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

Democracy

Rule of Law

Cultures & religion

Mutual respect

Individual liberty
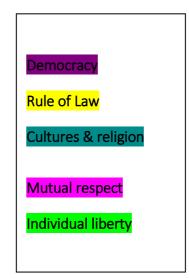
Topic: What makes a good pirate?
Term: 6
Hooks: Finding a treasure map → treasure hunt, Pirate day, trip to the zoo?, petting zoo?
Texts: Pirates next door, Peter Pan, Night Pirates, How to be a pirate

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	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 - 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.	LQ: Would you like to live next door to a pirate?	LQ: Who was Blackbeard? Can you write a character description of a pirate? o Character description o Wanted poster o Look at diary entries	LQ: Who was Jake Ward? What would he have written in his diary? Assessment o Link with history – who was Jake Ward? What would he have experienced? o Link to senses (science) – what could he hear? Smell? Taste? Touch? See?	LQ: Can you write a recount of your day as a pirate? Assessment	LQ: What is a holiday brochure? o Look at holiday brouchures and the information they include. o Create their own – from a Pirate about where they have disembarked. o Link to physical and human geography	LQ:	LQ: Recount – trip to the zoo?
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.	LQ: singular or plural? Red words – practise cursive letters	LQ: prefix **Adjectives** Red words – practise cursive letters	LQ: suffix Red words – practise cursive letters	LQ: suffix, ordering sentences Red words – practise cursive letters	LQ: Days and months of the year **-ing** Red words – practise cursive letters	LQ: days and months of the year **-ing** Red words – practise cursive letters	LQ: ordering sentences Red words – practise cursive letters

		I can add the taught prefixes and suffixes correctly e.g. the prefix un-; the suffixes –ing, -ed, -er and -est 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	Geometry: ° describe position, direction and movement, including whole, half, quarter and three quarter turns. Place Value: ° count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ° count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	<u>LQ: Geometry – position and direction</u> o describe turns activity o describe turns o describe position	<u>LQ: Place value within 100</u> o counting to 100 by making 10s o counting to 100 o counting forwards and backwards within 100 o 100 square o Partitioning numbers	<u>LQ: Place value within 100</u> o Comparing numbers o Ordering numbers o One more one less	<u>LQ: Subtraction and addition consolidation</u>	<u>LQ: money</u> o Recognising coins o Recognising notes o Counting in coins	<u>LQ: time (KF)</u> o Before and after o Dates o Time to the hour	<u>LQ: Consolidation</u>

	° 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 ° Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations. <u>Addition and subtraction</u> ° read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs ° represent and use number bonds and related subtraction facts within 20 ° add and subtract one-digit and two-digit numbers to 20, including zero ° solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations,						

	and missing number problems such as 7 = – 9. **Measurement** ° compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] ° measure and begin to record the following: time (hours, minutes, seconds) ° recognise and know the value of different denominations of coins and notes ° sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] ° recognise and use language relating to dates, including days of the week, weeks, months and years ° tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.							
Science	**Animals inc. humans** ° identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ° identify and name a variety of common animals that are carnivores, herbivores and omnivores ° describe and compare the structure of a variety	LQ: What are the changes from Spring to Summer?	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? How many animals can be found in the school grounds that are carnivores, herbivores and omnivores?	LQ:	LQ: What have we learn over the year about the different seasons? Petting zoo? → Describing the structures of pets.

	of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ° identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Seasonal change ° observe changes across the four seasons ° observe and describe weather associated with the seasons and how day length varies.							
RE		LQ: What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?	LQ: What does the story of Chanukah make us think about? How do Jewish people celebrate Chanukah?	LQ: What does the story of Chanukah make us think about? 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	° recognise common uses of information technology beyond school ° use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. ° Pupils can navigate around a spreadsheet. ° Pupils can explain what rows and columns are. ° Pupils can save and open sheets. ° Pupils can enter data into cells ° Pupils can open the Image toolbox and find and add clipart. ° Pupils can use the 'move cell' tool so	LQ: What is technology? Project evolve LQ: What is a spreadsheet? Project evolve	LQ: Where is technology used? Project evolve LQ: How do you add images to a spreadsheet? Project evolve	LQ:	LQ:	LQ: LQ: Can I use the 'speak' and 'count' tools in 2calculate? (Link with money)	LQ:	LQ:

	that images can be dragged around the spreadsheet. ° Pupils can use the 'lock' tool to prevent changes to cells. ° Pupils can give images a value that the spreadsheet can use to count them. ° Pupils can add the count tool to count items. ° Pupils can add the speak tool so that the items are counted out loud. ° Pupils can use a spreadsheet to help work out a fair way to share items.								
History	Chronological understanding ° Develop an awareness of the past, using common words and phrases relating to the passing of time. Knowledge and interpretation: ° Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand the key features of events. ° Know about lives of significant individuals in the past who have contributed to national achievements? Significant historical people and places in their own locality. Historical enquiry ° Ask and answer questions, choosing and using parts of stories and other sources to show that they know and	LQ: What are the pirate artefacts and how were they used? Hook → linked to English lesson	LQ: What are the pirate artefacts and how were they used? LQ: Who was Blackbeard? Linked to English	LQ: Who was Jake Ward? Linked to English	LQ:	LQ:	LQ:	LQ:

	understand the key features of events.							
Geography	Locational knowledge ° name and locate the world's seven continents and five oceans Human and physical geography ° Use basic geographical vocabulary to refer to i) Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii) Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork ° Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied ° Use simple compass directions - N,S,E,W – and locational and directional language to describe the location of features and routes on a map.	LQ: Can I follow compass directions to find the treasure? What oceans did Pirates sail across?	LQ:	LQ:	LQ:	LQ: Can I use geographical vocabulary when describing a place?	LQ:	LQ:
Art	° To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ: Can you make pirate clay heads?
D.T	Design: ° design purposeful, functional, appealing products for themselves and	LQ:	LQ:	LQ:	LQ: Can you make pirate grog? Pirate day	LQ:	LQ:	LQ:

	other users based on design criteria ° generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make: ° select from and use a range of tools and equipment to perform practical tasks [for example, cutting,] ° select from and use a wide range of materials and components, including and ingredients, according to their characteristics Evaluate: ° evaluate their ideas and products against design criteria							
P.E		LQ: Sports day practise Elite – games/athletics	LQ: Sports day practise Elite – games/ athletics	LQ: Sports day practise Elite – games / athletics	LQ: Sports day practise Elite – games /athletics	LQ: Sports day practise Elite – games /athletics	LQ: Elite – games / athletics	LQ:
PHSE	o I am starting to understand the life cycles of animals and humans o I understand that changes happen as we grow and that this is OK o I can tell you some things about me that have changed and some things about me that have stayed the same o I know that changes are OK and that sometimes they will happen whether I want them to or not o I can tell you how my body has changed since I was a baby o I understand that growing up is natural	LQ: What are the life cycles of animals and humans? LQ: 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: What changes have happened in your life?		LQ:

	and that everybody grows at different rates o I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus o I respect my body and understand which parts are private o I understand that every time I learn something new I change a little bit o I enjoy learning new things o I can tell you about changes that have happened in my life o I know some ways to cope with changes							
French		LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
Music		LQ:	LQ: What songs did Pirates sing?	LQ:	LQ:	LQ:	LQ:	LQ:
Learning Environment in corridor displays		RE display up → Shabbat Add to achievement tree Door display			Inspire day – Paralympics			