

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: What if Samuel Pepys never wrote a diary?

Term: 3

Hooks: Making St Pauls Cathedral

Texts: Vlad and the Great fire of London, Magic Grandad, Samuel Pepys Diary Entries.

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 plus 1 group completing reading lesson -Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions. More resources with this objective. English Year 2: Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	Use the great Fire Of London text LQ: Can you recognise text type? Can you understand new vocabulary? Can you recognise speech marks?	LQ: Can you answer questions about a text? Can you find the right word in the text? Can you predict what might happen next? (Pg 6 & 7 from book)	LQ: Can you read the text to answer true or false questions? Can you read key words from the text? Can you make inferences from an image? (pg 12 & 13)	LQ: Can you sequence events? Can you choose appropriate words to complete Pepys diary? (pg 18 & 19)	LQ: GREAT FIRE OF LONDON POETRY Can you join in with the pace of a poem? Can you answer simple, information retrieval questions about texts? Can you express & justify your views about a poem?	LQ: Can you make inferences? Can you recognise repetitive phrases/rhyming words? Can you recognise & spell homophones?	LQ:
Writing	understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command, -use present tense/ past tense consistently throughout writing, -segmenting spoken words into phonemes and	LQ: Can you punctuate sentences correctly using capital letters and full stops? Can you order events chronologically?	LQ: Can you identify the features and language of a newspaper report? Can you plan a newspaper report?	LQ: Can you write a newspaper report on the Great Fire of London? Read Vlad & the Great Fire of London Can you understand the characters in the story? What is a diary entry?	LQ: Can you use description? Can you choose suitable adverbs? Can you plan a diary entry?	LQ: Can you write a diary entry? Can you edit/add additions to improve my writing?	LQ: Can you write instructions to make bread?	LQ:

	<p>representing these by graphemes, spelling many correctly, learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, -add -ing, -ed, -er, -est, - homophones (there/ their/ they're, to/too/two, here/hear), -learn to spell words with contracted forms, -write simple information texts incorporating labelled pictures and diagrams and use language appropriate to the text type, -use some features of the given form maintaining consistency in purpose and tense, -suggest viewpoint with brief comments or questions on actions or situations</p>							
GPS	<ul style="list-style-type: none"> •(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><u>LQ:</u> Can you recognise different types of verbs?</p> <p>What are adverbs?</p> <p>Can you add -ly (to words)?</p>	<p>LQ: Can you recognise adverbs in sentences?</p> <p>Can you use adverbs in sentences?</p>	<p><u>LQ:</u> Can you recognise simple contractions?</p> <p>Can you use simple contractions?</p> <p>What is the difference between plural & possessive?</p>	<p><u>LQ:</u> What is the difference between plural & possessive?</p> <p>What is an exclamation sentence?</p> <p>Can you write an exclamation sentence?</p>	<p><u>LQ:</u> Can you recognise statements?</p> <p>Can you use a statement correctly?</p>	<p><u>LQ:</u> weekly review on learning from term / consolidation/catch up time</p>	<u>LQ:</u>
Maths	<p>Interpret &construct simple pictograms, tally charts, block diagrams & simple tables, -Ask & answer simple questions by counting the number of objects in each category & sorting the categories by quantity, - Ask and answer questions about totaling & comparing-Calculate mathematical statements for multiplication and</p>	<p><u>LQ:</u> Can you recognise equal groups?</p> <p>Can you make equal groups?</p> <p>How do we add equal groups?</p> <p>What is the x symbol?</p>	<p><u>LQ:</u> Can you use pictures to write the multiplication?</p> <p>Can you use arrays?</p> <p>Can you make doubles?</p>	<p><u>LQ:</u> What is the 2X table?</p> <p>What is the 5 X table?</p> <p>What is the 10 X table?</p>	<p><u>LQ:</u> Can you share equal groups?</p> <p>Can you make equal groups by grouping?</p> <p>Can you share & group?</p>	<p><u>LQ:</u> Can you divide by 2?</p> <p>What are odd & even numbers?</p> <p>Can you divide by 5?</p> <p>Can you divide by 10?</p>	<p><u>LQ:</u> What is a tally chart?</p> <p>Can you make a tally chart?</p> <p>Can you draw a pictogram?</p> <p>Can you interpret a pictogram?</p>	<u>LQ:</u>

	<p>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>Science</p>	<p>Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><u>LQ:</u></p> <p>Can you identify uses of different everyday materials?</p>	<p><u>LQ:</u></p> <p>Can you identify and group the uses of everyday materials?</p> <p>Can you record my observations?</p>	<p><u>LQ:</u></p> <p>Can you compare the suitability of different everyday materials?</p>	<p><u>LQ:</u></p> <p>Can you compare the suitability of different everyday materials?</p>	<p><u>LQ:</u></p> <p>Can you explain how the shapes of objects made from some materials can be changed?</p>	<p><u>LQ:</u></p> <p>Can you tell you about the inventor John McAdam?</p>	<p><u>LQ:</u></p>
<p>RE</p>	<p>What is the good news Jesus brings?</p> <p>Cultures & religion</p> <p>Mutual respect</p> <p>Individual liberty</p>	<p><u>LQ:</u> What is good news?</p> <p>Mutual respect</p> <p>Individual liberty</p>	<p><u>LQ:</u> Which stories from the Bible link with the concept of 'good news' and being thankful?</p> <p>Cultures & religion</p> <p>Mutual respect</p> <p>Individual liberty</p>	<p><u>LQ:</u> What might these stories mean to Christians?</p> <p>Cultures & religion</p> <p>Mutual respect</p> <p>Individual liberty</p>	<p><u>LQ:</u> How do Christians show their belief about God?</p> <p>Cultures & religion</p> <p>Mutual respect</p> <p>Individual liberty</p>	<p><u>LQ:</u> What questions do I have about whether Jesus' 'good news' matters to anyone other than Christians?</p> <p>Cultures & religion</p> <p>Mutual respect</p> <p>Individual liberty</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>

<p>Computing</p>	<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 & use the Search tool to find information?</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>
<p>History</p>	<p>KS1 - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>LQ: Can you use a timeline & explore how London was different in 1666? Democracy</p>	<p>LQ: Can we talk about Samuel Pepys experiences?</p>	<p>LQ: Why did the fire last so long and what measures have been put into place to prevent this now?</p>	<p>LQ: Look at sources & artefacts discussing- how do we know so much about the fire?</p>	<p>LQ: Can you recall events of the Great Fire of London?</p>	<p>LQ:</p>	<p>LQ:</p>
<p>Geography</p>	<p>-name and locate the world's seven continents and five oceans. - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - use basic geographical vocabulary to refer to key physical features, - use basic geographical vocabulary to refer to key human features, i- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and</p>	<p><u>LQ:</u> Where is London on a world map?</p>	<p><u>LQ:</u> Can you name and discuss some of London's most famous landmarks?</p>	<p><u>LQ:</u> Can you use directional language to navigate between London landmarks on a map, including using compass directions?</p>	<p><u>LQ:</u> Can you use geographical clues to see if a photo shows London or not? Can you name some of London's key geographical features?</p>	<p><u>LQ:</u> Can you identify the four seasons and considering what London is like in each season?</p>	<p><u>LQ:</u> Can you show your understanding by planning a trip to London?</p>	<p><u>LQ:</u></p>

	construct basic symbols in a key							
Art	Use a range of materials creatively to design and make products - to use drawing to develop and share their ideas, experiences and imagination - to use painting to develop and share their ideas, experiences and imagination - to use 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	LQ: 1	<u>LQ:</u> Can you explore light and dark, using chalk to create flames?	<u>LQ:</u> Consider the shapes and colours in flames, can you use collage to create a depiction of the Great Fire of London using tissue paper?	<u>LQ:</u> Can you recreate landmarks of London in 3D?	<u>LQ:</u> Can you recreate a picture in 3D? (continued from last week)	<u>LQ:</u> Can you mixed media to create dioramas of fire scenes?	<u>LQ:</u>
		<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
P.E	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<u>LQ:</u> Can you develop balance and co-ordination by controlling changes of direction, master basic movements and apply these in a range of activities as well as change the direction of movements with control?	<u>LQ:</u> Can you Jump to develop balance and co-ordination in the context of jumping? Can you master basic movements and apply these in a range of activities? Can you use and combine different types of jumps?	<u>LQ:</u> To develop balance and co-ordination. To master basic movements showing control and accuracy and apply these in a range of activities. • To perform movements with control and accuracy	<u>LQ:</u> How do you develop balance and co-ordination? Can you master basic movements and apply these in a range of activities by combining more than one skill? Can you combine more than one skill to complete an activity?	<u>LQ: The Complete Circuit</u> Can you develop balance and co-ordination whilst mastering basic movements and applying these in a range of activities, trying to improve upon own performance? Can you complete activities independently?	<u>LQ: Improve Your Score</u> Can you develop balance and co-ordination, to master basic movements and apply these in a range of activities, trying to improve upon previous performance by watching and learning from others?	<u>LQ:</u>
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>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		<u>Great Fire Of London display</u> <u>Great Fire of London buildings</u>						