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

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

Exceeding Skills

Rule of Law

Democracy

Expected Skills

Cultures & religion

Emerging Skills

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 / healthy living texts / Florence Nightingale

Area of Learning	Skill/ Small steps	Week 1	Week 2	Week 3/	Week 4	Week 5	Week 6	Week 7
Reading	RWInc	<u>LO:</u>	LQ:	<u>LQ:</u>	<u>LQ:</u>	LQ:	<u>LQ:</u>	<u>LO:</u>
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 CorrespondencesSpell some words with contracted forms -Usee coordination ('and' 'or' 'but') to join my sentences. Use some subordinating conjunctions such as: when, if, that, becauseUse 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 nounslidentify speech marks in a text	LQ: Can I answer questions about a new story? LQ: Can I learn and order a new story? LQ: Can I use speech marks? LQ: Can I write a new story?	LQ: Can you plan a new story? (over 2 days) Can you write a new story? (over 2 days)	LQ: Can I follow instructions and discuss significance of order? 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? Can you say instructions & complete a 'story' map for them? Can you write instructions for making a fruit salad? (over 2 days)	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:
GPS	(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	LQ: What are Nouns?	LQ: Can you recognise adjectives in sentences?	LQ: Can you separate adjectives using commas?	LQ: Can you use; 'so', 'and', 'but' and 'or'	LQ: Can you use because' and 'that'	LQ: Can you use 'when' and 'if'	<u>LO:</u>

	(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> , that, or <i>because</i>)	What are Adjectives?	Can you use adjectives in sentences?	Can you add adjectives after a noun?	Can you recognise 'because' and 'that'	Can you recognise 'when' and 'if'	Can you use: 'because', 'that', 'when' and 'if'	
Maths	Step1 Recognise 2-D and 3-D shapes	LQ: Can I add to the next 10? Can I add across 10? Can I subtract across 10? Can I subtract from a 10?	Can I subtract 1 digit from 2 digit number? Can I find 10 more / 10 less? Can I add and subtract 10s?	Can I add 2 2 digit numbers? (over 2 sessions) Can I subtract 2 2digit numbers? (2 sessions)	Can I answer addition and subtraction word problems? Can I compare number sentences? Can I answer missing number problems? (addition and subtraction assessment)	Can I recognise 2D & 3D shapes? Can I count sides & vertices on 2D shapes? Can I sort 2D shapes? Can I find lines of symmetry?	Can I use lines of symmetry to complete shapes? Can I count edges and faces on 3D shapes? Can I count vertices on 3D shapes? Can I sort 3D shapes?	Can I make patterns with 2D and 3D shapes? Shape assessment
ONGOING INVESTIGATION: COMPARISON BETWEEN TOOTH IN WATER TO TOOTH IN COKE	National curriculum for living things & habitats: Notice that animals, including humans, have offspring which grow into adults National curriculum for plants: Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. National curriculum for animals inc. humans: ind out about and describes 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.	LQ: Complete habitats LQ: Can you recognise world habitats? Can you identify how animals are suited to their habitats? LQ: Can you explain and recognise food chains?	LQ: How do we look after ourselves? LQ: What is the difference between wants and needs? LQ: What is personal hygiene? (To include – brushing teeth, hand washing, keeping fit)	LQ: How important is it to eat the right types of food? LQ: Should we just eat foods that are full of fat? LQ: Why do we have to eat healthily?	LQ: How does exercise make our body feel? LQ: How does exercise make our body feel?		REFER BACK TO OUR PLANTS / BULBS PLANTED IN TERM 1 – LEARNING WILL BE BASED UPON GROWTH OF THESE PLANTS	LO:

RE	Asking questions: Children should ask simple questions and recognise that they can be answered in different ways. Monitoring & recording: 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. 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.	LQ: Why is lesus special to	LQ: What does the Rible	LQ: What does incarnation	LQ: How do Christians	LQ: How do Christians use	LQ: How do Christians	LQ: What do Christians
	Digging deeper	Christians?	tell Christians about the Christmas story?	mean?	know that baby Jesus was a king?	the nativity scene at church & at home?	celebrate Christmas at church & at home?	learn from the Christmas story?
	IINCARNATION Christians believe that Jesus is God							
	and that he was born as a baby in Bethlehem.							
	The Bible points out that his birth showed he was extraordinary							
	(for example, he is worshipped							
	as a king, in Matthew) and that he came to bring good news (for							
	example, to the poor, in Luke).							
	Christians celebrate Jesus' birth;							
	Advent for Christians is a time of							
	getting ready for Jesus' coming.							
Computing	use technology purposefully to create, organise, store, manipulate and retrieve	LQ: Can you begin to explore what a	LQ: Can you copy & paste	LQ: Can you use a	LQ: Can you use the speak & count tools in 2Calculate	E-Safety longer sessions:	LQ: What is email?	LQ: Do you know what a digital footprint is?
Information	digital content 🛽 recognise common uses	spreadsheet is, using	to make a spreadsheet?	spreadsheet to total	to count items?	Do you know how to make		G
technology:	of information technology beyond school use technology safely and respectfully,	vocabulary related to them?	Can you explore how to	amounts?		safe searches & to refine		
Spreadsheets	keeping personal information private;		make totals?			the safe searches?	E-safety: Do I know how to	
	identify where to go for help and support when they have concerns about content	E-Safety:	Entre C. I. I.	E-safety: Can I describe	E-safety: Can I recognise		ask for help?	
Dunction the second	or contact on the internet or other online technologies.	Do I know that people can	E-safety: Can I explain why	ways in which people	issues online that might	E-safety: Do I know who I		
Project evolve:		choose different pictures	someone might want to	might make themselves look different online?	make me feel sad, worried	can go to for help?		
Self-image & identity	Can I use the 2Calculate to image, lock, move cell, speak and count tools to make a counting machine on a spreadsheet?	online to what they	change their appearance online?	TOOK UNTERENT ONNINE?	uncomfortable or frightened?			
	Can I use the totalling tools?							
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	Can I use a spreadsheet for money	actually look like in real				
	calculations?	actually look like III real				
	Can I use 2Calculate to collect data and	life?				
	produce a graph? (linked to topic – our					
	favourite fruit)					
	,					
	E-safety: Self-image & identity					
	l					
	I can explain how other people's					
	identity online can be different to					
	their identity in real life. I can					
	describe ways in which people might					
	make themselves look different					
	online. I can give examples of issues					
	online that might make me feel sad,					
	worried, uncomfortable or					
	frightened; I can give examples of					
	how I might get help					
History	Events beyond living memory that are		 	 Begin by looking at a	LQ: How has Edith Cavell	
,	significant nationally or globally.			timeline	changed our lives?	
Florence Nightingale						
riorence Mightingale	The lives of significant individuals in the			LQ: What was important	LQ: What are the	
Edith Covall	past who have contributed to national			about Florence	similarities & differences	
Edith Cavell	and international achievements. Some			Nightingale?	between Florence	
	should be used to compare aspects of				Nightingale & Edith Cavell?	
	life in different periods Understand			LQ: How have hospitals		
	how to put people, events and objects in			changed over time?	how has Florence	
	order of when they happened, using a				Nightingale improved our	
	scale the teacher has given me			LQ: Can you write facts	childhood?	
				about Florence		
	Chronological understanding: Can I use			Nightingale? (use purple		
	words and phrases like: before I was			mash/mash cam)		
	born, when I was younger? Can I use				CHILDHOOD THREAD	
	the words past /present correctly? Can I			What was Florence	* **	
	use a range of appropriate words and			Nightingale job? Why were	" "	
	phrases to describe past? Can I begin to			they important then and		
	use phrases / words like, before, after,			now?		
	past, present, then, now, in my historical			<i>⊘</i> ,		
	learning?			JOB THREAD		
				JOB IHKEAD 🦇		
	Sequencing: Can I sequence a set of events					
	in chronological order and give reasons for					
	their order?					
	Events: Can I recount some interesting					
	facts from an historical event?					
	Paople: Can Louislain who are a city					
	People: Can I explain why someone in					
	the past acted in the way they did? Can I					
	explain why Britain has a special history					
	by naming some famous events and					
	some famous people?					
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	Using sources: Can I answer questions by					
	using a specific source, such as an					
	information book? Can I answer					

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		again & why							
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	Describe properties of ingredients and							
	importance of varied diet. Say where							
	food comes from (animal, underground							
	etc.)Describe how food is farmed, home-							
	grown, caught. Draw eat well plate;							
	explain there are groups of food.							
	Describe "five a day" Cut, peel and grate							
	with increasing confidence							
P.E	DANCE	LQ:	LQ: Can you develop	LQ: Can you create a	LQ: Can you improve a	LQ: Can you develop	LQ:	<u>LQ:</u>
			responses to music of a	dramatic dance sequence?	dance sequence?	variation, control & quality		
ELITE SPORTS COACHES	Copies and explores basic movements	Can you explore a range of	specific mood?			of movement?		
	with clear control. Varies levels and	movement using body						
	speed in sequences. Can vary sizes of body shapes. Show change of direction in	parts?						
	a sequence. Uses space well and begins							
	to use effectively. Use vocabulary to							
	describe a short dance.							
		1		1	1		1	
PHSE	Families and the people who care for	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
	(R1) that families are important for	Con latort to	Can Lovalain how it fools	Can I explain how it feels	Can I explain how and why	Can Lovalain why it is OK to	Can I explain the various	
Celebrating differences	children growing up because they can	Can I start to understand that sometimes people	Can I explain how it feels to eb a friend and why it's		I need to make healthy and	Can I explain why it is OK to feel safe and special in	ways that boys and girls	
	give love, security and stability (R2) the	make assumptions about	fine to be different from	to be part of a group?	safe choices?	some relationships and	are different?	
	characteristics of healthy family life,	boys and girls?	my friends?		sale choices!	uncomfortable in others?	are unierent!	
	commitment to each other, including in	(stereotypes)	my menus:			unconnortable in others:		
	times of difficulty, protection and care	(stereotypes)						
	for children and other family members,							
	the importance of spending time together and sharing each other's lives							
	(R3) 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 (R4) 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 (R5)							
	that marriage represents a formal and							
	legally recognised commitment of two people to each other which is intended							
	to be lifelong (R6) how to recognise if							
	family relationships are making them							
	feel unhappy or unsafe, and how to							
	seek help or advice from others if							
	needed. Caring friendships (R7) how							
	important friendships are in making us feel happy and secure, and how people							
	choose and make friends (R8) the							
	characteristics of friendships, including							
	mutual respect, truthfulness,							
	trustworthiness, loyalty, kindness,							
	generosity, trust, sharing interests and							
	experiences and support with problems and difficulties (R9) that healthy							
	friendships are positive and welcoming							
	towards others, and do not make							
	others feel lonely or excluded (R10)							
	that most friendships have ups and							
	downs, and that these can often be							
	worked through so that the friendship							
	is repaired or even strengthened, and that resorting to violence is never right							
	(R11) how to recognise who to trust							
	() How to recognise who to trust	L	<u> </u>	I	I	I	1	1

French (N/A)		<u>LQ:</u>						
	school and/or other sources.							
	and confidence needed to do so (R32) where to get advice e.g. family,							
	are heard (R31) how to report concerns or abuse, and the vocabulary							
	or others, and to keep trying until they							
	to ask for advice or help for themselves							
	report feelings of being unsafe or feeling bad about any adult (R30) how							
	context) (R29) how to recognise and							
	appropriate in friendships with peers and others (including in a digital							
	(R25) what sorts of boundaries are							
	never met. Being safe							
	information including awareness of the risks associated with people they have							
	online friendships and sources of							
	(R23) how to critically consider their							
	to recognise risks, harmful content and contact, and how to report them							
	principles for keeping safe online, how							
	anonymous (R22) the rules and							
	including the importance of respect for others online including when we are							
	as to face-to-face relationships,							
	principles apply to online relationships							
	they are not (R21) that the same							
	sometimes behave differently online, including by pretending to be someone							
	relationships (R20) that people							
	friends, peers and adults. Online							
	(R19) the importance of permission seeking and giving in relationships with							
	can be unfair, negative or destructive							
	adult) and how to get help (R18) what a stereotype is, and how stereotypes							
	(primarily reporting bullying to an							
	bullying, responsibilities of bystanders							
	(including cyberbullying), the impact of							
	positions of authority (R17) about different types of bullying							
	respect to others, including those in							
	that in turn they should show due							
	wider society they can expect to be treated with respect by others, and							
	manners (R16) that in school and in							
	the conventions of courtesy and							
	support respectful relationships (R14)							
	steps they can take in a range of different contexts to improve or							
	preferences or beliefs (R13) practical							
	different choices or have different							
	personality or backgrounds), or make							
	when they are very different from them (for example, physically, in character,							
	importance of respecting others, even							
	Respectful relationships: (R12) the							
	situations and how to seek help or advice from others, if needed.							
	conflict, how to manage these							
	unhappy or uncomfortable, managing							
	and who not to trust, how to judge when a friendship is making them feel							

Music	Singing	LQ:	LQ:	LQ:	LQ: Can I copy and sing a	LQ: Can I explain what a	LQ: Can I confidently sing	LQ: Can I perform a song/
IVIUSIC					long to a new song using	song is about?	songs in unison from	or songs I have learnt.
	Knowledge: I confidently know and can sing				different pitches in my	361.8 13 435 411	memory?	Can I listen back to the
	five songs from memory. I know that				voice whilst also showing		memory:	performance and say how I
	'Unison' means everyone singing at the same				_			felt about it?
	time.I know why we warm up our voices.				how I enjoy the music by			
					moving to it in different			
	Skills: Can I use my voice to sing notes of				ways.			
	different pitches (high and low)?							
	PERFORMING							
	Knowledge, I know a parformance is sharing							
	Knowledge: I know a performance is sharing							
	music with other people, called an audience. I know a performance can be a special							
	occasion and involve a class, or whole school.							
	occasion and involve a class, or whole school.							
	I know the audience can be parents and							
	friends.							
	e.i.e.i							
	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 if felt about it?							
Learning Environment		Non-fiction about healthy livi	ing					
in corridor displays		Florence Nightingale display						