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

Creating	Evaluating	Analysing
Use info to create something new	Critically examine info and make judgements	Take info apart and explore relationships

Exceeding Skills

Applying
Use info in a new situation

Understanding
Understand and make sense of info

Expected Skills

Remembering
Remember and recall info

Emerging Skills

Topic: What makes a good pirate?
Term: 6
Hooks: Finding a treasure map → treasure hunt, Pirate day, Trip to Howlett's zoo
Texts: Pirates next door, How to be a pirate, Night pirates +other pirate themed books

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 Transition week (3 days)	Week 7/lesson 7
Reading	Word Reading - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read other words of more than onesyllable that contain taught GPCs. - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI	LQ: RWI

	Read other words of more than one syllable that contain taught GPCs - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) **Comprehension** - Draw on what they already know or on background information and vocabulary provided by the teacher. - Check that the text makes sense to them as they read, and correct inaccurate reading. - Discuss the significance of the title and events. - Recognise and join in with predictable phrases. -Explain clearly their understanding of what is read to them. - Discuss word meanings, linking new meanings to those already known. - Learn to appreciate rhymes and poems, and to recite some by heart. -Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Be encouraged to link what they read or hear read to their own experiences. - Listen to and discuss a wide range of poems, stories and non- fiction at a level beyond that at which they can read independently. - Participate in discussion about what is read to them, taking turns and listening to what others say. **Making Inferences**						

			LQ: Would you like to live next door to a pirate?	LQ: Who were Blackbeard and Anne Bonny?	LQ: Who was Jake Ward? What would he have written in his diary?	LQ: Can you write a recount of your day as a pirate?	LQ: Can you write a recount about our trip to the zoo?	LQ: What is a holiday brochure?	LQ: What is a holiday brochure?
		- Make inferences on the basis of what is being said and done. - Predict what might happen on the basis of what has been read so far. - Link what is read or listened to with own experiences.							
	Writing	**Composition** I can say out loud what I am going to write about. I can compose a sentence orally before writing it. I can sequence sentences to form short narratives. I can re-read what I have written to check that it makes sense. I can read aloud my writing clearly enough to be heard by my peers and the teacher. I can discuss what I have written with the teacher or other pupils. I can write for different purposes, such as retelling a key story, writing about my own experiences or writing for information. **Handwriting** I can sit correctly at a table, holding a pencil comfortably and correctly. I begin to form lower-case letters in the correct direction, starting and finishing in the right place. I understand which letters belong to which handwriting families and I practise these. I form capital letters and digits 0-9.	Pirates next door How would you feel if pirates moved in next door? What would you do if you lived next door to a pirate? If the Jolley Rogers' came to Eastry, should they stay or go?	o Character description o Wanted poster o BUSY BEES/ CURIOUS CATS	assessment	Assessment		o Look at holiday brouchures and the information they include. o Create their own – from a Pirate about where they have disembarked. Link to physical and human geography	o Look at holiday brouchures and the information they include. o Create their own – from a Pirate about where they have disembarked. Link to physical and human geography
	GPS	**Spelling** I can spell words containing each of the 40+ phonemes already taught. I can spell common exception words* [Y1 POS] I can spell the days of the week. I can name the letters of the alphabet in order. I can use letter names to distinguish between alternative spellings of the same sound. can add the taught prefixes and suffixes correctly e.g. the prefix un-; the suffixes –ing, -ed, -er and -est	LQ: adding -er, -est	LQ: singular or plural	LQ: prefixes	LQ: adding -ed, days of the week	LQ: sequencing sentences	LQ: TRANSITION WEEK	LQ: Question mark, exclamation mark or full stop?

	where no change is needed in the spelling of root words. I can add -s or -es to make plural nouns and 3rd person verbs I can apply the simple spelling rules and guidance [Y1 POS] e.g. in simple dictated sentences. I can spell some words in a phonetically plausible way. **Vocabulary and Grammar** I can join words and clauses using 'and'. I can write simple sentences from memory dictated by the teacher. I am learning to write different kinds of sentences, such as questions or statements, and that their punctuation marks may vary. I can use a range of adjectives for effect. **Punctuation** I can use spaces to separate words. I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. I use a capital letters for the names of people, places, the days of the week and the personal pronoun 'I'.							
Maths	**Fractions** Find a half (2) Find a quarter (1) Find a quarter (2) **Position and direction** Describe turns Describe position (1) Describe position (2)	LQ: What is a quarter? How do you find a quarter? **Position and direction** Recap halving Finding a quarter Describe turns	LQ: Position and direction Describe position (1) Describe position (2) Have beebots for children to use COLLABORATIVE CROCODILES	LQ: Place value to 100	LQ: Place value to 100	LQ: Money COLLABORATIVE CROCODILES	LQ: Time	LQ: Time

	Place value to 100 Counting forwards and backwards within 100 Partitioning numbers Comparing numbers (1) Comparing numbers (2) Ordering numbers One more, one less Money Recognising coins Recognising notes Counting in coins Time Before and after Dates Time to the hour Time to the half hour Writing time Comparing time							

Science	Animals including humans
	
	  o I can identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals
	  o I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.
	  o I can describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).
	  o I can identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.
	
	Seasonal change
	  o I can observe changes across the four seasons
	  o I can observe and describe weather associated with the seasons and how day length varies
	
	Skills
	Asking Questions
		LQ: What are the changes from Spring to Summer?
		
		Weather chart to be carried out throughout the term. What type of weather? What is the temperature?
		
		CURIOUS CATS, BUSY BEES, COLLABORATIVE CROCS
			LQ: Can you name parts of your body?	LQ: What can our different senses do?	LQ: Can you name and identify animals?	LQ: Which animals are herbivores, carnivores and omnivores?	LQ: How many animals can be found in the school grounds that are carnivores, herbivores and omnivores?	LQ: What have we learn over the year about the different seasons?

	Children should ask simple questions and recognise that they can be answered in different ways. **Monitoring and recording: Scientific enquiries** They should be able to do the following types of enquiry: • Observations. They should observe closely, using simple equipment. • 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.								
RE	Who is Jewish and what do they believe? I can retell a story the story of Chanukah. I can suggest what this story shows Jewish people about God. I can talk about how Chanukah is a special time for Jewish people. I can talk about and suggest why the Synagogue is a special place for Jewish people. I can express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways.	LQ: What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?	LQ: How do Jewish people celebrate Chanukah?	LQ: What is important at Chanukah time?	LQ: Where is a special place for Jewish people?	LQ: What do we know about Judaism that we didn't know before?	LQ:	LQ:
Computing	Coding Information technology	LQ: What are instructions? What will happen when	LQ: What are objects and actions?	LQ: What is an event? How can we use an event to control an object?	LQ: How does code execute when a program is run?	LQ: What is a background?	LQ: Can I plan and create a computer program?	LQ:

			instructions are followed? Project evolve – managing online information COLLABORATIVE CROCODILES	Project evolve – managing online information	Project evolve – managing online information	Project evolve – copyright and ownership	Project evolve – copyright and ownership	Project evolve – copyright and ownership	
		Do I know what object, actions, an event, backgrounds and objects are? Can I use an event to control an object? Can I begin to know how code executes when a program is run? Can I plan and make a computer program? Project evolve Managing online information o I can use the internet to find things out. o I can use simple keywords in search engines o I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. Copyright and ownership o I can explain why work I create using technology belongs to me. o I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). o I can save my work so that others know it belongs to me (e.g. filename, name on content).							
History		Dates 1. DAYS OF THE WEEK AND MONTHS OF THE YEAR 2.WHICH MONTH IS MY BIRTHDAY? (ongoing throughout the year) Architecture Pirate ships Jobs/economy/trade	LQ: What are the pirate artefacts and how were they used? Hook → linked to English lesson	LQ: Who was Blackbeard? Link to English Were pirates tradders or robbers? CURIOUS CATS	LQ: Who was Jake Ward? Link to English Were pirates tradders or robbers? What were pirate ships like?	LQ: Can you use your knowledge of pirate ships to create a replica?	LQ:	LQ:	LQ:

			LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
	Were Pirates – traders or robbers?								
Geography	Location knowledge Can I name and locate one of the world's oceans? Human and physical geography Can I notice seasonal patterns? Can I use basic geographical vocabulary to refer to human features? Can I use basic geographical vocabulary to refer to physical features? Can I use geographical vocabulary when describing a place? Geographical skills and field work Can I begin to use maps, atlases and globes to identify studied regions? Can I use north and south accurately? Can I begin to devise a simple map with support? Can I observe and record – local area – sketch / plan? Can I begin to use a globe / atlas / google earth to locate countries and features studied e.g. seas or rivers?	LQ: Can I begin to use maps?	LQ:	LQ: What oceans did Pirates sail across?	LQ: Can I make my own treasure map? Pirate day devise a simple map Can I say where north and south are? Can I begin to use maps? RESILIENT RHINOS	LQ:	LQ: Can I use geographical vocabulary when describing a place?	LQ:

D.T	Design
	  o Have own ideas
	  o Explain what I want to do
	  o Explain what my product is for
	  o Design a product for myself following design criteria
	Make
	  o Explain what I'm making and why consider what I need to do next
	  o Select tools/equipment to cut
	  o Work in a safe and hygienic manner
	Evaluate
	  o Talk about my work, linking it to what I was asked to do
	  o Begin to talk about what could make product better
		LQ:	LQ:	LQ: Can you plan your pirate grog? What flavours do you think will taste nice together?	LQ: Can you make pirate grog?
					
					Can you evaluate your pirate grog?
					
					Pirate day
						LQ:	LQ:	LQ:

			LQ: Can you send, receive and travel with a large ball using your feet? Sports day practise COLLABORATIVE CROCODILES, RESILIENT RHINOS	LQ: Can you control a football? Sports day practise RESILIENT RHINOS	LQ: Can you improve your ball control? Sports day practise RESILIENT RHINOS	LQ: SPORTS DAY Sports day practise COLLABORATIVE CROCODILES, RESILIENT RHINOS	LQ: Can you control the ball with increasing accuracy? RESILIENT RHINOS	LQ: Can you play a mini game of football? COLLABORATIVE CROCODILES, RESILIENT RHINOS	LQ:
P.E	Games - o Can travel in a variety of ways including running and jumping. - o Perform a range of throws (Underarm and overarm). - o Receives a ball with basic control - o Beginning to develop hand-eye coordination. - o Participate in simple games. - o Beginning to develop spatial awareness. - o Beginning to communicate (simple language). Athletics - o Can change speed and direction whilst running. - o Can jump from a standing position with accuracy and stability. - o Performs a variety of throws with control and co-ordination. - o Prepare for throwing events. Can use equipment safely.								
PHSE	Changing me ationships Education - **By end of primary, pupils should know:** nilies and the people who care for me) that families are important for children growing up because they can give love, security and stability) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	LQ: What are the life cycles of animals and humans? What about me has changed? How have I stayed the same?	LQ: How have I changed since I was a baby?	LQ: What are our different body parts?	LQ: How do you change when you learn?	LQ:	LQ:	LQ:

	ing friendships) how important friendships are in making us feel happy and secure, and how people choose and make friends) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. **spectful relationships** 3) practical steps they can take in a range of different contexts to improve or support respectful relationships 5) the importance of self-respect and how this links to their own happiness 6) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority 8) what a stereotype is, and how stereotypes can be unfair, negative or destructive 9) the importance of permission seeking and giving in relationships with friends, peers and adults. **ng safe** 5) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 6) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe 7) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact 9) how to recognise and report feelings of being unsafe or feeling bad about any adult 0) how to ask for advice or help for themselves or others, and to keep trying until they are heard 1) how to report concerns or abuse, and the vocabulary and confidence needed to do so 2) where to get advice e.g. family, school and/or other sources. sical Health and Well-Being – **By end of primary, pupils should know:** **ntal well-being**) that mental well-being is a normal part							

	of daily life, in the same way as physical health) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online) 0) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.							
French	**Carried over from last term** **Speaking** ° Join in with a rhyme, story or song. Respond to familiar questions using single words, or simple phrases.	LQ: Can I say hello/goodbye?	LQ: Can I say my lunch order in French?	LQ: Can I sing the days of the week?	LQ:	LQ:	LQ:	LQ:
Learning Environment in corridor displays		Change RE display Sunflower display! Outdoor area:			Graph paper to draw pirate maps Do your boats float?	Shop – can they buy something from the shop?	I wish display	

		Halves, quarters Pirate books Water station						