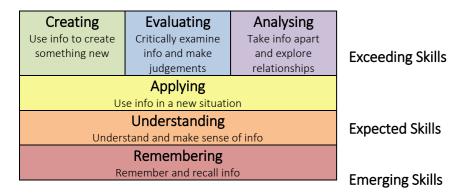
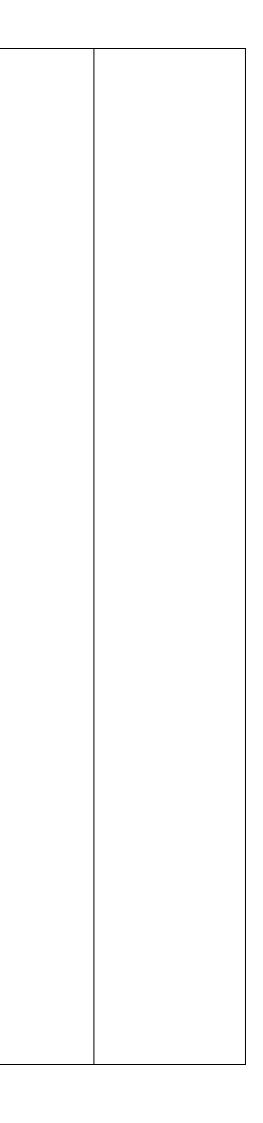
Eastry C of E Primary School Medium Term Plan: KS1 and KS2



Topic: Why are teddy bears so loved? Term: 2 Hooks: Where's my teddy? Where's Kevin the Koala? Teddy bear's picnic Texts: Where's my teddy, Dogger, This is the bear and the scary night

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	Word reading:	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI
	 Sound out most 							
	single letter							
	phonemes and able							
	to identify common							
	diagraphs and some							
	vowel diagraphs and							
	trigraphs.							
	o I am beginning to							
	blend simple CVC,							
	CVCC, CCVC words.							
	o I am learning new							
	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							
	o I am learning a wider							
	range of alternative							
	graphemes.							
	o I can recognise							
	familiar words in							

simple texts and			
ready many CEW			
o I am learning to			
check that what I am			
reading makes sense.			
Comprehension:			
<u></u>			
o I know a range of			
familiar stories and I			
can talk about main			
events.			
 I know what the title 			
says and means			
o I can use my			
knowledge of texts			
that I have read to			
answer questions.			
 I can recognise the difference between a 			
story and an information text.			
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.			
 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:			
a lam haginging to			
 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			
I understand the feelings of			
the main characters within a			
story and can link this to my			
own experiences			

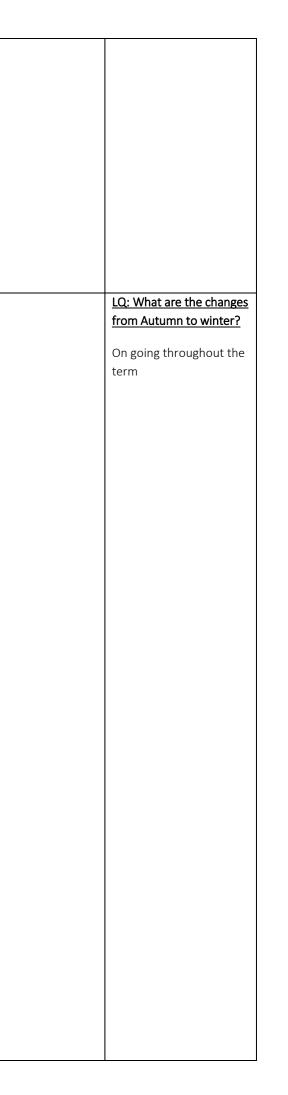


No. Web complexity with lenginging with lenginging is in group. No. N	Writing	<u>Compo</u>	sition	LQ: Do teddy?	you have a special	<u>LQ: Wh</u>	ere's my teddy?	<u>LQ: Wh</u> Koala?	ere's Kevin the	LQ: Wh	at happened to ?		you retell , but with a time	LQ: What h
Image: Section of the section of t		0	With prompting, I	<u>leuuy:</u>				NUdidi			<u>r</u>			
what am points use what am p				0	Bring special									Write a ree
weik-alward option of dam plant teddy in yeth services in weik based o Baserbach Holes in genoup in weik baserbach und be sizes in genoup in yeth und be sin yeth						0	Hide a small and						<u>e toyr</u>	-
 o morpore subjects of a bort subject of the stury of the stur							giant teddy in	0	Kevin has gone	0	Order the story	0	Change the toy	
compose a service loss o Describe there rend the dusy in a Withen a map and TAW map an		0	In a group, I		with bears		Forest school,		missing!	0	Look at features			
bill if y detable holds 0 Wirk is in special describe the incompose my own special 0 Wirk is in special 0 TaW 0 TaW a Wirk public or in a group, Long ut events of a short story in order, we where is incompose wire setted a short story in order, we where is known in the setted ut is the special of				0	Describe their			0	Write a	0	Create a story	0		
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 a Wing subtraction in a group of a point of a group of a point of a group of a point of a group o						0	Sentences with		my teddy to			0		
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and can choose														
			and can choose											

at happened at	LQ: Consolidation
dy Bear's Picnic?	
recount	

	<u>()</u>	1	1	1	1	1		1
	some of these letters							
	by myself.							
	I can form many capital							
	letters correctly and mostly							
	form the digits 0-9.							
GPS	• Spacing – space sixes,	LQ: Can you match the	LQ: Why do names have	LQ: What is an	LQ: Can you recognise a	LQ: Can you use a noun in	LQ: What is a verb? Can	LQ: Can you use a verb in
	spacing letters and words	upper case and lower	a capital letter?	exclamation mark?	noun in a sentence?	a sentence?	you recognise a verb in a	a sentence?
	 Using upper and lower case letters 	case letters?					sentence?	
	• How and when to use							
	capital letters							
	• How to use full stops							
	• Recognising sentences							
	o I can use a question mark							
	 I can use an exclamation mark 							
	Word classes – nouns, verbs,							
	adjectives							
Maths	Number system:	LQ: Number bonds	LQ: Addition	LQ: Subtraction	LQ: Subtraction	LQ: Shapes	LQ: Numbers to 20	LQ: Comparing numbers
	10	within and to 10	A . . .	Culture sting	Culture et in a	Deservices and	Count formula	6
	 I can count across 10 to 50, forwards and 		 Addition – 	 Subtraction – 	o Subtraction	o Recognise and	o Count forwards	• Compare groups
	to 50, forwards and	 Addition recap Number bonds 	adding moreAddition – using	taking away –	finding the difference	name 3-D	and backwards and write	of objects
	backwards, beginning from 0 or	to 10	bonds	using the symbol		shapes o Sort 3-D shapes	numbers to 20	o Compare numbers
	1 or from any given	o Compare	o Finding a part	 Subtraction – 	o Comparing addition and	 o Recognise and 	 Numbers from 	• Order groups of
	number.	number bonds	o Subtraction –	find a part	subtraction	name 2-D	11 to 20	objects
	o I can count, read and	 Addition – 	taking away –	 Fact families – 	statements	shapes	• Tens and ones	o Order numbers
	write numbers to 20	adding together	crossing out	the 8 facts	statements	o Sort 2-D shapes	o Count one	
	o I know one			o Subtraction	End of unit assessment	o Patterns with 2-	more, one less	End of unit
	more/less for			counting back		D and 3-D		assessment
	numbers to 10					shapes		
	 I can identify and 							
	represent numbers					End of unit assessment		
	using objects and							
	use the language							
	more/less							
	 I can read and write 							
	numbers from 1 to							
	10 in numerals and							
	words							
	Addition and Subtraction:							
	 I know that addition 							
	is the total of two							
	sets and that							
	subtraction is taking							
	away and finding out							
	how may are left.							
	o I can use addition							
	facts to 10 to							
	determine related							
	subtraction facts.							
		J	1	I	1	1	I	1

	 I can subtract 2 1 digit numbers I am beginning to work out the value of a missing number. Properties of Shapes: I can recognise and name 2-D shapes Measurement: I know the days of the week 						
Science	<u>Seasons</u>	LQ: What are objects	LQ: What are the	LQ: What happens to	<u>LQ:</u>	LQ: How can we change	<u>LQ:</u>
		made from?	properties of different	materials when they are		food materials in the	
	 I can observe 		materials?	heated or cooled?		kitchen?	
	changes across the four seasons						
	 I can observe and 						
	describe weather						
	associated with the						
	seasons and how day						
	length varies.						
	Materials o I can distinguish						
	between an						
	object and the						
	material from						
	which it is made.						
	o I can identify						
	and name a						
	variety of everyday						
	materials,						
	including wood,						
	plastic, glass,						
	water and rock.						
	o I can describe						
	the simple physical						
	properties of a						
	variety of						
	everyday						
	materials.						
	 I can compare and group 						
	together a						
	variety of						
	everyday						
	materials on the						
	basis of their						
	physical						
	properties. <u>Asking Questions</u>						
	Children should ask simple						
	questions and recognise that						
	•	1					



		1	1	1	1	1	1	
	they can be answered in							
	different ways.							
	Scientific enquiries							
	o Observations. They							
	should observe							
	closely, using simple							
	equipment.							
	o Simple tests							
	 Identifying and 							
	classifying							
	 Secondary sources. 							
	They should use							
	simple secondary							
	sources to find							
	answers.							
	Concluding							
	They should use their							
	observations and ideas to							
	suggest answers to questions.							
	They should notice patterns							
	and relationships in their							
	observations. They should talk							
	about what they have found							
	out and how they found out.							
	out and now they found out.							
RE	To learn that:	LQ: RE display	LQ: What is the story of	LQ: What stories of Jesus'	LQ: How do Christians	I O: What am I thankful	LQ: Final thoughts	LQ:
RE .	Christians believe that Jesus is					LQ: What am I thankful		<u>LQ.</u>
		Draw and raint what	Jesus' birth? Why is Jesus	life came from the	use the story of the	for at Christmas time?		
	God and that he was born as	Draw and paint what	important to Christians?	Gospels? What are the	Nativity to guide their			
	a baby in Bethlehem. The	God looks like – write key		Gospels?	beliefs and actions at			
	Bible points out that his birth	vocab			Christmas?			
	showed that he was				<u>ernistnus.</u>			
	extraordinary (for example,							
	he is worshipped as a king, in							
	Matthew) and that he came							
	to bring good news (for							
	example, to the poor, in							
	Luke). Christians celebrate							
	Jesus' birth; Advent for							
	Christians is a time of getting							
	ready for Jesus' coming.							
0			10.11/6-41-0					10
Computing	Children can discuss	LQ: How can data be	LQ: What is a pictogram?	LQ: Can I create a	<u>LQ:</u>	LQ: How can I sort items?	LQ: Can I sort items on	<u>LQ:</u>
	and illustrate the	shown through pictures?		pictogram to record the			the computer, using the	
	transport used to			results of an experiment?			'grouping' activities on	
	travel to school.						Purple Mash?	
	Children can							
	contribute to the							
	collection of class							
	data.							
	Children have used							
	• Children have used these illustrations to							
	these illustrations to							
	and the second sec		1	1	1	1		
	create a simple							
	pictogram.							
	pictogram.Children can							
	pictogram.							
	pictogram.Children can							
	pictogram.Children can contribute to a class							
	 pictogram. Children can contribute to a class pictogram. Children can discuss 							
	 pictogram. Children can contribute to a class pictogram. 							

	 Children can collect data from rolling a die 20 times and recording the results. Children can represent the results as a pictogram. Children have sorted items using a range of criteria on the carpet as a class and in pairs Children have used Purple Mash activities to sort various items online using a variety of criteria. 							
History	Chronological understanding Can I use words like 'old / new' or 'a long time ago' today, yesterday, past, present, recent, living memory, older, younger, decade, photo, artefact? Can I understand some things belong in the 'past'? Can I say the days of the week in order? Knowledge and interpretation Can I identify the main differences between old and new objects or times? Can I recognise we celebrate certain events because of what happened years before? Historical enquiry Can I ask questions about photographs and artefacts? Can I spot old and new things in pictures and sort pictures into older and newer? Can I 	LQ: What is the history of teddy bears? • Sorting old and new bears.	LQ: How have teddy bears changed? • Look at different teddy bears – Miss Thomas' first teddy bear, Mrs Moss' bear, Mrs Moss' dad's bear, Mrs Sugden's bear. • Ask questions about teddy bears. • Ordering teddy bears through the ages. • Explore the differences	LQ: How have all toys changed? Link to Science – Materials Add to Toy museum				
D.T	Design • Have own ideas • Explain what I want to do • Explain what my product is for, and how it will work • Use pictures and words to plan, begin to use models	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	LQ: Can I design a teddy bear puppet? Can I plan my healthy jelly and sandwiches? Can I make my healthy jelly?	LQ: Can I make a teddy bear puppet? Can I make sandwiches? Can I evaluate my jelly?	LQ: Can I evaluate my teddy bear puppet?

- Declar a product to the set of th								
• Recent statistic restring products Image: A which if it restring and why consider what need to durent. Image: A which if it restring and why consider what need to durent. Image: A which if it restring and why consider what need to durent. Image: A which if it restring and why consider what need to durent. Image: A which if it restring and why consider what need to durent. Image: A which if it restring and why consider what need to durent. Image: A which if it restring and why consider which is a speet. Image: A which if it restring and why consider which is a speet. Image: A which is a which is a speet. Image: A which is a which is a speet. Image: A which is a which is a speet. Image: A which is a which is a speet. Image: A which is a which is a which is a speet. Image: A which is a which is a which is a speet. Image: A which is a which is a which is a speet. Image: A which is a w		\cdot Design a product for myself					How do we stay hygienic?	
Note: Make								
Mate Crashin what I're reading and why what is hedd to be some in Store indy quanteent to that, share, finds and makey, whith a chain in a site what is what is a site and heaper it is a site		-						
Pdian what from ading and what is need to do not		products						
Pdian what from ading and what is need to do not								
PE • Case of the state of th								
All next: -Select Stol/sequement to cut shap, join, finds and graphic fields meaning. -Select Stol/sequement and select sel								
- Select tool/Recupients to cut, those, on, find and explain doubter measure individual and main doubter measure individual and main doubter with and explain the source and explain the source with materials, where they might be used in the source with materials, they work, and explain the source and explain the source interfaints, they work, and explain the source interfaints, they work, and explain the source and explain the source a								
PI • adjusticity products mexaulty mark out, to tained happe, with support in the first with some support indices two sous and analysis in advance set and pages. • advance in the set of								
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<u>E- Dance</u>	<u>LQ:</u>

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 Use movements to communicate feelings. 							
Celebrating differences	LQ: What is the same		LQ: What is bullying?		LQ: How can I make new		
<u>Knowledge</u>	about me and my class?	about me compared to my class?		bullying?	friends?	<u>me?</u>	
 Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy · Know skills to make friendships Know that people are unique and that it is OK to be different 							
Social and emotional skills · Recognise ways in which they are the same as their friends and ways they are different · Identify what is bullying and what isn't · Understand how being bullied might feel · Know ways to help a person who is being bullied · Identify emotions associated with making a new friend · Verbalise some of the attributes that make them unique and special							
Listening and responding: Knowledge: I know 5 songs off by heart? I know what the songs are about? Skills: Can I show how I can enjoy music by dancing, marching, being animals or pop stars. Singing: Knowledge: To confidently sing or rap five songs from memory and sing them in unison. Skills: I can use my voice to sing notes of different pitches (high and low). I can make different types of sounds with my voices – you can rap or say words in rhythm. I can start and stop singing when following a leader.	<u>LQ:</u>	LQ: Can I learn the songs for the nativity?	LQ: Can I learn the songs for the nativity?	LQ: Can I copy and sing a long to a new song using different pitches in my voice whilst also showing how I enjoy the music by moving to it in different ways?	LQ: Can I explain what a song is about?	LQ: Can I confidently sing songs in unison from memory?	LQ: Can I perform a song/ or songs I have learnt? Can I listen back to the performance and say how I felt about it?
	Communicate feelings. Celebrating differences Know that people have differences and similarities · Know what bullying means · Know what bullying means · Know who to tell if they or someone else is being bullied or is feeling unhappy · Know skills to make friendships · Know that people are unique and that it is OK to be different · Identify what people are unique and that it is OK to be different · Identify what is bullying and what isn't · Understand how being bullied might feel · Know ways to help a person who is being bullied · Identify emotions associated with making a new friend · Verbalise some of the attributes that make them unique and special Knowledge: I know 5 songs off by heart? I know so songs are about? Skills: Can I show how I can enjoy music by dancing, marching, being animals or pop stars. Singing: Knowledge: To confidently sing or rap five songs from memory and sing them in unison. Skills: I can use my voice to sing notes of different pitches (high and low). I can make different types of sounds with my voices – you can rap or say words in rhythm.	communicate feelings.LQ: What is the same about me and my class?Celebrating differencesLQ: What is the same about me and my class?Know that people have differences and similarities-· Know what bullying means · Know who to tell if they or someone else is being bullied or is feeling unhappy · Know skills to make friendships · Know that people are unique and that it is OK to be differentSocial and emotional skills · Recognise ways in which they are the same as their friends and ways they are different· Identify what is bullying and what isn't · Understand how being bullied · Identify emotions associated with making a new friendListening and responding: Know ta the songs are about?LQ:Kills: Can I show how I can enjoy music by dancing, marching, being animals or pop stars.LQ:Skills: Can use my voice to sing notes of different pitches (high and low).LQ:Skills: Can anake different types of soungs from memory and sing them nu musion.LQ:Skills: L can use my voice to sing notes of different pitches (high and low).LI can sart and stop singing whenL	communicate feelings.LQ: What is the same about me and my class?LQ: What is differents about me and my class?Knowledze	communicate feelings:LC2: What is the same about me and my class?LC2: What is different about me and my class?Celebrating differences and similaritiesLC2: What is different about me and my class?LC2: What is different about me and my class?• Know that people have differences and similarities • Know who to tell if they or someone else is being builled or is feeling unhapy • Know skills to make friendships • Know that people are unique and that is OK to be differentLC2: What is different and my class?• Know that people are unique and that is OK to be differentSecond and emotional skills • Recognibe ways in which they are the same as their friends and ways they are differentLC2: Can I learn the some for the nativity?• Understand how being builted unique and specialLQ2: Can I learn the some for the nativity?LQ: Can I learn the some for the nativity?• Stells: can show how I can enjoy music by danting, marching, being anismas or po stars.LQ2: can I learn the some for the nativity?LQ: Can I learn the some for the nativity?Stells: can show how I can enjoy music by danting, marching, being anismas or po stars.LQ2: can I learn the some from menory and sing them is musicLQ2: can I learn the some for the nativity?Stells: can show how I can enjoy music by danting, marching, being anismas or po stars.LQ2: can I learn the some for the nativity?LQ2: can I learn the some for the nativity?Stells: can also who for a enjoy music by danting, marching, being anismas or po stars.LQ2: can learn the some for the nativity?LQ2: ca	communicate feelings.C2 What is the same boot is a compared to boot is a compared to 	controlColumnColu	automonicate being Celebrand (finetal-celebrand offerences)Calvate to ear and Calvate to ear and the conservation of the celebrand differences and similarities - howeverite to the builded or is folding manners - howeverite to the builded - secongene each set is howeverite to the builded - secongene were nowhold the second set to the builded manners - howeverite to the

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Learning Environment in corridor displays		<u>RE Display</u> <u>Create a teddy bear</u> <u>museum</u>			