

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: Who was Grace Darling?

Term: 1

Hooks: Eating Mustard sandwiches, Lighthouse visit

Texts: Grace Darling story, Lighthouse keepers lunch stories

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	<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	<u>LQ:</u> How can you use the text or pictures to answer given questions?  What can we find out about Mr Grinling from text & pictures?  Can we retell and spell key words from a story?	<u>LQ:</u>  Can we use what we know about a character to add more information to our writing about them?  What can we find out about different characters from pictures & text?  Can we find clues in the book to how Mr Grinling feels about some things?	<u>LQ:</u>  Can you write a detailed character description?  Can you write what happens in a story? (over 2/3 lessons)	<u>LQ:</u>  Can you write a list?  How do you write an interesting label?  Can you plan your ideas?	<u>LQ:</u> How can you plan your ideas using imperative verbs time connectives and adjectives?  Can you write a set of instructions?	<u>LQ:</u> Can you retell the story of Grace Darling? (over 2plus days)  What do we need to write a letter?  What information do we need in our letter?	<u>LQ:</u>

<p><b>GPS</b></p>	<p>•(2G5.8)Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]          •Terminology for pupils:          •(2G5.8)apostrophe (2G4.2)Learn how to use the present and past tenses correctly and consistently including the progressive form (2G4.2)Correct choice and consistent use of present tense and past tense throughout writing          •Terminology for pupils:          •(2G4.2)tense (past, present)</p>	<p><u>LQ:</u> Can you recognise different types of verbs?           What are adverbs?           Can you add -ly (to words)?</p>	<p>LQ: Can you recognise adverbs in sentences?           Can you use adverbs in sentences?</p>	<p><u>LQ:</u> Can you recognise simple contractions?           Can you use simple contractions?           What is the difference between plural &amp; possessive?</p>	<p><u>LQ:</u> What is the difference between plural &amp; possessive?           What is an exclamation sentence?           Can you write an exclamation sentence?</p>	<p><u>LQ:</u> Can you recognise statements?           Can you use a statement correctly?</p>	<p><u>LQ:</u> weekly review on learning from term / consolidation/catch up time</p>	<p>•(2G5.8)Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]          •Terminology for pupils:          •(2G5.8)apostrophe (2G4.2)Learn how to use the present and past tenses correctly and consistently including the progressive form (2G4.2)Correct choice and consistent use of present tense and past tense throughout writing          •Terminology for pupils:          •(2G4.2)tense (past, present)</p>
<p><b>Maths</b></p>	<p>Interpret &amp;construct simple pictograms, tally charts, block diagrams &amp; simple tables, -Ask &amp; answer simple questions by counting the number of objects in each category &amp; sorting the categories by quantity, - Ask and answer questions about totaling &amp; comparing-Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs, - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot, -Solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division, -facts, including problems in contexts, - Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognizing odd and even numbers</p>	<p><u>LQ:</u> Can you recognise equal groups?           Can you make equal groups?           How do we add equal groups?</p>	<p><u>LQ:</u>           What is repeated addition?           What is the x symbol?           Can you use pictures to write the multiplication?           Can you use arrays?</p>	<p><u>LQ:</u> Can you make doubles?           What is the 2X table?           What is the 5 X table?           What is the 10 X table?</p>	<p><u>LQ:</u> Can you share equal groups?           Can you make equal groups by grouping?           Can you share &amp; group?</p>	<p><u>LQ:</u> Can you divide by 2?           What are odd &amp; even numbers?           Can you divide by 5?           Can you divide by 10?</p>	<p><u>LQ:</u> What is a tally chart?           Can you make a tally chart?           Can you draw a pictogram?           Can you interpret a pictogram?</p>	

Science (next term)		<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
RE	<p>What is the good news Jesus brings?</p> <p><b>Cultures &amp; religion</b></p> <p><b>Mutual respect</b></p> <p><b>Individual liberty</b></p>	<p><u>LQ:</u> What is good news?</p> <p><b>Mutual respect</b></p> <p><b>Individual liberty</b></p>	<p><u>LQ:</u> Which stories from the Bible link with the concept of 'good news' and being thankful?</p> <p><b>Cultures &amp; religion</b></p> <p><b>Mutual respect</b></p> <p><b>Individual liberty</b></p>	<p><u>LQ:</u> What might these stories mean to Christians?</p> <p><b>Cultures &amp; religion</b></p> <p><b>Mutual respect</b></p> <p><b>Individual liberty</b></p>	<p><u>LQ:</u> How do Christians show their belief about God?</p> <p><b>Cultures &amp; religion</b></p> <p><b>Mutual respect</b></p> <p><b>Individual liberty</b></p>	<p><u>LQ:</u> What questions do I have about whether Jesus' 'good news' matters to anyone other than Christians?</p> <p><b>Cultures &amp; religion</b></p> <p><b>Mutual respect</b></p> <p><b>Individual liberty</b></p>		<u>LQ:</u>
Computing	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><u>LQ:</u> Can you show that the information provided on pictograms is of limited use beyond answering simple questions?</p>	<p><u>LQ:</u> Can use yes/no questions to separate information?</p>	<p><u>LQ:</u> Can you construct a binary tree to separate different items?</p>	<p><u>LQ:</u> Can you use 2Question (a binary tree) to answer question?</p>	<p><u>LQ:</u> Can use a database to answer more complex search questions &amp; use the Search tool to find information?</p>	<u>LQ:</u>	<u>LQ:</u>
History	<p>Events beyond living memory that are significant nationally or globally. -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. - Significant historical events, people and places in their own locality. Use information to describe the past.- Describe the differences between then and now. - Look at evidence to give and explain reasons why people in the past may have acted in the way they did. - Recount the main events from a significant event in history. Identify different ways in which the past is represented. - Ask questions about the past. - Use a wide range of information to answer questions.</p>			<p>LQ: What can we learn from a picture</p> <p>LQ: Who was Grace Darling?</p> <p>LQ: What was everyday life like for Grace Darling?</p>	<p>LQ: What did Grace do to make herself famous?</p> <p>LQ: How did Grace Darling become famous?</p> <p>LQ: How is grace Darling remembered today?</p>	<p>LQ: <b>What can we learn from Grace Darling?</b></p>		

Geography		<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	LQ: Can I name the seas around the UK? (use location of St Margaret's lighthouse as a starting point)  Can you name physical features? (relating to seaside/our locality)	<u>LQ:</u>
Art	study the work of a range of great artists.  -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	<u>LQ:</u> How do different artists represent the sea?  How do we make light / dark, colours? Can you use tinting to create a seascape?	<u>LQ:</u> What are the primary and secondary colours and how do we make them?  What are hot/cold colours?  How can we recreate the Great Wave painting using taught skills? How can we create different effects/textures/ patterns with paint and tools?	<u>LQ:</u> <b>What are my favourite paint effects and how can I use them?</b>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
D.T		<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	LQ: Can you look at existing types of puppets and say what you like/dislike about them?  LQ: Can you design a puppet, choose the tools needed to make it & say why you need those tools?	LQ: Can you make your puppet & evaluate it?	<u>LQ:</u>
P.E	<u>Gymnastics</u>	<u>LQ:</u> Can I develop correct technique for jumping and landing?	<u>LQ:</u> Can I develop control of body shape during flight?	<u>LQ:</u> Can I develop control of body shape during flight?	<u>LQ:</u> Can I develop control of body shape during flight?	LQ: Can I introduce the idea of turning during flight?	<u>LQ:</u> develop control of body shape during flight?	<u>LQ:</u> Can I develop control during flight?
PHSE		<u>LQ:</u> Can I talk about things I have achieved and how this makes me feel?	<u>LQ:</u> Do I persevere when things get difficult??	<u>LQ:</u> Can I see that working with other people can help me learn	<u>LQ:</u> Can I work with others to solve problems	<u>LQ:</u> Can I work with others to solve problems	<u>LQ:</u> Can I share my successes with others?	<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>I wanna play in a band</u>  <u>Knowledge:</u> I know that songs have a musical style  I can learn how they can enjoy moving to music by	<u>LQ:</u> Can I show /explain how songs can tell a story or describe an idea?	<u>LQ:</u> Can I learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with	<u>LQ:</u> Can I treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-	<u>LQ:</u> Can I use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer	<u>LQ:</u> Can I create three simple melodies with the Units using one, three or five different notes?	<u>LQ:</u> Can I perform a chosen song with a group and talk about my performance?	<u>LQ:</u>

	<p>dancing, marching, being animals or pop stars.</p> <p>I know that music has a steady pulse, like a heartbeat. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments</p>		<p>rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader?</p>	<p>note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader?</p>	<p>(rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes?</p>			
<p><b>Learning Environment in corridor displays</b></p>		<p>-Lighthouse keepers lunch display</p> <p>-Grace darling display</p> <p>RE display</p>						