

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

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| 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: Can you tell me how to stay healthy?

Term: 2

Hooks: Nurse visit / create a healthy circuit in PE for others to complete

Texts: Dr Dog / stories & poetry by Babette Cole Shape poems

| Area of Learning | Skill/ Small steps | Week 1 | Week 2 | Week 3/ | Week 4 | Week 5 | Week 6 | Week 7 |
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| Reading | RWinc | LQ: | LQ: | LQ: | LQ: | LQ: | LQ: | LQ: |
| Writing | Segment spoken words into phonemes and represent these by graphemes, spelling many correctly, --Spell many common exception words, --Write simple sentences using Grapheme Phoneme Correspondences --Spell some words with contracted forms -Use coordination ('and' 'or' 'but') to join my sentences. Use some subordinating conjunctions such as: when, if, that, because. - Use expanded noun phrases to describe and specify -Use the past and present tense mostly correctly and consistently -Use simple gender forms. -Demarcate most sentences with CL, FS &?- Use capital letters for proper nouns. -Identify speech marks in a text | LQ: ABSENT SUPPLY COVER | LQ: Can I identify features of instructions? LQ: Can I read & spell words with suffixes -er and -est? LQ: Can you use comma's to separate lists? LQ: Can you order instructions? | LQ: Can you say instructions & complete a 'story' map for them? Can you write instructions for making a fruit salad? (over 2 days) Healthy living leaflet | Poetry – T'was the night before Christmas Can you answer questions about a narrative poem? Can you perform a narrative poem as a class? Can you investigate rhyme in a poem? PHONICS ASSESSMENT | Can you find patterns of syllables in a poem? Can you identify and write noun phrases? (2 sessions) Can you learn to use similes to describe? (2 sessions) Can you plan a poem in the style of T'was the night before Christmas? | Can you write a poem? Can you edit and publish a poem? (2 sessions) | LQ: |

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| <p>GPS</p> | <p>(2G3.2) Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon] Terminology for pupils: •(2G3.2) noun phrase (2G3.3) Co-ordination (using <i>or</i>, <i>and</i>, or <i>but</i>) (2G3.4) Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>)</p> | <p><u>LQ:</u> What are Nouns? What are Adjectives?</p> | <p>LQ: Can you recognise adjectives in sentences? Can you use adjectives in sentences?</p> | <p><u>LQ:</u> Can you separate adjectives using commas? Can you add adjectives after a noun?</p> | <p><u>LQ:</u> Can you use; 'so', 'and', 'but' and 'or' Can you recognise 'because' and 'that'</p> | <p><u>LQ:</u> Can you use 'because' and 'that' Can you recognise 'when' and 'if'</p> | <p><u>LQ:</u> Can you use 'when' and 'if' Can you use: 'because', 'that', 'when' and 'if'</p> | <p><u>LQ:</u></p> |
| <p>Maths</p> | <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot, -Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ☐ find different combinations of coins that equal the same amounts of money ☐ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> | <p><u>LQ:</u> How do we add two 2-digit numbers? How do we subtract two 2-digit numbers? Can we answer mixed addition & subtraction questions?</p> | <p><u>LQ:</u> Can we find & make number bonds? (recap) Do we know our bonds to 100? Addition & subtraction assessment needed before moving on</p> | <p><u>LQ:</u> Money Do you recognise coins & notes? Can you count pennies? Can you count pounds? Can you count notes & coins?</p> | <p><u>LQ:</u> Can you use your knowledge to make the same amounts? Can you compare money? Can you find the total?</p> | <p><u>LQ:</u> Can you find the difference? Can you find the correct change? Can you answer 2 step problems involving money? Can you make equal groups?</p> | <p><u>LQ:</u> Can you add equal groups? Can you make arrays? Consolidation</p> | <p><u>LQ:</u> Assessment / Christmas themed activities</p> |
| <p>Science</p> <p>ONGOING INVESTIGATION: COMPARISON BETWEEN TOOTH IN WATER TO TOOTH IN COKE</p> | <p>Notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> | <p><u>COMPLETE LIVING THINGS HABITATS</u></p> | | <p><u>LQ:</u> How do we look after ourselves? <u>LQ:</u> What is the difference between wants and needs? <u>LQ:</u> What is personal hygiene? (To include brushing teeth, hand washing, keeping fit)</p> | <p>LQ: How important is it to eat the right types of food? LQ: Should we just eat foods that are full of fat? <u>LQ:</u> Why do we have to eat healthily?</p> | <p><u>LQ:</u> How does exercise make our body feel? LQ: How does exercise make our body feel?</p> | | <p><u>LQ:</u></p> |

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| RE | <p><u>Why does Christmas matter to Christians?</u></p> <p><u>IINCARNATION</u></p> | <p><u>LQ: Why is Jesus special to Christians?</u></p> | <p><u>LQ: What does the Bible tell Christians about the Christmas story?</u></p> | <p><u>LQ: What does incarnation mean?</u></p> | <p><u>LQ: How do Christians know that baby Jesus was a king?</u></p> | <p><u>LQ: How do Christians use the nativity scene at church & at home?</u></p> | <p><u>LQ: How do Christians celebrate Christmas at church & at home?</u></p> | <p><u>LQ: What do Christians learn from the Christmas story?</u></p> |
| Computing | <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content ☑ 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.</p> | <p>LQ: Can you begin to explore what a spreadsheet is, using vocabulary related to them?</p> | <p>LQ: Can you copy & paste to make a spreadsheet? Can you explore how to make totals?</p> | <p>LQ: Can you use a spreadsheet to total amounts?</p> | <p>LQ: Can you use the speak & count tools in 2Calculate to count items?</p> | <p>E-Safety longer sessions: Do you know how to make safe searches & to refine the safe searches?</p> | <p>LQ: What is email?</p> | <p><u>LQ: Do you know what a digital footprint is?</u></p> |
| History | <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. - Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me</p> | | | | | <p>LQ: <u>What was important about Florence Nightingale?</u></p> <p>LQ: <u>How have hospitals changed over time?</u></p> <p>LQ: Can you write facts about Florence Nightingale? (use purple mash/mash cam)</p> <p>LQ: What is a timeline?</p> | <p>LQ: <u>How has Edith Cavell changed our lives?</u></p> <p>LQ: <u>What are the similarities & differences between Florence Nightingale & Edith Cavell?</u></p> <p>How have hospitals changed over time?</p> | |
| Geography | <p>Name and locate the world's seven continents and five oceans, -Use globes, maps, plans at a range of scales, -Use secondary sources of information</p> | <p><u>LQ:</u></p> | <p><u>LQ:</u></p> | <p><u>LQ:</u></p> | <p><u>LQ:</u></p> | <p><u>LQ:</u></p> | <p>LQ: <u>Where did the nurses live/ work? Explore these when making comparisons</u></p> | <p><u>LQ:</u></p> |

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| Art | | | | | | | | |
| D.T | that everyone should eat at least five portions of fruit and vegetables every day, -how to prepare simple dishes safely and hygienically, without using a heat source, how to use techniques such as cutting, peeling and grating | <u>LQ:</u> | LQ: Can you find out the favourite fruits and vegetables in the class and present the data in a pictogram? Can you examine, taste and describe a variety of fruits and vegetables? Can you find out how to handle and prepare a variety of fruits and vegetables? Can you design a recipe to include fruit and/or vegetables? Can you make and evaluate a food product based on a design? | | <u>LQ:</u> | <u>LQ:</u> | | |
| P.E ELITE SPORTS COACHES | | <u>LQ:</u> | <u>LQ:</u> | <u>LQ:</u> | <u>LQ:</u> | <u>LQ:</u> | <u>LQ:</u> | <u>LQ:</u> |
| PHSE | | <u>LQ:</u> Can I start to understand that sometimes people make assumptions about boys and girls? (stereotypes) | <u>LQ:</u> Can I explain how it feels to be a friend and why it's fine to be different from my friends? | <u>LQ:</u> Can I explain how it feels to be part of a group? | <u>LQ:</u> Can I explain how and why I need to make healthy and safe choices? | <u>LQ:</u> Can I explain why it is OK to feel safe and special in some relationships and uncomfortable in others? | <u>LQ:</u> Can I explain the various ways that boys and girls are different? | <u>LQ:</u> |
| French (N/A) | | <u>LQ:</u> | <u>LQ:</u> | <u>LQ:</u> | <u>LQ:</u> | <u>LQ:</u> | <u>LQ:</u> | <u>LQ:</u> |
| Music | Singing Knowledge: I confidently know and can sing five songs from memory. I know that 'Unison' means everyone singing at the same time. I know why we warm up our voices. Skills: Can I use my voice to sing notes of different pitches (high and low)? PERFORMING Knowledge: I know a performance is sharing music with other people, called an audience. I know a performance can be a special | <u>LQ:</u> | <u>LQ:</u> | <u>LQ:</u> | <u>LQ:</u> 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. | <u>LQ:</u> Can I explain what a song is about? | <u>LQ:</u> Can I confidently sing songs in unison from memory? | <u>LQ:</u> Can I perform a song/ or songs I have learnt. Can I listen back to the performance and say how I felt about it? |

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| | <p>occasion and involve a class, or whole school.</p> <p>I know the audience can be parents and friends.</p> <p>Skills: Can I choose a song I have learnt from the scheme and perform it. Can I add my ideas to the performance? Can I listen back to the performance and say how it felt about it?</p> | | | | | | | |
| <p>Learning Environment in corridor displays</p> | | <p>Non-fiction about healthy living</p> <p>Amazing world display</p> | | | | | | |