

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: 3



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	<u>RWInc</u>	<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: HOLIDAY RECOUNT</u>  How can you use the text or pictures to answer given questions?  What can we find out about Mr Grinling from text & pictures?	<u>LQ:</u>  What can we find out about different characters from pictures & text?  What might Mr G have in his pocket and why?  LQ: Can we find clues in the book to how Mr Grinling feels about some things? (use adverbs)  Can you write a detailed character description?	<u>LQ:</u>  Can you learn a familiar story and create a story map? (2days?)  Can you write the new story? (2days)	<u>LQ:</u>  Plan new story (step 1 look at problem and new resolution)  Plan (draw your new problem/resolution on post it notes and add to story map – practice retelling)  Can you innovate a story? (2days)	<u>LQ:</u> Can you write a list?  How do you write an interesting label?  Can you plan your ideas?  How can you plan your ideas using imperative verbs time connectives and adjectives? (2 days)	<u>LQ:</u>  How can you plan your ideas using imperative verbs time connectives and adjectives? (2 days)  Can you write a set of instructions? (2 days)	<u>LQ:</u>
GPS	<ul style="list-style-type: none"> <li>•(2G5.8)Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> <li>•Terminology for pupils:</li> <li>•(2G5.8)apostrophe</li> <li>(2G4.2)Learn how to use the present and past tenses correctly and consistently including the progressive form</li> </ul>	<u>LQ:</u> Can you recognise different types of verbs?  What are adverbs?  Can you add -ly (to words)?	LQ: Can you recognise adverbs in sentences?  Can you use adverbs in sentences?	<u>LQ:</u> Can you recognise simple contractions?  Can you use simple contractions?	<u>LQ:</u> What is the difference between plural & possessive?  What is an exclamation sentence?	<u>LQ:</u> Can you recognise statements?  Can you use a statement correctly?	<u>LQ:</u> weekly review on learning from term / consolidation/catch up time	<ul style="list-style-type: none"> <li>•(2G5.8)Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> <li>•Terminology for pupils:</li> <li>•(2G5.8)apostrophe</li> </ul>

	<p>(2G4.2)Correct choice and consistent use of present tense and past tense throughout writing</p> <ul style="list-style-type: none"> <li>•Terminology for pupils:</li> <li>•(2G4.2)tense (past, present)</li> </ul>			<p>What is the difference between plural &amp; possessive?</p>	<p>Can you write an exclamation sentence?</p>			<p>(2G4.2)Learn how to use the present and past tenses correctly and consistently including the progressive form</p> <p>(2G4.2)Correct choice and consistent use of present tense and past tense throughout writing</p> <ul style="list-style-type: none"> <li>•Terminology for pupils:</li> <li>•(2G4.2)tense (past, present)</li> </ul>
<p><b>Maths</b></p>	<p><b>Step 1</b> Count money – pence</p> <p><b>Step 2</b> Count money – pounds (notes and coins)</p> <p><b>Step 3</b> Count money – pounds and pence</p> <p><b>Step 4</b> Choose notes and coins</p> <p><b>Step 5</b> Make the same amount</p> <p><b>Step 6</b> Compare amounts of money</p> <p><b>Step 7</b> Calculate with money</p> <p><b>Step 8</b> Make a pound</p> <p><b>Step 9</b> Find change</p> <p><b>Step 10</b> Two-step problems</p> <p><b>Step 1</b> Recognise equal groups</p> <p><b>Step 2</b> Make equal groups</p> <p><b>Step 3</b> Add equal groups</p> <p><b>Step 4</b> Introduce the multiplication symbol</p> <p><b>Step 5</b> Multiplication sentences</p> <p><b>Step 6</b> Use arrays</p> <p><b>Step 7</b> Make equal groups – grouping</p> <p><b>Step 8</b> Make equal groups – sharing</p>	<p><b>LQ:</b> Can you count pence?</p> <p>Can you make amounts to £20?</p> <p>Part part whole with £ &amp; p</p>	<p>Can you choose notes &amp; coins?</p> <p>Can you make the same amount?</p> <p>Can you compare amounts?</p> <p>Can you calculate with money?</p>	<p>Can you find change?</p> <p>Can you solve 2 step problems?</p> <p>Assessment</p> <p>Can you recognise equal groups?</p>	<p>Can you make equal groups?</p> <p>Can you add equal groups?</p> <p>Can you recognise the multiplication symbol?</p> <p>Can we answer multiplication sentences?</p>	<p>Can we use arrays?</p> <p>Can we make equal groups – grouping?</p> <p>Can we make equal groups – sharing?</p> <p>Do we know 2 times table?</p> <p>Can we divide by 2?</p>	<p>Can we double /half?</p> <p>Can we recognise odd/even?</p> <p>Do we know 10times table?</p> <p>Can we divide by 10?</p>	

	<p>Step 9 The 2 times-table</p> <p>Step 10 Divide by 2</p> <p>Step 11 Doubling and halving</p> <p>Step 12 Odd and even numbers</p> <p>Step 13 The 10 times-table</p> <p>Step 14 Divide by 10</p> <p>Step 15 The 5 times-table</p> <p>Step 16 Divide by 5</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><b>GOSPEL</b></p> <p><b>BIG QUESTION: What is the good news that Jesus brings?</b></p> <p><b>DIGGING DEEPER</b></p> <p>Christians believe Jesus brings good news for all people.</p> <p>For Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p>Christians believe Jesus is a friend to the poor and friendless.</p> <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</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 Information technology  E-safety,	<p>NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Knowledge: Can I use yes/no questions to separate information?</p> <p>Can I use 2Question (a binary tree database) to answer questions?</p> <p>Can I use the Search tool to find information?</p> <p><b>E-safety: Project Evolve</b></p> <p><b>Managing online information:</b> I can use keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p>	<p><u>LQ:</u> Can you show that the information provided on pictograms is of limited use beyond answering simple questions?</p> <p>E-safety</p> <p><u>LQ:</u> Can you use keywords in search engines?</p>	<p><u>LQ:</u> Can use yes/no questions to separate information?</p> <p>E-safety</p> <p><u>LQ:</u> Can you navigate a simple webpage to</p>	<p><u>LQ:</u> Can you construct a binary tree to separate different items?</p> <p>E-safety</p> <p><u>LQ:</u> Can you explain differences between things that are true / untrue?</p>	<p><u>LQ:</u> Can you use 2Question (a binary tree) to answer question?</p> <p>E-safety</p>	<p><u>LQ:</u> Can use a database to answer more complex search questions &amp; use the Search tool to find information?</p> <p>E-safety</p> <p>Review &amp; discuss</p>	<u>LQ:</u>	<u>LQ:</u>

	I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' I can explain why some information I find online may not be true.		obtain relevant information?		LQ: Can you explain why some people might give untrue information?			
History Grace Darling Job, childhood & architecture thread	<p><b>KS 1, NC:</b> 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><b>Chronological understanding:</b> 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><b>Sequencing:</b> Can I sequence a set of events in chronological order and give reasons for their order?</p> <p><b>Events:</b> Can I recount some interesting facts from an historical event?</p> <p><b>People:</b> 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>LQ: What can we learn from a picture</p> <p>LQ: Who was Grace Darling? What was Grace Darling's /her father's job? Why were they important then and now?</p> <p>LQ: <b>What was everyday life like for Grace Darling? How was her life compared to mine?</b></p> <p> JOB THREAD</p> <p> <b>CHILDHOOD THREAD</b></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> <p>LQ: Lighthouses – what were they like then and now? Why have they changed?</p> <p>ARCHITECTURE THREAD</p>		
Geography	<p><b>Location knowledge:</b></p> <p>Can I name the seas around the UK? -Can I use four points of a compass to build my knowledge of the UK/where Easty is in relation to the rest of the British Isles</p> <p><b>Human &amp; physical knowledge</b></p> <p>Can I use a greater range of geographical vocabulary to refer to physical features? Revise y1 - Beach, hill, mountain, sea, ocean, river, weather Y2 - cliff, coast, forest, river, soil, valley, vegetation, season</p>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<p>LQ: Can I name the seas around the UK? (use location of St Margaret's lighthouse as a starting point)</p> <p>Can you name physical features? (relating to seaside/our locality)</p>	<u>LQ:</u>
Art	study the work of a range of great artists.	LQ: How do different artists represent the sea?	<u>LQ:</u> What are the primary and secondary	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>

	<p>-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>Skills:</b> I know how to mix paint to create all the secondary colours</p> <p>I know how to create brown with paint</p> <p>I know how to create tints with paint by adding white</p> <p>I know how to create tones with paint by adding black</p>	<p>How do we make light / dark, colours? Can you use tinting to create a seascape?</p>	<p>colours and how do we make them?</p> <p>What are hot/cold colours?</p> <p>How can we recreate the Great Wave painting using taught skills? How can we create different effects/textures/patterns with paint and tools?</p>					
<p><b>D.T</b></p> <p><b>Textiles: making puppets</b></p>	<p>Have own ideas and plan what to do next. Explain what I want to do and describe how I may do it.</p> <p>Explain purpose of product, how it will work and how it will be suitable for the user.</p> <p>Describe design using pictures, words, models, diagrams, begin to use ICT</p> <p>Design products for myself and others following design criteria</p> <p>Choose best tools and materials, and explain choices</p> <p>Use knowledge of existing products to produce ideas</p> <p>Explain what I am making and why it fits the purpose</p> <p>Make suggestions as to what I need to do next.</p> <p>Join materials/components together in different ways</p> <p>Measure, mark out, cut and shape materials and components, with support.</p> <p>Describe which tools I'm using and why Choose suitable materials and explain choices depending on characteristics.</p> <p>Use finishing techniques to make product look good. Work safely</p> <p>Describe what went well,</p> <p>Talk about what I would do differently if I were to do it again and why</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p>LQ: Can you look at existing types of puppets and say what you like/dislike about them?</p> <p>LQ: Can you design a puppet, choose the tools needed to make it &amp; say why you need those tools?</p>	<p>LQ: Can you make your puppet &amp; evaluate it?</p>	<p><u>LQ:</u></p>
<p><b>P.E</b></p> <p><b>Gymnastics</b></p>	<p><b>Skills:</b> Explores and creates different movements and shapes with some control</p> <p>Uses equipment in a variety of ways to create a sequence (Shapes, levels and speed).</p> <p>Link movements together to create a sequence using basic transitions.</p> <p>Begin to use vocabulary to describe sequences.</p>	<p><u>LQ:</u> Can I develop correct technique for jumping and landing?</p>	<p><u>LQ:</u> Can I develop control of body shape during flight?</p>	<p><u>LQ:</u> Can I develop control of body shape during flight?</p>	<p><u>LQ:</u> Can I develop control of body shape during flight?</p>	<p>LQ: Can I introduce the idea of turning during flight?</p>	<p><u>LQ:</u> develop control of body shape during flight?</p>	<p><u>LQ:</u></p>
<p><b>PHSE</b></p>	<p><b>Respectful relationships</b> (R12) the importance of respecting others, even when they are very different from them (for example, physically, in <b>character, personality</b></p>	<p><u>LQ:</u> Can I talk about things I have achieved and how this makes me feel?</p>	<p><u>LQ:</u> Do I persevere when things get difficult??</p>	<p><u>LQ:</u> Can I see that working with other</p>	<p><u>LQ:</u> Can I work with others to solve problems</p>	<p><u>LQ:</u> Can I work with others to solve problems</p>	<p><u>LQ:</u> Can I share my successes with others?</p>	<p><u>LQ:</u></p>

	<p>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  (R15) the importance of self-respect and how this links to their own happiness  (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  (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.  <b>Being safe</b>  (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.  <b>Mental well-being</b>  (H1) that mental well-being is a normal part of daily life, in the same way as physical health  (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>			people can help me learn				
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	<p><b>Games exploring the inter-related dimensions of music</b></p> <p><b>Knowledge:</b> I know that music has a steady pulse, like a heartbeat. I know that we can create rhythms from words, our names, favourite food, colours and animals. I know that rhythms are different from a steady pulse. I know that we add high and low sounds, pitch, when we sing and play our instruments.</p> <p><b>Skills:</b> Can I find the pulse? Can I listen to and clap back? Can I copy short, rhythmic phrases based on words whilst marching to the beat. Can I create rhythms for others to copy? Can I listen and sing back using 'la'.</p> <p><b>SINGING</b>  <b>Knowledge:</b> 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. I know that songs can involve using the voice in different ways e.g rapping.</p>	<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 rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader?	<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-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader?	<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 (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?	<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><b>Skills:</b> Can I use my voice to sing notes of different pitches (high and low)? Can I make different types of sounds with my voices – you can rap or say words in rhythm? Can I start and stop singing when following a leader? Can I find a comfortable singing position?</p> <p><b>PLAYING</b>  <b>Knowledge:</b> I know the names of the notes on my instrumental part from memory or when written down. I know the names of the instruments I am playing.</p> <p><b>Skills:</b> Can I treat instruments with respect? Can I play a tuned instrumental part with the song I perform? Can I play an instrumental part that matches my musical challenge, using one of the differentiated parts (a one-note part, a simple part, a medium part) Can I play my part in time with the steady beat? Can I listen and follow musical instructions from a leader?</p> <p><b>IMPROVISING:</b>  <b>Knowledge:</b> I know improvisation is about making up tunes on the spot. I know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!</p> <p><b>Skills:</b> Can I clap and improvise? (listen and clap back my own answer) Can I sing, play and improvise? (use voices and instruments, listen and sing back, then listen and play back using my own answer with one or two notes. Can I improvise? Take turns to improvise using one or two notes.</p>							
<p>Learning Environment in corridor displays</p>		<p>-Lighthouse keepers lunch display</p> <p>-Grace darling display</p> <p>RE display</p>						