

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: How important is it 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
Reading	RWinc	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</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 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	<p><u>LQ:</u></p> <p>Can we answer questions about a story?</p> <p>How is Dr Dog feeling at different parts of the story?</p> <p>How can we describe Dr dog?</p> <p>Explain ultimate goal is to write a persuasive leaflet encouraging people to be healthy. - Can we recognise persuasive language techniques?</p>	<p><u>LQ:</u></p> <p>Can you imitate a persuasive leaflet? (over 2 days, day 1 explore variety of leaflets/what is persuasion/how does the leaflet persuade you? Day 2 magpie language, phrases, alliteration)</p> <p>Can you recreate persuasive language?</p> <p>Can we persuade children to come to Eastry school? (Innovate persuasive leaflets) 2 days</p>	<p><u>LQ:</u></p> <p>Can we plan a persuasive healthy living leaflet? Recap WAGOLL, invent persuasive reasons using features identified- Questions</p> <ul style="list-style-type: none"> <li>- Alliteration</li> <li>- Repetition</li> <li>- Boastful language</li> <li>- Imperatives (bossy sentences)</li> </ul> <p>Personal appeal (MON-WED)</p> <p>Can we independently write own persuasive leaflet?</p>	<p><u>LQ: POETRY</u></p> <p>What is a poem &amp; can you sort poems?</p> <p>Can we change the tone of our voice to perform a poem?</p> <p>What are rhyming words? Can you identify/find them?</p>	<p><u>LQ:</u></p> <p>Can you answer questions about a poem?</p> <p>Can we write a poem with a repeating pattern? (2 days) day 1 explore/day 2 write – based on what would you put in a magic box? CHRISTMAS RELATED</p> <p>Can we write a shape poem? (2 days) CHRISTMAS RELATED</p>	<p><u>LQ:</u></p> <p>Can we write an acrostic poem? CHRISTMAS RELATED</p> <p>Choosing a style you prefer (repeating pattern/shape or acrostic plan) your own poem</p> <p>Can you write your own style of poem?</p>	<u>LQ:</u>

<p><b>GPS</b></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><b>Maths</b></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</p> <p>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 &amp; subtraction questions?</p>	<p><u>LQ:</u>   Can we find &amp; make number bonds? (recap)   Do we know our bonds to 100?   Addition &amp; subtraction assessment needed before moving on</p>	<p><u>LQ:</u>   <b>Money</b>   Do you recognise coins &amp; notes?   Can you count pennies?   Can you count pounds?   Can you count notes &amp; 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</p>
<p><b>Science</b></p> <p><b>ONGOING INVESTIGATION: COMPARISON BETWEEN TOOTH IN WATER TO TOOTH IN COKE</b></p>	<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe 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><u>LQ:</u> How do we look after ourselves?</p>	<p><u>LQ:</u> What do humans need to survive?</p>	<p><u>LQ:</u> What is the difference between wants and needs?</p>	<p><u>LQ:</u> What is personal hygiene? (To include brushing teeth, hand washing, keeping fit)</p>	<p><u>LQ:</u> Why do we have to eat healthily?</p>	<p><u>LQ:</u> How many food groups are there?</p>	<p><u>LQ:</u></p>

RE	<p><u>Why does Christmas matter to Christians?</u></p> <p><u>IINCARNATION</u></p>	<p>LQ: <u>Why is Jesus special to Christians?</u></p>	<p>LQ: <u>What does the Bible tell Christians about the Christmas story?</u></p>	<p>LQ: <u>What does incarnation mean?</u></p>	<p>LQ: <u>How do Christians know that baby Jesus was a king?</u></p>	<p>LQ: <u>How do Christians use the nativity scene at church &amp; at home?</u></p>	<p>LQ: <u>How do Christians celebrate Christmas at church &amp; at home?</u></p>	<p>LQ: <u>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 &amp; 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 &amp; count tools in 2Calculate to count items?</p>	<p>E-Safety longer sessions:  Do you know how to make safe searches &amp; to refine the safe searches?</p>	<p>LQ: What is email?</p>	<p>LQ: Do you know what a digital footprint is?</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 &amp; differences between Florence Nightingale &amp; Edith Cavell?</u></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>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ: <u>Where did the nurses live/ work? Explore these when making comparisons</u></p>	<p>LQ:</p>

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>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u> Can you plan a healthy dish?  <b><u>TO COMPLETE AFTER SCIENCE LEARNING</u></b>	<u>LQ:</u> Can you prepare your healthy dish?
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 explain why my behaviour can impact on other people in my class?	<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		<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
Learning Environment in corridor displays		Non-fiction about healthy living Stories by Babette Cole – Star Author						