

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: 4

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	<p>RWInc plus 1 group completing reading lesson</p> <p>-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.</p> <p>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.</p>	<p>Use the great Fire Of London text</p> <p>LQ: Can you recognise text type?</p> <p>Can you understand new vocabulary?</p> <p>Can you recognise speech marks?</p>	<p>LQ: Can you answer questions about a text?</p> <p>Can you find the right word in the text?</p> <p>Can you predict what might happen next?</p> <p>(Pg 6 & 7 from book)</p>	<p>LQ: Can you read the text to answer true or false questions?</p> <p>Can you read key words from the text?</p> <p>Can you make inferences from an image?</p> <p>(pg 12 & 13)</p>	<p>LQ: Can you sequence events?</p> <p>Can you choose appropriate words to complete Pepys diary?</p> <p>(pg 18 & 19)</p>	<p>LQ: GREAT FIRE OF LONDON POETRY</p> <p>Can you join in with the pace of a poem?</p> <p>Can you answer simple, information retrieval questions about texts?</p> <p>Can you express & justify your views about a poem?</p>	<p>LQ: Can you make inferences?</p> <p>Can you recognise repetitive phrases/rhyming words?</p> <p>Can you recognise & spell homophones?</p>	LQ:
Writing	<p>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</p>	<p>TUESDAY 22ND FEB MAKING HOUSES ALL DAY</p> <p>LQ: Can you punctuate sentences correctly using capital letters and full stops?</p> <p>Can you order events chronologically?</p>	<p>LQ: Can you identify the features and language of a newspaper report? (2sessions)</p> <p>Can you plan a newspaper report? (2sessions)</p>	<p>LQ: Can you write a newspaper report on the Great Fire of London? (2 sessions ic time to edit)</p> <p>Read Vlad & the Great Fire of London</p> <p>Can you understand the characters in the story?</p>	<p>LQ:</p> <p>Can you use description?</p> <p>Can you choose suitable adverbs?</p> <p>Can you plan a diary entry? (1st half)</p>	<p>LQ:</p> <p>Can you plan a diary entry? (2nd half)</p> <p>Can you write a diary entry?</p>	<p>LQ:</p> <p>Can you edit/add additions to improve my writing?</p>	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>			<p>What is a diary entry?</p>				
<p>GPS</p>	<p>(2G1.2) verb (2G4.2) <u>Learn how to use the present and past tenses correctly and consistently including the progressive form</u> (2G4.2) <u>Correct choice and consistent use of present tense and past tense throughout writing</u> Terminology for pupils: (2G4.2) <u>tense (past, present)</u> (2G2.4) <u>How the grammatical patterns in a sentence indicate its function as a exclamation</u> (2G2.1) <u>How the grammatical patterns in a sentence indicate its function as a statement</u> Terminology for pupils:</p>	<p><u>LQ:</u> Can you identify 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? Can you recognise simple contractions? Can you use simple contractions?</p>	<p><u>LQ:</u> What is possession? What is the difference between plural and possessive? Can you recognise exclamations? Can you use exclamations?</p>	<p><u>LQ:</u> Can you recognise statements? Can you use statements in your writing? What are the four sentence types?</p>	<p><u>LQ:</u> Can you recognise simple past and present tense? Can you use simple past and present tense? Can you recognise past progressive tense?</p>	<p><u>LQ:</u> Can you use & recognise past progressive tense? all week</p>	<p><u>LQ:</u></p>

	(2G2.1) <u>statement</u> (2G2.4) <u>exclamation</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</p> <p>recognise, find, name and write fractions $\frac{3}{1}$, $\frac{4}{1}$, $\frac{4}{2}$ and $\frac{4}{3}$ of a length, shape, set of objects or quantity -write simple fractions for example, $\frac{2}{1}$ of $6 = 3$ and recognise the equivalence of $\frac{4}{2}$ and $\frac{2}{1}$</p> <p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ♣ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ♣ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] ♣ compare and sort common 2-D and 3-D shapes and everyday objects</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>	<p>Can you draw a pictogram (2,5,10)?</p> <p>Can you interpret a pictogram? (2,5,10)</p> <p>Understand and use block diagrams?</p> <p>Can you recognise 2D & 3D shapes?</p>	<p>Can you count sides & vertices on 2D shapes?</p> <p>Can I draw 2D shapes?</p> <p>What are lines of symmetry, can you recognise them?</p> <p>Can you draw lines of symmetry?</p>	<p>Can you sort 2D shapes?</p> <p>Can you count faces on 3D shapes?</p> <p>Can you count edges on 3D shapes?</p> <p>Can you count vertices on 3D shapes?</p>	<p>Can you make equal parts?</p> <p>Can you recognise half?</p> <p>Can you find half?</p> <p>Can you recognise a quarter?</p>	<p>Can you find a quarter?</p> <p>Can you recognise a third?</p> <p>Can you find a third?</p> <p>What is a unit fraction?</p>	<u>LQ:</u>
Science	<p><u>Materials</u> Can I Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses? Can I 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>	<u>LQ:</u>

<p>RE</p>	<p>SALVATION Why does Easter matter to Christians? DIGGING DEEPER</p> <p>Can I say that Easter is very important in the 'big story' of the Bible? Do I know that Jesus showed he was willing to forgive all people, even for putting him on the cross?</p> <p>Can I talk about Christians beliefs? (Jesus builds a bridge between God and humans)</p> <p>Do I know Christians believe Jesus rose again, giving people hope of a new life?</p> <p>Cultures & religion</p> <p>Mutual respect</p> <p>Individual liberty</p>	<p>LQ: What is Easter really about?</p>	<p>LQ: How is God, Incarnation, Gospel and Salvation part of the 'Big Story' of the Bible?</p>	<p>LQ: How is the idea of salvation linked to stories of Holy Week and Easter?</p>	<p>LQ: What might Christians learn from the Easter story?</p>	<p>LQ: How do Christians prepare for Easter?</p>	<p>LQ: What questions do I have from the Easter story and what might I learn from it?</p>	<p>LQ:</p>
<p>Computing</p>	<p>Do I know that data handling tools can give more information than pictograms?</p> <p>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>EFFECTIVE SEARCHING I am beginning to understand the terminology associated with searching.</p> <p>I have a better understanding of searching on the Internet.</p> <p>I know how to create a leaflet to help someone search for information on the Internet.</p>	<p>LQ: Can you construct a binary tree to separate different items? (unfinished last term)</p>	<p>LQ: Can you use 2Question (a binary tree) to answer question? (unfinished last term)</p>	<p>LQ: Do I understand key words to do with the internet? EFFECTIVE SEARCHING UNIT</p>	<p>LQ: Can I search the internet to find answers?</p>	<p>LQ: Can I create a leaflet to explain how to search the internet? (over 2 sessions)</p>	<p>LQ: Can I create a leaflet to explain how to search the internet?</p>	<p>LQ:</p>

<p>History</p>	<p>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? Can I sequence a set of events in chronol order and give reasons for their order? Can I recount some interesting facts from an historical event? 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? Can I answer questions using a range of artefacts/ photos provided? Democracy</p>	<p>CREATE HOUSES</p> <p>Discussion about how houses were built & how quick the fire spread</p>	<p>LQ: Can you use a timeline & explore how London was different in 1666?</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: LQ: Can you recall events of the Great Fire of London?</p>	<p>LQ:</p>
<p>Geography</p>	<p>Can I name and locate the four countries of the UK?</p> <p>Can I name and locate most capital cities of the UK?</p> <p>Can I study a small area in the UK and a non-European country and be able to identify similarities and differences in human geography?</p> <p>Can I study a small area in the UK and a non-European country and be able to identify similarities and differences in physical geography?</p> <p>Can I identify seasonal patterns and begin to identify daily weather patterns?</p> <p>Can I use a greater range of geographical vocabulary to refer to human features?</p> <p>Can I use a greater range of geographical vocabulary to refer to physical features?</p> <p>Can I use simple compass directions?</p> <p>Can I recognise landmarks?</p>	<p><u>LQ:</u> Where is London on a world map?</p>	<p><u>LQ:</u></p> <p>Can you name and discuss some of London's most famous landmarks?</p>	<p><u>LQ:</u></p> <p>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></p> <p>Can you show your understanding by planning a trip to London?</p>	<p><u>LQ:</u></p>

<p>Art</p>	<p>I choose and use 3 different grades of pencil when drawing</p> <p>I know how to use charcoal, pencil and pastel to create art</p>	<p>LQ: Consider the shapes and colours in flames, can you use collage to create a depiction of the Great Fire of London using tissue paper?</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u> Can you recreate landmarks of London in 3D?</p>	<p><u>LQ:</u> Can you recreate a picture in 3D? (continued from last week)</p>	<p><u>LQ:</u> Can you mixed media to create dioramas of fire scenes?</p>	<p><u>LQ:</u></p>
		<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>
<p>P.E</p>	<p>Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills to a game situation. Develop strong spatial awareness. Understand the importance of rules in rules. Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending.</p> <p>Communication is clearer and using simple commands.</p>	<p>LQ: Can you develop techniques for sending & receiving?</p>	<p>LQ: : Can you develop techniques for sending & receiving?</p>	<p>LQ: Can you develop techniques for sending & receiving?</p>	<p>LQ: Can you develop shooting skills?</p>	<p>LQ: can you apply taught skills to a game situation?</p>	<p>LQ: can you apply taught skills to a game situation?</p>	<p><u>LQ:</u></p>
<p>PHSE</p>	<p>I know what I need to keep my body healthy. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel Stressed. I understand how medicines work in my body and how important it is to use them safely. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can make some healthy snacks and explain why they are good for my body I can decide which foods to eat to give my body energy</p>	<p><u>LQ:</u> Do I know what I need to keep my body healthy & be motivated to make healthy lifestyle choices?</p>	<p><u>LQ:</u> Can I show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed tell you when a feeling is weak and when a feeling is strong?</p>	<p><u>LQ:</u> Do I understand how medicines work in my body and how important it is to use them safely feel positive about caring for my body and keeping it healthy?</p>	<p><u>LQ:</u> Can I sort foods into the correct food groups and know which foods my body needs every day to keep me healthy have a healthy relationship with food and know which foods I enjoy the most?</p>	<p><u>LQ:</u> Can I make some healthy snacks and explain why they are good for my body express how it feels to share healthy food with my friends?</p>	<p><u>LQ:</u> Can I decide which foods to eat to give my body Energy have a healthy relationship with food and know which foods are most nutritious for my body?</p>	<p><u>LQ:</u></p>
<p>Music</p>	<p>Can I show how people enjoy moving to music by dancing, marching, being animals or pop stars? Can I show/ explain how songs can tell a story or describe an idea? 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</p>	<p>LQ:</p>	<p><u>LQ:</u> Can I listen & appraise? Can I sing the song?</p>	<p><u>LQ:</u> Can I listen & appraise? Can I play instrumental parts within the song?</p>	<p><u>LQ:</u> Can I listen & appraise? Can I improvise using either my voice or an instrument?</p>	<p><u>LQ:</u> Can I listen & appraise? Can I perform compositions within a song?</p>	<p><u>LQ:</u> Can I listen & appraise? Can I perform?</p>	<p><u>LQ:</u></p>

	<p>copy? Can I listen and sing back using 'la'. 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? 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? 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. Can I help to create 3 melodies across the year, using 1,3 or 5 different notes? Can I learn how the notes of a composition can be written down and changed if necessary? 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 it felt about it?</p>							
<p>Learning Environment in corridor displays</p>		<p><u>Great Fire Of London display</u></p> <p><u>London day - Great Fire of London buildings – burning these</u></p>						