

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

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 / 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	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: 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'	LQ:

	(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>)	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	<p>Step 1 Recognise 2-D and 3-D shapes</p> <p>Step 2 Count sides on 2-D shapes</p> <p>Step 3 Count vertices on 2-D shapes</p> <p>Step 4 Draw 2-D shapes</p> <p>Step 5 Lines of symmetry on shapes</p> <p>Step 6 Use lines of symmetry to complete shapes</p> <p>Step 7 Sort 2-D shapes</p> <p>Step 8 Count faces on 3-D shapes</p> <p>Step 9 Count edges on 3-D shapes</p> <p>Step 10 Count vertices on 3-D shapes</p> <p>Step 11 Sort 3-D shapes</p> <p>Step 12 Make patterns with 2-D and 3-D shapes</p>	<p>LQ: Can I add to the next 10?</p> <p>Can I add across 10?</p> <p>Can I subtract across 10?</p> <p>Can I subtract from a 10?</p>	<p>Can I subtract 1 digit from 2 digit number?</p> <p>Can I find 10 more / 10 less?</p> <p>Can I add and subtract 10s?</p>	<p>Can I add 2 2 digit numbers? (over 2 sessions)</p> <p>Can I subtract 2 2digit numbers? (2 sessions)</p>	<p>Can I answer addition and subtraction word problems?</p> <p>Can I compare number sentences?</p> <p>Can I answer missing number problems?</p> <p>(addition and subtraction assessment)</p>	<p>Can I recognise 2D & 3D shapes?</p> <p>Can I count sides & vertices on 2D shapes?</p> <p>Can I sort 2D shapes?</p> <p>Can I find lines of symmetry?</p>	<p>Can I use lines of symmetry to complete shapes?</p> <p>Can I count edges and faces on 3D shapes?</p> <p>Can I count vertices on 3D shapes?</p> <p>Can I sort 3D shapes?</p>	<p>Can I make patterns with 2D and 3D shapes?</p> <p>Shape assessment</p>
Science	<p>National curriculum for living things & habitats: Notice that animals, including humans, have offspring which grow into adults</p> <p>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.</p> <p>National curriculum for animals inc. humans: ind out about and describes the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>LQ: Complete habitats</p> <p>LQ: Can you recognise world habitats?</p> <p>Can you identify how animals are suited to their habitats?</p> <p>LQ: Can you explain and recognise food chains?</p>	<p>LQ: How do we look after ourselves?</p> <p>LQ: What is the difference between wants and needs?</p> <p>LQ: 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?</p> <p>LQ: Should we just eat foods that are full of fat?</p> <p>LQ: Why do we have to eat healthily?</p>	<p>LQ: How does exercise make our body feel?</p> <p>LQ: How does exercise make our body feel?</p>	<p>REFER BACK TO OUR PLANTS / BULBS PLANTED IN TERM 1 – LEARNING WILL BE BASED UPON GROWTH OF THESE PLANTS</p>	<p>LQ:</p>	

	<p>Asking questions: Children should ask simple questions and recognise that they can be answered in different ways.</p> <p>Monitoring & recording: They should be able to do the following types of enquiry:</p> <p>Observations. They should observe closely, using simple equipment. Simple tests Identifying and classifying. Secondary sources.</p> <p>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.</p>							
RE	<p>Why does Christmas matter to Christians? <i>Digging deeper</i></p> <p>INCARNATION</p> <p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>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).</p> <p>Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p>	<p>LQ: Why is Jesus special to Christians?</p>	<p>LQ: What does the Bible tell Christians about the Christmas story?</p>	<p>LQ: What does incarnation mean?</p>	<p>LQ: How do Christians know that baby Jesus was a king?</p>	<p>LQ: How do Christians use the nativity scene at church & at home?</p>	<p>LQ: How do Christians celebrate Christmas at church & at home?</p>	<p>LQ: What do Christians learn from the Christmas story?</p>
<p>Computing</p> <p>Information technology: Spreadsheets</p> <p>Project evolve:</p> <p>Self-image & identity</p>	<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>Can I use the 2Calculate to image, lock, move cell, speak and count tools to make a counting machine on a spreadsheet?</p> <p>Can I use the totalling tools?</p>	<p>LQ: Can you begin to explore what a spreadsheet is, using vocabulary related to them?</p> <p>E-Safety: Do I know that people can choose different pictures online to what they</p>	<p>LQ: Can you copy & paste to make a spreadsheet? Can you explore how to make totals?</p> <p>E-safety: Can I explain why someone might want to change their appearance online?</p>	<p>LQ: Can you use a spreadsheet to total amounts?</p> <p>E-safety: Can I describe ways in which people might make themselves look different online?</p>	<p>LQ: Can you use the speak & count tools in 2Calculate to count items?</p> <p>E-safety: Can I recognise issues online that might make me feel sad, worried uncomfortable or frightened?</p>	<p>E-Safety longer sessions: Do you know how to make safe searches & to refine the safe searches? E-safety: Do I know who I can go to for help?</p>	<p>LQ: What is email? E-safety: Do I know how to ask for help?</p>	<p>LQ: Do you know what a digital footprint is?</p>

	<p>Can I use a spreadsheet for money calculations?</p> <p>Can I use 2Calculate to collect data and produce a graph? (linked to topic – our favourite fruit)</p> <p>E-safety: Self-image & identity</p> <p>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</p>	<p>actually look like in real life?</p>						
<p>History</p> <p>Florence Nightingale</p> <p>Edith Cavell</p>	<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>Chronological understanding: Can I use words and phrases like: before I was born, when I was younger? Can I use the words past /present correctly? Can I use a range of appropriate words and phrases to describe past? Can I begin to use phrases / words like, before, after, past, present, then, now, in my historical learning?</p> <p>Sequencing: Can I sequence a set of events in chronological order and give reasons for their order?</p> <p>Events: Can I recount some interesting facts from an historical event?</p> <p>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?</p> <p>Using sources: Can I answer questions by using a specific source, such as an information book? Can I answer</p>					<p>Begin by looking at a timeline</p> <p>LQ: What was important about Florence Nightingale?</p> <p>LQ: How have hospitals changed over time?</p> <p>LQ: Can you write facts about Florence Nightingale? (use purple mash/mash cam)</p> <p>What was Florence Nightingale job? Why were they important then and now?</p> <p>JOB THREAD </p>	<p>LQ: How has Edith Cavell changed our lives?</p> <p>LQ: What are the similarities & differences between Florence Nightingale & Edith Cavell?</p> <p>how has Florence Nightingale improved our childhood?</p> <p>CHILDHOOD THREAD</p> <p></p>	

	<p>questions using a range of artefacts/ photos provided?</p> <p>Research: Can I research the life of a famous Briton from the past using different resources to help?</p>							
Geography		<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>		<u>LQ:</u>
Art								
<p>D.T</p> <p>Making a vegetable soup</p>	<p>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</p> <p>DESIGN: Have own ideas and plan what to do next. Explain what I want to do and describe how I may do it. Explain purpose of product, how it will work and how it will be suitable for the user. Describe design using pictures, words, models, diagrams, begin to use ICT Design products for myself and others following design criteria. Choose best tools and materials, and explain choices</p> <p>MAKE: Explain what I am making and why it fits the purpose. Make suggestions as to what I need to do next. Join materials/components together in different ways Measure, mark out, cut and shape materials and components, with support. Describe which tools I'm using and why Choose suitable materials and explain choices depending on characteristics. Use finishing techniques to make product look good. Work safely and hygienically</p> <p>EVALUATE: Describe what went well, thinking about design criteria. Talk about existing products, considering: use, materials, how they work, audience, where they might be used; express personal opinion. Evaluate how good existing products are. Talk about what I would do differently if I were to do it again & why</p> <p>TECHNICAL KNOWLEDGE: Explain hygiene and keep a hygienic kitchen.</p>	<u>LQ:</u>	<p>LQ: Can you find out the favourite vegetables in the class and present the data in a pictogram?</p> <p>Can you examine, taste and describe a variety of vegetables?</p> <p>Can you find out how to handle and prepare a variety of vegetables?</p> <p>Can you design a recipe to include vegetables?</p> <p>Can you make and evaluate a food product based on a design?</p>		<u>LQ:</u>	<u>LQ:</u>		

	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 ELITE SPORTS COACHES	DANCE Copies and explores basic movements with clear control. Varies levels and speed in sequences. Can vary sizes of body shapes. Show change of direction in a sequence. Uses space well and begins to use effectively. Use vocabulary to describe a short dance.	<u>LQ:</u> Can you explore a range of movement using body parts?	<u>LQ:</u> Can you develop responses to music of a specific mood?	LQ: Can you create a dramatic dance sequence?	LQ: Can you improve a dance sequence?	<u>LQ:</u> Can you develop variation, control & quality of movement?	<u>LQ:</u>	<u>LQ:</u>
PHSE Celebrating differences	Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) 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 (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	<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>

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

<p>Music</p>	<p>Singing</p> <p>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.</p> <p>Skills: Can I use my voice to sing notes of different pitches (high and low)?</p> <p>PERFORMING</p> <p>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.</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 I felt about it?</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><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.</p>	<p><u>LQ:</u> Can I explain what a song is about?</p>	<p><u>LQ:</u> Can I confidently sing songs in unison from memory?</p>	<p><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?</p>
<p>Learning Environment in corridor displays</p>		<p>Non-fiction about healthy living</p> <p>Florence Nightingale display</p>						