	knowledge to sound							
	out a growing range							
	of							
	diagraphs/triagraphs,							
	split diagraphs							
	o I can sound out							
	graphemes for all							
	40+ phonemes							
	<ul> <li>I am learning a wider</li> </ul>							
	range of alternative							
	graphemes.							
	<ul> <li>I can recognise</li> </ul>							
	familiar words in							



simple texts and					
ready many CEW					
o I am learning to					
check that what I am					
reading makes sense.					
Comprehension:					
o I know a range of					
familiar stories and I					
can talk about main					
events.					
<ul> <li>I know what the title</li> </ul>					
says and means					
o I can use my					
knowledge of texts					
that I have read to					
answer questions.					
o I can recognise the					
difference between a					
story and an					
information text.					
o I understand the					
familiar structure in					
certain stories and I					
can join in with					
repeated language.					
o I can use my					
knowledge of texts					
to support reading					
unfamiliar words,					
and sometimes					
remember them the					
next time I come					
across them.					
o I can guess what new					
words mean, using					
clues from my					
teacher.					
o I understand					
rhyming words and					
how they can be					
used in poems.					
o I know a few					
traditional tales very					
well and I know the					
key characteristics.					
Making inferences:					
o I am beginning to					
understand how the					
characters have an					
impact on the main					
events in a story.					
o I know the simple					
structure of texts I am					
reading and can make					
predictions					
o I understand the feelings of the main					
characters within a					
story and can link this					
to my own experiences.					
to my own experiences.		1	1	1	



Writing	Composition	LQ: Can I create a freeze	LQ: What do you need to	LQ: Can I write a guest list?	LQ: Can I write instructions	LQ: Can I write a thank you	LQ: Can I write about a time	LQ: Can I find answers to
		frame and caption it?	create a recipe?	Can I write an invitation?	for how to make my healthy	letter?	I lost a toy?	questions using the text and
	<ul> <li>With prompting, I can</li> </ul>				jelly?			pictures?
	say out loud what I am	Charlie and Lola – This is				Assessment	Dogger – writing a recount	
	going to write about	actually my party!	Can you write a shopping list	Kipper's Birthday	Look at different fruits and		of when they lost a toy.	Winnie the Pooh
	o In a group, I compose a		for Miss Thomas?		taste test.	Capital letters for names		
	sentence orally before	Freeze frame	(cupcakes)	Write a guest list – capital				
	writing it. My teacher		To write sentences asking	letters for names	Going to make a healthy	How do you start and end a		
	helps me compose my	Captions	for what they would like		jelly – how do we make it?	letter?		
	own sentence out loud.		from the shop. Focus on	Invitation – what does an	What will we need?			
	<ul> <li>With guidance or in a</li> </ul>	Using exclamation marks –	capital letters and full stops	invitation need to include –				
	group, I can put events	GD only	and writing it in the list	date, time, place	Hold a sentence			
	of a short story in		format.					
	order; we write							
	sentences to sequence		Features of a recipe					
	the story.							
	o In a group, we are		How to write a shopping list					
	learning to read back		Recipe for cupcakes					
	what we have written		Necipe for cupcakes					
	to check it makes							
	sense. My teacher							
	helps me to do this.							
	o Together, we read our							
	writing aloud.							
	Sometimes I read my							
	writing aloud to the							
	teacher.							
	<ul> <li>We talk about our</li> </ul>							
	shared writing							
	together. My teacher							
	talks about my own							
	writing with me.							
	o I write simple							
	structures which							
	recount an event from							
	my experience.							
	<u>Handwriting</u>							
	<ul> <li>I sit correctly and am</li> </ul>							
	gaining better control							
	of my pencil when I							
	write.							
	o I begin to form lower							
	case letters in the							
	correct direction,							
	starting and finishing in							
	the correct place.							
	<ul> <li>I am learning and</li> </ul>							
	practising more handwriting families							
	-							
	and can choose some							
	of these letters by							
	myself.							
	<ul> <li>I can form many capital</li> </ul>							
	letters correctly and							
	mostly form the digits							
	0-9.							
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nd	
	<b>Commented [s3]:</b> What is the writing skill you are focusing on?
	<b>Commented [s2]:</b> What about for your children who can write sentences?
	<b>Commented [s1]:</b> Will all children be ready for this? Will
	some just look at capital letters and fullstops?

GPS	<ul> <li>Spacing – space sixes, spacing letters and words</li> </ul>	LQ: Why do names have a capital letter?	LQ: What is a capital letter and where do I put a full	LQ: What is an adjective?	LQ: What is a noun?	LQ: What is an exclamation mark?	LQ: Why do days and months have a capital	LQ: What is a verb?
	<ul> <li>Using upper and lower case letters</li> <li>How and when to use capital letters</li> <li>How to use full stops</li> <li>Recognising sentences</li> <li>I can use a question mark</li> <li>I can use an exclamation mark</li> <li>Word classes – nouns, verbs,</li> </ul>		stop?	What is a question mark?			letter?	
Maths	adjectives Number system:	LQ: Number bonds within and to						
	<ul> <li>I can count across 10 to 50, forwards and backwards, beginning from 0 or 1 or from any given number.</li> <li>I can count, read and write numbers to 20</li> <li>I know one more/less for numbers to 10</li> <li>I can identify and represent numbers using objects and use the language more/less</li> <li>I can read and write numbers from 1 to 10 in numerals and words</li> <li>Addition and Subtraction:         <ul> <li>I know that addition is the total of two sets and that subtraction is taking away and finding out how may are left.</li> <li>I can use addition facts to 10 to determine related subtraction facts.</li> <li>I can subtract 2 1 digit numbers</li> <li>I am beginning to work out the value of a missing number.</li> </ul> </li> <li>Properties of Shapes:         <ul> <li>I can recognise and name 2-D shapes</li> </ul> </li> </ul>	10 • Find number bonds for numbers within 10 • Systematic number bonds within 10 • Number bonds to 10 • Compare number bonds	Addition • Addition – adding together • Addition – adding more • Addition – using bonds • Finding a part	Subtraction – taking away – crossing out Subtraction – taking away – using the symbol Subtraction – find a part Fact families – the 8 facts Subtraction counting back	Subtraction finding the difference O Comparing addition and subtraction statements	Shapes <ul> <li>Recognise and name 3-D shapes</li> <li>Sort 3-D shapes</li> <li>Recognise and name 2-D shapes</li> <li>Sort 2-D shapes</li> <li>Patterns with 2-D and 3-D shapes</li> </ul> End of unit assessment	<ul> <li>Numbers to 20</li> <li>Count forwards and backwards and write numbers to 20</li> <li>Numbers from 11 to 20</li> <li>Tens and ones</li> <li>Count one more, one less</li> </ul>	Comparing numbers of objects o Compare numbers o Order groups of objects o Order numbers

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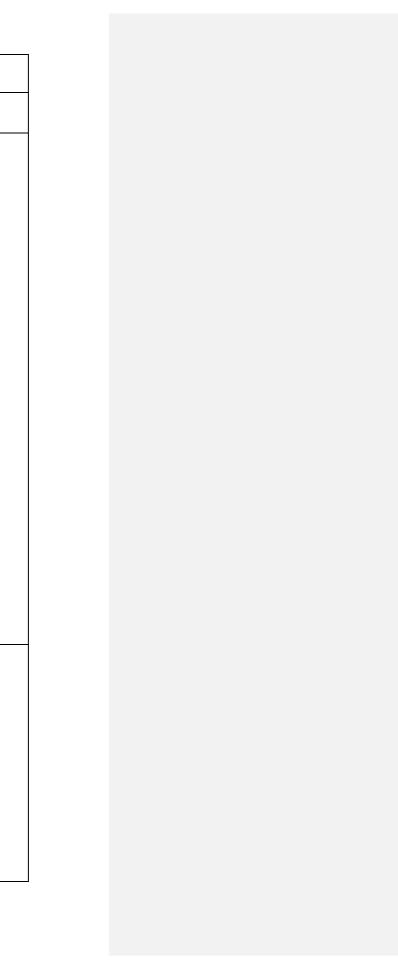
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Image: An optimized intervention in the sector of the s	Science	<ul> <li>Observe closely,</li> </ul>	LQ: How can we track the	LQ: How does combining	LQ: What happens to a	LQ: What is a thermometer	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
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Image: series of the series		<ul> <li>Gathering and</li> </ul>				with DT and English)			
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RE     O     Long type a clear, simple account of the story of Jesus' birth and why Jesus's important for Christians     CD: What is the story of story of Jesus' life     CD: What is the story of story of Jesus' life     CD: What is the story of story of Jesus' life     CD: What is the story of story of Jesus' life     CD: What is the story of story of Jesus' life     LO: What is the story of story of Jesus' life     LO: What is the story of story of Jesus' life     LO: What is the story of story of Jesus' life     LO: What is the story of story of Jesus' life     LO: What is the story of story of Jesus' life     LO: What is the story of story of Jesus' life     LO: What is the story of story of Jesus' life     LO: What is the story of story of Jesus' life     LO: What is the story of story is which christians use the story of the nativity to guide their beliefs and actions at Christmas and illustrate the transport used to mater to school.     LO: What is a pictogram?     LO: Can I create a pictogram     LO: How can I sort items?     LO: Can I sort items?     LO: Can I sort items?       Computing     Children at on discuss and illustrate the transport used to travel to school.     LO: What is a pictogram?     LO: What is a pictogram?     LO: Can I create a pictogram?     LO: How can I sort items?     LO: Can I sort items?<									
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	<ul> <li>create a simple pictogram.</li> <li>Children can contribute to a class pictogram.</li> <li>Children can discuss what the pictogram shows.</li> <li>Children can collect data from rolling a die 20 times and recording the results.</li> <li>Children can represent the results as a pictogram.</li> <li>Children have sorted items using a range of criteria on the carpet as a class and in pairs</li> <li>Children have used Purple Mash activities to sort various items online using a variety of criteria.</li> </ul>						
History	<ul> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Knowledge and understanding of events, people and changes in the past</li> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did.</li> <li><u>Historical enquiry</u></li> <li>Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"</li> <li>Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</li> <li><u>Historical interpretation</u> Look at books, videos, photographs, pictures and artefacts to find out about the past.</li> <li>Organisation and communication</li> <li>Sort events or objects into groups (i.e. then and now.)</li> </ul>	LQ: What can you tell me about British birthday celebrations, traditions and differences in other parts of the world? Why is bonfire night celebrated? How do we celebrate bonfire night and how might people in the past have celebrated bonfire night?	LQ: What tradition do you like best? Why?	LQ: Why and how do we celebrate birthdays? What are traditions of birthdays? What tradition do you like best? Why?	LQ: How have toys changed? Chn have explored how children traditionally celebrated their birthdays – they are now going to look at what children use to receive as presents on their birthdays.	LQ: WOW Mexican themed party	

**Commented [s4]:** How does this build on from previous learning?

	<ul> <li>✓ Talk, write and draw about things from the past.</li> </ul>							
Geography	N/A	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
Art	Work of artists         ○       study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms         ○       evaluate and analyse creative works using the language of art, craft and design.         Painting       ✓         ✓       use a variety of tools and techniques i.e. brush sizes and types         ✓       use a variety of tools and techniques i.e. brush sizes and types         ✓       work on different scales         ✓       work on different scales         ✓       work on different scales         ✓       experiment with tools and techniques e.g. layering, mixing         ✓       arrange and glue materials to different backgrounds         ✓       fold, crumple, tear and overlap paper				LQ: How are celebrations represented in art? John Dyer's 'Gateway to Conrwalf' LQ: How can you use other artists works to create your own firework painting?	LQ: What is the style of Chid Okoye?	LQ: How can we make a Piñata?	
D.T	Design:         °       Design purposeful, functional, appealing products for themselves and others based on design criteria.         °       Generate, develop, model and communicate their ideas through talking, drawing.         Make:       °         °       Select from and use a range of tools and equipment to perform practical tasks.	<u>LO:</u>	<u>LO:</u>	<u>LO:</u>	LQ: Can I make a healthy jelly? How can we explore and evaluate different fruits?		LQ: How can we make a <u>Piñata?</u>	<u>LQ:</u>



	<ul> <li>Select from and use a wide range of tools and components</li> <li>Evaluate:         <ul> <li>Evaluate their ideas and products against design criteria.</li> <li>Explore what they like and dislike</li> </ul> </li> <li>Cooking and nutrition:         <ul> <li>how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>how to use techniques such as cutting,</li> </ul> </li> </ul>							
	peeling and							
	grating							
P.E		<u>LQ: ELITE</u>	<u>LQ: ELITE</u>	<u>LQ: ELITE</u>	<u>LQ: ELITE</u>	<u>LQ: ELITE</u>	<u>LQ: ELITE</u>	<u>LQ: ELITE</u>
PHSE		LQ: What is the same about me and my class?	LQ: What is different about me compared to my class?	LQ: What is bullying?	LQ: What do I do about bullying?	LQ: How can I make new friends?		<u>LQ:</u>
French	<u>N/A</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
Music		<u>LQ:</u>	LQ: How do you sing happy birthday in another	LQ: nativity	LQ: nativity	LQ: nativity	LQ: nativity	<u>LQ:</u>
Lucy to plan			language?					
Learning Environment		Achievement tree			Art work to go on topic			
in corridor displays					<u>display</u>			

