

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
Applying Use info in a new situation		
Understanding Understand and make sense of info		
Remembering Remember and recall info		

Exceeding Skills

Expected Skills

Emerging Skills

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

Topic: Why do we need plants?

Term: 5

Hooks: Giant’s beanstalk, tasting different flavoured jelly beans, George Forrest’s suitcase and a letter from him

Texts: Jack and the Jelly Beanstalk, Jasper’s Beanstalk, We’re going on a bear hunt,

Inspire day:

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
Reading	<ul style="list-style-type: none">- listening to and discussing a wide range of poems, stories- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics- recognising and joining in with predictable phrases- learning to appreciate rhymes and poems, and to recite some by heart- discussing word meanings, linking new meanings to those already known	<u>LQ: RWI</u>	<u>LQ: RWI</u>	<u>LQ: RWI</u>	<u>LQ: RWI</u>	<u>LQ: RWI</u>	<u>LQ: RWI</u>

	<ul style="list-style-type: none">- drawing on what they already know or on background information and vocabulary provided by the teacher- checking that the text makes sense to them as they read and correcting inaccurate reading- discussing the significance of the title and events- making inferences on the basis of what is being said and done- predicting what might happen on the basis of what has been read so far- participate in discussion about what is read to them, taking turns and listening to what others say- explain clearly their understanding of what is read to them <p>Vocabulary:</p> <ul style="list-style-type: none">- I can recognise story language e.g. ‘Once upon a time.. Big Bad Wolf...’ <p>e.g How does Jack and the Jelly beanstalk start? (Once upon a time)</p> <ul style="list-style-type: none">- I can discuss what new words mean, linking						
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	<p>new meanings to those I already know</p> <p>e.g. What does 'dismay' mean? (Jack and the Jelly Beanstalk)</p> <p>Inference:</p> <ul style="list-style-type: none">- I can make inferences on the basis of what is said and done e.g. I can recognise why a character is feeling a certain way. <p>e.g. How does Jack feel about selling Daisy the cow?</p> <p>Prediction</p> <ul style="list-style-type: none">- I can make predictions on the basis of what I have read so far, e.g. about what the character might do next.e.g. What will Jack do next? <p>Explain</p> <ul style="list-style-type: none">- I can answer straightforward questions about a story. <p>Why was Mum furious with Jack?</p> <ul style="list-style-type: none">- I can explain clearly my understanding of what is read to me.- I can participate in discussion about what is read to me, taking turns and listening to what others say.-I can express opinions about main events and						
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	<p>characters in a story</p> <p>- I can link what I read or hear read to my own experiences.</p> <p>Retrieve:</p> <p>I know why the main events are important; I can discuss the significance of the title.</p> <p>- I can recognise some differences between fiction and non-fiction.</p> <p>e.g. What kind of text is this?</p> <p>- recognise a range of patterns in texts, including stories, rhymes and non-fiction.</p> <p>I can participate in discussion about what is read to me, taking turns and listening to what others say.</p> <p>Sequence:</p> <p>- I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Can you retell Jack and the Jelly Beanstalk?</p>						
Writing	<p>Genres:</p> <p>Narrative, poetry, non-fiction</p>	<p><u>LQ: Who is Jack and what did he climb?</u></p> <p><u>Curious cats, collaborative crocodiles</u></p>	<p><u>LQ: Can you retell the story of Jack and the Jelly</u></p>	<p><u>LQ: Who did Jack meet at the top of the Beanstalk?</u></p> <p>◦ Story map</p>	<p><u>LQ: Can you improve Jasper's Beanstalk?</u></p>	<p><u>LQ: Do you know the story 'We're going on a bear hunt'?</u></p>	<p><u>LQ: Can you write the new story, 'We're going on a plant hunt'?</u></p>

	<ul style="list-style-type: none"> Grammar: Sequencing sentences to form short narratives Write simple sentences from memory, dictated by the teacher, which contain CEW Know what an adjective is and use in writing Beginning to add -er, est Beginning to add -ed and knowing that it changes the root word to the past tense Beginning to add -ing Begin to understand the difference between singular or plural <p>Punctuation</p> <ul style="list-style-type: none"> Regularly use spaces Beginning to punctuation sentences using capital letters, full stop, exclamation and question marks Frequently using capital letters for the names of people, places, days of the week and 'I' sometimes independently. <p>Handwriting</p> <ul style="list-style-type: none"> Reliably sit at a table and hold a pencil comfortably and correctly. 	<p>Jack and the Jelly bean stalk</p> <ul style="list-style-type: none"> Beanstalk in the classroom – jelly beans in the classroom, giant's button and footprints Adjectives – eating a jelly bean and writing a sentence describing it. Describing the giant → Term 5 display Questions for the giant/mum/Jack → hot seat 	<p><u>Beanstalk? Can you change the story?</u></p> <ul style="list-style-type: none"> . Learn the T4W Changing the giant – what will your new character say? What beanstalk does Jack climb? What does Jack steal from the giant? 	<ul style="list-style-type: none"> Writing their new version <u>Assessment</u> 	<p><u>LQ: Do you know the days of the week?</u></p> <ul style="list-style-type: none"> Sequencing the story Practising days of the week Story map Writing new version Editing and improving their work <u>Assessment</u> 	<p><u>Collaborative crocodiles</u></p> <ul style="list-style-type: none"> Learn the story Go outside and act out the story <u>LINK TO HISTORY</u> Who was George Forrest? What did he discover? Where did George Forrest explore? 	<p><u>Busy bees</u></p> <p>Change the story to 'we're going on a plant hunt', linking to what George Forrest discovered and his journey.</p>
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	<ul style="list-style-type: none">○ Form lower case letters correctly and start and finish in the correct place more accurately.○ Begin to use lead out strokes more reliably.○ Form digits 0-9 and most capital letters independently. <p>Composition:</p> <ul style="list-style-type: none">○ With prompting, proof-read work to check it makes sense.○ Say out loud what they are going to write about to a teacher before writing it. <i>e.g. On Monday, Jasper found a bean.</i>○ Change ideas of a familiar story and compose simple sentences around it. E.g. <i>Jack climbed the ginormous chocolate beanstalk.</i>○ Put events of a story in the correct order. <i>e.g. What day did Jasper water the bean? What day comes after Wednesday?</i>○ Beginning to order and plan their own stories. <i>e.g. what does Jack buy from the shop? Which villain will he meet at</i>						
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	<i>the top of the beanstalk?</i>																					
<div>GPS</div> <div>Common exception words</div> <table><tr><td>does</td><td>other</td><td>two</td></tr><tr><td>anyone</td><td>buy</td><td>bought</td></tr><tr><td>caught</td><td>worse</td><td>everyone</td></tr><tr><td>wasn't</td><td>over</td><td>above</td></tr><tr><td>through</td><td>fall</td><td>someone</td></tr></table>	does	other	two	anyone	buy	bought	caught	worse	everyone	wasn't	over	above	through	fall	someone	Spelling <ul style="list-style-type: none">- Spelling multisyllabic words.- -tch words e.g. kitchen- Adding -s/-es- add –ed to the word, sometimes makes an extra syllable e.g. wanted- adding –er and –est to adjectives where no change is needed in the root word e.g. greater, greatest- Spelling words with set 3 sounds (ai, oi, ue, ew, ore, aw, ear, are)- Words ending with y e.g. happy, funny- new consonant spellings <i>ph</i> and <i>wh</i>- Compound words- Practise spelling all the days of the week- Common exception words	<u>LQ: Adjectives</u> <u>Question marks</u>	<u>LQ: adding -er. -est</u> <u>Adjectives</u>	<u>Adding -ed</u>	<u>LQ: adding -ed, -ing</u> <u>Days of the week</u> <u>Capital letters</u> <u>Compound words</u>	<u>LQ: exclamation marks</u>	<u>LQ: singular or plural?</u>
does	other	two																				
anyone	buy	bought																				
caught	worse	everyone																				
wasn't	over	above																				
through	fall	someone																				
<div>Maths</div>		<u>LQ: Length and Height</u> <ul style="list-style-type: none">○ LQ: What are centimetres? Can you	<u>LQ: Mass and volume</u> <u>Curious cats, busy bees</u>	<u>LQ: Multiplication and division</u> <ul style="list-style-type: none">○ How do you count in 2s?	<u>LQ: Multiplication and division</u> <ul style="list-style-type: none">○ How do you count in 5s?	<u>LQ: Multiplication and division</u> <ul style="list-style-type: none">○ What is an array?	<u>LQ: Position and Direction</u> <ul style="list-style-type: none">○ Multiplication and division assessment															

		<p>measure length in cm? (finishing from Term 4) (2 lessons)</p> <p><u>Mass and volume</u></p> <p>LQ: What is heavier? What is lighter?</p> <p>LQ: What is mass?</p> <p>LQ: How can you compare mass?</p>	<ul style="list-style-type: none"> ○ Are they full or empty? ○ Can you compare volume? ○ How can you measure capacity? ○ Can you compare capacity? <p><u>End of unit assessment</u></p>	<ul style="list-style-type: none"> ○ Can you count in 2s? ○ How do you count in 10s? ○ Can you count in 10s? 	<ul style="list-style-type: none"> ○ Can you count in 5s? ○ Can you recognise equal groups? ○ Can you add equal groups? (2 lessons) 	<ul style="list-style-type: none"> ○ Can you make an array? ○ Can you make doubles? ○ Can you make equal groups? ○ What does sharing mean? 	<ul style="list-style-type: none"> ○ How can you describe turns? ○ Which ways are left and right? ○ Which way is forwards or backwards? ○ What is above? What is below?
Science	<p>Plants</p> <ul style="list-style-type: none"> ○ Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen ○ Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers. <p><u>Skills</u></p> <p>Asking questions: Children should ask simple questions and recognise that they can be answered in different ways.</p> <p>Monitoring and recording: Scientific enquiries. They should be able to do the following types of enquiry:</p>	<p><u>LQ: What is a plant?</u> <u>Can we grow our own beanstalk like Jack?</u></p> <p><u>Curious cats</u></p> <p>What do plants need to grow?</p> <p>Experiment -→ bean in the dark, no water, no soil, jelly bean</p> <p>Digging deeper:</p> <p>Do you think the bean in the dark will grow?</p>	<p><u>LQ: What are the features of a plant?</u></p> <p><u>Busy bees</u></p> <p><u>Digging deeper:</u> <u>What is the flower?</u></p>	<p><u>LQ: Does the height of a tree affect the trunk?</u></p>	<p><u>LQ: What are the leaves like on different trees?</u></p> <p><u>Curious cats</u></p>	<p><u>LQ:</u></p>	<p><u>LQ: How are the same parts of different plants the same and different?</u></p> <p><u>Curious cats</u></p>

	<ul style="list-style-type: none"> Observations. They should observe closely, using simple equipment. Simple tests <p>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.</p>						
RE	<p>JUDAISM - Who is Jewish and what do they believe?</p> <ul style="list-style-type: none"> The mezuzah in the home reminds Jewish people about God. I can make links between some Jewish teaching and how Jewish people live. I can talk about how Shabbat is a special day of the week for Jewish people. I can give some examples of what Jewish people might do to celebrate Shabbat. I can express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about 	<p><u>LQ: Who is Jewish?</u> <u>What is precious to us?</u> <u>What is precious to Jewish people?</u> <u>Curious cats</u></p>	<p><u>LQ: What is a Mezuzah?</u></p>	<p><u>LQ: What does a Mezuzah remind Jewish people about?</u></p>	<p><u>LQ: How and why do Jewish people celebrate Shabbat?</u></p>	<p><u>LQ: How and why do Jewish people celebrate Shabbat?</u></p> <p>Shabbat day – making the bread, drinking ‘wine’ (fruit juice), no electricity</p> <p>Collaborative crocodiles, busy bees, curious cats</p>	<p><u>LQ: What have we learnt about Judaism?</u></p>

	<p>why Jewish people choose to celebrate in these ways.</p> <ul style="list-style-type: none"> ◦ Talk about some simple ideas ◦ Retell a story ◦ Talk about issues ◦ Ask and suggest some good questions ◦ Offer ideas of their own ◦ Recognise some objects and suggest why these are important ◦ Identify some ways ◦ Describe some ways ◦ Collect examples ◦ Give an account ◦ Use creative ways to express their own ideas 						
Computing	<p><u>Information technology – Spreadsheets 1.9</u></p> <ul style="list-style-type: none"> ◦ Can I discuss what a spreadsheet program looks like? ◦ Can I enter data into spreadsheet cells? ◦ Can I use image and control tools on 2Calculate? 	<u>LQ:</u>	<u>LQ:</u>	<p><u>LQ: What is a spreadsheet?</u></p> <p><u>Spreadsheets 1.9</u></p> <p><u>Project Evolve – Self image and identity</u></p>	<p><u>LQ: Can you add images to a spreadsheet?</u></p> <p><u>Spreadsheets 1.9</u></p> <p><u>Project Evolve – Self image and identity</u></p>	<p><u>LQ: Can I use the ‘speak’ and ‘count’ tools?</u></p> <p><u>Spreadsheets 1.9</u></p> <p><u>Project Evolve – Self image and identity</u></p>	<u>LQ:</u>

	<p><u>Project Evolve – Self image and identity</u></p> <ul style="list-style-type: none"> ◦ I can recognise that there may be people online who could make me feel sad, embarrassed or upset. ◦ If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. 						
<p>History</p>  	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> ◦ Can I use words old, new and a long time ago? ◦ Can I understand that some things belong I the <u>past</u>? ◦ Days of the week, months of the year, which month is my birthday? (ongoing throughout the year) <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> ◦ Can I appreciate that some famous people have helped our lives be better today? (What if 	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<p><u>LQ: Who was George Forrest?</u></p> <p><u>What happened to George Forrest?</u></p> <p><u>Who was the monarch when Forrest was alive?</u></p> <p><u>What was Forest’s job – is this like the jobs people in your family do?</u></p> <p><u>Curious cat</u></p> <ul style="list-style-type: none"> ◦ Look at when and where he explored (link to Geography) ◦ Hook – suitcase ◦ Receive letters to find out what 	<p><u>LQ: What did George Forrest discover?</u></p> <p><u>How has plant hunting changed?</u></p> <p><u>Busy bees</u></p> <ul style="list-style-type: none"> ◦ Describe the situations he encountered and describe the plants. ◦ Time words – how has plant hunting changed ◦ Compare with modern plant hunter → Daniel Hinkley

	<p>they hadn't ?)</p> <ul style="list-style-type: none">◦ Can I recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later in their lives? <p><u>Historical enquiry</u></p> <ul style="list-style-type: none">◦ Can I spot old and new things in a picture?◦ Can I answer questions using photo/artefact?◦ Can I find out more about a famous person from the past and carry out some research on him or her? (using pictures / photos)◦					happened to him	
Geography	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none">◦ Can I begin to use maps, atlases and globes to identify studied regions?◦ Can I begin to devise a simple map with support?◦	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<p><u>LQ: Where did George Forrest explore?</u></p> <ul style="list-style-type: none">◦ Look on google earth at where Forrest explored	<p><u>LQ: What plants can you find?</u></p> <p><u>Busy bee</u></p> <ul style="list-style-type: none">◦ Go on a plant hunt and label on a map where they find the plants.◦ Fieldwork.

<p>Art</p>	<ul style="list-style-type: none"> ◦ I know how to create moods in artwork ◦ I know how to use pencils to create lines of different thickness in drawings <p><u>Evaluation, comparison and reflection</u></p> <ul style="list-style-type: none"> ◦ 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. <p>KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and 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 • The work of a range of artists and describing the differences and similarities between different 	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ: Who was Van Gogh?</u></p> <ul style="list-style-type: none"> ◦ Study Van Gogh's work ◦ Evaluate and analyse pieces of Van Gogh's work – Sunflower and Starry Night 	<p><u>LQ: Can I recreate Van Gogh's 'Sunflowers'?</u></p> <p>Practise using oil pastels, experimenting with different techniques</p> <p>Create and evaluate</p> <p><u>Collaborative crocodile</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>
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	practices and disciplines, and making links to their own works						
DT	<p>Design</p> <ul style="list-style-type: none"> • 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 • Design a product for myself following design criteria • Research similar existing products <p>Make</p> <ul style="list-style-type: none"> ◦ Explain what I'm making and why consider what I need to do next <ul style="list-style-type: none"> ◦ Select tools/equipment to cut, shape, join, finish and explain choices measure, mark out, cut and shape, with support <p>Evaluate</p> <ul style="list-style-type: none"> ◦ Talk about my work, linking it to what I was asked to do ◦ Talk about existing products considering: use, materials, how they work, audience ,where they might be used ◦ Talk about existing products,and 	<p><u>LQ: Can I plan and explore how to make a moving picture with a lift the flap?</u></p> <ul style="list-style-type: none"> ◦ Practise different slits, making the slit ◦ exploring different moving picture books ◦ Experiment with creating different flaps. 	<p><u>LQ: Can I follow my plan and create my moving picture?</u></p> <p><u>Resilient rhino</u></p> <ul style="list-style-type: none"> ◦ Peer review and evaluate ◦ Showcase their moving picture to the class <p><u>Can I evaluate my moving picture and a peers?</u></p>	LQ:	LQ:	LQ:	LQ:

	<p>say what is and isn't good</p> <ul style="list-style-type: none"> ◦ Talk about things that other people have made ◦ Begin to talk about what could make product better 						
P.E	<p>Athletics</p> <ul style="list-style-type: none"> • Can change speed and direction whilst running. • Can jump from a standing position with accuracy and stability. • Performs a variety of throws with control and co-ordination. • Prepare for throwing events. Can use equipment safely. 	<p><u>LQ: Can I develop my running technique?</u></p> <p><u>Elite</u></p>	<p><u>LQ: Can I develop my technique for skipping and jumping?</u></p> <p><u>Elite</u></p>	<p><u>LQ: Can I develop my jumping technique?</u></p> <p><u>Elite</u></p>	<p><u>LQ: Can I continue to develop my new techniques?</u></p> <p><u>Elite</u></p>	<p><u>LQ: Can I continue to develop my new techniques?</u></p> <p><u>Elite</u></p>	<p><u>LQ: Can I continue to develop my new techniques?</u></p> <p><u>Elite</u></p>
PHSE	<p>Relationships</p> <ul style="list-style-type: none"> • Knowledge Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care • Know how to make a friend • Know the characteristics 	<p><u>LQ: Who is in my family</u></p>	<p><u>LQ: What does being a good friend mean to you?</u></p>	<p><u>LQ: How can I greet my friends?</u></p>	<p><u>LQ: Who can help me at school?</u></p>	<p><u>LQ: Why am I a good friend?</u></p>	<p><u>LQ: Why is someone special to me?</u></p>

	<p>of healthy and safe friends</p> <ul style="list-style-type: none">• Know that physical contact can be used as a greeting• Know about the different people in the school community and how they help <p>Know who to ask for help in the school community</p> <p>Social and emotional skills</p> <ul style="list-style-type: none">• Can express how it feels to be part of a family and to care for family members• Can say what being a good friend means• Can show skills of friendship• Can identify forms of physical contact they prefer• Can say no when they receive a touch they don't like• Can praise themselves and others• Can recognise some of their personal qualities <p>Can say why they appreciate a special relationship</p>						
French	<p>Speaking</p> <ul style="list-style-type: none">◦ Join in with a rhyme, story or song.	<p><u>LQ: Can I say hello/goodbye?</u></p>	<p><u>LQ: Can I say my lunch order in French?</u></p>	<p><u>LQ: Can I sing the days of the week?</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>

	<ul style="list-style-type: none"> Respond to familiar questions using single words, or simple phrases. 						
Music – What songs can we sing to help us through the day?	<p>Knowledge:</p> <p>I know the names of the instruments I am playing.</p> <p>I know the names of the notes</p> <p>on my instrumental part from</p> <p>memory or when written</p> <p>down.</p> <p>I know about differences in</p> <p>pitch (high and low) and note</p> <p>duration (long and short).</p> <p>I know a performance is</p> <p>sharing music with other</p> <p>people, called an audience.</p> <p>Skills:</p> <p>I can find and keeping a steady beat.</p> <p>I can use my body to move,</p> <p>dance and respond to music.</p>	<p>LQ: What is the beat?</p> <p>Understanding Music(step1) Listening (step1)</p>	<p>LQ: Can I move in response to the beat?</p> <p>Understanding music (step1)</p> <p>Listening (step 1)</p> <p>Singing Perform – Dress up song</p>	<p>LQ: How can I sing together as a group and have fun?</p> <p>Understanding music (step 2)</p> <p>Listening(step 1)</p> <p>Singing Verse and Chorus</p>	<p>LQ: What is my instrument called?</p> <p>Understanding Music (step 3)</p> <p>Listening (step 2)</p> <p>Singing verse 1,2 and chorus</p> <p>Playing part 2 Performing - sing and play</p>	<p>LQ: How do I play my instrument?</p> <p>Understanding Music step 3</p> <p>Listening (step 3)</p> <p>Singing whole song</p> <p>Playing part 1</p> <p>Performing - sing and play</p>	<p>LQ: Can I perform my part in the song?</p> <p>Understand Music</p> <p>Step 4 Listening (step 4)</p> <p>Singing whole song</p> <p>Playing parts 1 and 2</p> <p>Performing - sing and play</p>

	<p>I can sing songs from memory</p> <p>I can treat instruments with respect?</p> <p>I can play a tuned instrumental part with the song I perform?</p> <p>I can create a simple melody using 2 or 3 notes.</p> <p>I can rehearse a song and then perform it.</p> <p>I can listen back to the performance and say how it felt about it?</p>						
Learning Environment in corridor displays		<p><u>Displays:</u></p> <p><u>Topic: Jack and the jelly bean stalk</u></p> <p><u>Beanstalk in the classroom</u></p>		<p><u>Maths resources to make arrays in learning shed</u></p>	<p><u>Bear hunt – quotes from the story outside, story spoons</u></p>	<p><u>George Forrest info in learning shed, photos of different plants discovered with key words to write poster</u></p>	<p><u>R.E display → Shabbat</u></p> <p><u>Include Mezzuzah</u></p>