

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

<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships
<b>Applying</b> Use info in a new situation		
<b>Understanding</b> Understand and make sense of info		
<b>Remembering</b> Remember and recall info		

Exceeding Skills

Expected Skills

Emerging Skills

Democracy

Rule of Law

Cultures & religion

Mutual respect

Individual liberty

Topic: What can you tell me about Africa?

Term: 1

Hooks: African drumming

Texts: The boy who biked the world

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	RWInc	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
Writing	expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form - Use of capital letters, full stops, question marks and exclamation -marks to demarcate sentences -writing narratives about personal experiences and those of others (real and fictional)  • writing about real events • writing poetry • writing for different purposes • planning or saying out loud what they	Can you write a postcard?  Can you identify the features of a letter?  Can you write a letter? (more than 1 session)	Can you respond to a new book?  Can you think of and use onomatopoeic words for a purpose?  Can you read and understand facts about African animals?	Can you research facts about African animals?  Can you create a fact book? (to take more than 1 session)	Can you use descriptive sentences to describe a scene?  Can you plan a story?  Can you write a story using your plan?	Can you perform and express views about a poem?  Can you discuss word, punctuation and grammar choices and their effect in poems?	Can you write alphabet poems about animals?	LQ:

	<p>are going to write about</p> <ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>							
GPS	<p>2G5.2 full stops</p> <p>2G5.1 capital letters</p> <p>2G5.4 exclamation marks</p> <p>2G5.3 question marks</p> <p>1G3.1 words combining to make sentences</p> <p>1G3.3 using 'and'</p> <p>2G5.5 punctuation inc. commas</p>	<p><b>LQ:</b> What are capital letters &amp; when are they used?</p> <p>How do we create sentences using capital letters correctly?</p> <p>Can you identify how many capital letters are needed in my sentence?</p>	<p>LQ: Can you name the punctuation being used?</p> <p>What punctuation is needed in my sentence?</p> <p>Can you insert punctuation into a short paragraph?</p> <p>Explain why you have used certain punctuation in your sentence/paragraph</p>	<p><b>LQ:</b> How many proper / common nouns can we recognise?</p> <p>Can you find and explain errors in a sentence?</p> <p>Can you write a sentence which uses the noun as proper and a sentence that uses the noun as common?</p> <p>Explain if a noun at the start of a sentence is proper or common</p>	<p><b>LQ:</b> Can you combine words to make a punctuated sentence?</p> <p>Can you identify mistakes in sentences involving capitalisation &amp; punctuation?</p> <p>Explain the mistakes in two longer sentences involving capital letters and proper nouns</p>	<p><b>LQ:</b> How many conjunctions can you recognise?</p> <p>Can you find and explain the mistake made when joining two sentences with a conjunction?</p> <p>Can you remove the 'and' from a sentence and write two sentences created by that action?</p> <p>Can you explain which conjunction would best fill the gap in a given sentence. Two clauses in the sentences, with three</p>	<p><b>LQ:</b> Using various conjunctions can you extend the sentence?</p> <p>Can you explain if the conjunction in the sentence makes sense?</p>	<p><b>LQ:</b> Can you recognise commas in a list?</p> <p>Can you write a simple list with commas?</p>

						conjunctions given to choose from?		
<b>Maths</b>	<p>Count in steps of 2,3 and 5 from 0, and in tens from any number, forward and backward, -Recognize the place value of each digit in two-digit numbers (tens and ones) -Identify, represent and estimate numbers using different representations, including the number line, - Compare and order numbers from 0 up to 100: use &lt;, &gt; and = signs, - Read and write numbers to at least 100 in numerals and in words</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally</p>	<p><u>LQ:</u></p> <p>Can you count forwards and backwards?</p> <p>How do we Count &amp; write numbers to 20?</p> <p>What are Tens &amp; ones?</p>	<p><u>LQ:</u></p> <p>Can we recognise Numbers to 50 &amp; count forwards &amp; backwards?</p> <p>Can you recognise Tens &amp; ones within 50?</p> <p>Can you use maths vocabulary to compare numbers within 50?</p>	<p><u>LQ:</u></p> <p>Can you Count objects to 100 &amp; read &amp; write numbers in numerals &amp; words?</p> <p>How do we represent numbers to 100?</p> <p>Can you show Tens &amp; ones using part part whole?</p>	<p><u>LQ:</u></p> <p>How can you use Tens &amp; ones when adding?</p> <p>Can you Compare objects?</p> <p>Can you Compare numbers?</p> <p>Can you Order objects &amp; numbers?</p>	<p><u>LQ:</u></p> <p>Can you use Fact family's to understand addition &amp; subtraction bonds to 20?</p> <p>How do you Check calculations?</p> <p>How do you Compare number sentences?</p> <p>Do you Know number bonds &amp; their related facts?</p>	<p><u>LQ:</u></p> <p>How do you...</p> <p>Count in 2s</p> <p>Count in 5s</p> <p>Count in 10s</p> <p>Count in 3s?</p>	<p><u>LQ:</u></p> <p>Can you recognise Bonds to 100 (tens)?</p> <p>Can you Add &amp; subtract 1s?</p> <p>Can you recognise 10more 10 less?</p> <p>Can you Add &amp; subtract 10s?</p>
<b>Science</b>	<p>To explore and compare the differences between things that are living, dead, and things that have never been alive. -To use their observations and ideas to suggest answers to questions - To identify and name a variety of plants and animals in their habitats, -To identify and classify, and sort objects into categories -To identify and name a variety of plants and animals in their habitats, including microhabitats To identify that most living things live in habitats to which they are suited and describe how different habitats</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p>LQ Can you identify and name a variety of plants and animals in their habitats, including microhabitats?</p> <p>Can you answer questions about things that are living, dead or have never been alive?</p>	<p>LQ: Can you map a habitat in our local area?</p> <p>Can you use information gathered to answer questions?</p>	<p><u>LQ:</u></p>

	provide for the basic needs of different kinds of animals and plants,							
RE	<u>Who made the world?</u> <u>CREATION</u>	<u>LQ: Why is it important to rest?</u>	<u>LQ: Why did God tell people to rest one day a week?</u>	<u>LQ: What can we do to look after our world?</u>	<u>LQ: What rules could God have given to help look after the world?</u>	<u>LQ: What is the best thing about the world?</u>	<u>LQ: What is the best thing about the world?</u>	<u>LQ:</u>
Computing	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  Create and debug simple programs  Use logical reasoning to predict the behaviour of simple programs.	<u>LQ:</u> What is an algorithm? • How do you create a computer program using simple algorithms?  <u>E-Safety</u>  How do you refine searches using the Search tool?	<u>LQ:</u> Can you compare the Turtle and Character objects. • How do you use the button object? • Do you understand how use the Repeat command? • Can you explain how to use the Timer command?  <u>E-Safety</u>  How do you use Email as a communication tool using 2Respond simulations?	<u>LQ:</u> Do you know what debugging means? • Why do we need to test and debug a program repeatedly. • How do you debug simple programs?  <u>E-Safety</u>  To understand that information put online leaves a digital footprint or trail.	<u>LQ:</u> Can you create programs using different kinds of objects whose behaviours are limited to specific actions. • Can you predict what the objects will do in other programs, based on their knowledge of what the object is capable of?  <u>E-Safety</u>  <u>Recap last week</u>	<u>LQ:</u> Can you use all the coding knowledge, you have learned throughout their programming lessons to create a more complex program that tells a story?  <u>E-Safety</u>  How can we think critically about the information they leave online?	<u>LQ:</u>	<u>LQ:</u>
History								
Geography	To name and locate the world's seven continents and five oceans in the context of Africa (Kenya). To use basic geographical vocabulary to refer to key physical and human features in the context of Kenya (national parks/ reserves)  To devise simple maps in the context of Africa (Kenya). To understand geographical	<u>LQ:</u>	LQ: Can you name & locate 7 continents?  LQ: Can you talk about the Kenyan climate & compare it with UK?	LQ: Which animals live in Kenya & are they the same as UK?  LQ: Can you use geographical vocabulary to describe the landscapes in Kenya?	LQ: Can you find out about the massai tribe?	<u>LQ:</u>	<u>LQ:</u>	

	<p>similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non European country in the context of Kenya.</p> <p>To use basic geographical vocabulary to refer to key physical and human features in the context of Africa (national parks). To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of national park/ safari maps.</p>							
<p>Art</p>	<p>to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>LQ: Can you create an African sunset painting?</p>			<p>LQ: Can you create a traditional Massai necklace?</p>			

D.T		LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
P.E	CRICKET SESSIONS							LQ:
PHSE		LQ: What are my hopes and fears for this year and who can I ask for help?	LQ: How can I help others feel that they belong?	LQ: How can we make our class a safe and fair place to be?	LQ: How can we make our class a safe and fair place to be?	LQ: What are the rewards and consequences in our school and why do we need them?	LQ:	LQ:
French (N/A)		LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
Music		LQ: Can you clap back a rhythm?	LQ: Can you use your voices, listen & sing?	LQ: Can you use instruments?	LQ: can you use the skills taught to improvise?	LQ:	LQ:	LQ:
Learning Environment in corridor displays		-African sunsets corridor display						