

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: Burning London


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	TUESDAY 21st FEB MAKING HOUSES ALL DAY 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? (2sessions) Can you plan a newspaper report? (2sessions)	LQ: Can you write a newspaper report on the Great Fire of London? (2 sessions (time to edit)) Read Vlad & the Great Fire of London Can you understand the characters in the story?	LQ: Can you use description? Can you choose suitable adverbs? Can you plan a diary entry? (1 st half)	LQ: Can you plan a diary entry? (2 nd half) Can you write a diary entry?	LQ: Can you edit/add additions to improve my writing?	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>Step 11 Doubling and halving Step 12 Odd and even numbers Step 13 The 10 times-table Step 14 Divide by 10 Step 15 The 5 times-table Step 16 Divide by 5 Step 17 The 5 and 10 times-tables</p> <p>Length & height: Step 1 Measure in centimetres Step 2 Measure in metres Step 3 Compare lengths and heights Step 4 Order lengths and heights Step 5 Four operations with lengths and heights</p> <p>Mass: Step 1 Compare mass Step 2 Measure in grams Step 3 Measure in kilograms Step 4 Four operations with mass Step 5 Compare volume and capacity Step 6 Measure in millilitres Step 7 Measure in litres Step 8 Four operations with volume and capacity Step 9 Temperature</p>	<p>LQ: Can you double & halve? LQ: Do you know 10 times table? LQ: Can you divide by 10?</p>	<p>LQ: Do you know 5times table? Can you divide by 5? 5 & 10 times table? Nd of block assessment</p>	<p>LQ: Can you measure in cm? LQ:Can you measure in m? LQ: Can you compare length & height? LQ: Can you compare?</p>	<p>LQ: Can you use 4 operations to problem solve? END OF BLOCK ASSESSMENT LQ: Can you compare mass? LQ: Can you measure in g?</p>	<p>LQ: can you measure in KG? LQ: can you problem solve using 4 operations? (mass) LQ: Can you compare volume & capacity? LQ: Can you measure in millilitres?</p>	<p>LQ: can you measure in litres? LQ: Can you problem solve using 4 operations (volume & capacity)? LQ: can you take the temperature? End of block assessment</p>	<u>LQ:</u>
Science	<p><u>Materials</u></p> <p>NC: 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</p>	<p><u>LQ:</u> Can you identify uses of different everyday materials?</p>	<p><u>LQ:</u> Can you identify and group the uses of everyday materials? Can you record my observations?</p>	<p><u>LQ:</u> Can you compare the suitability of different everyday materials?</p>	<p><u>LQ:</u> Can you compare the suitability of different everyday materials?</p>	<p><u>LQ:</u> Can you explain how the shapes of objects made from some materials can be changed?</p>	<p><u>LQ:</u> Can you tell you about the inventor John McAdam?</p>	<u>LQ:</u>

	<p>be changed by squashing, bending, twisting and stretching.</p> <p><u>Skills:</u></p> <p>I can ask simple questions and recognise that they can be answered in different ways. I should observe closely, using simple equipment. I should complete Simple tests. I should Identify and classify materials I should use simple secondary sources to find answers. I should gather and record data to suggest answers to their questions. With help, I should record in a range of ways and begin to use simple scientific language. I should use their observations and ideas to suggest answers to questions. I should notice patterns and relationships in their observations. I should talk about what they have found out and how they found out.</p>							
RE	<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</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>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>							
N/A SATS PRACTICE								<u>LQ:</u>
History	<p>Vocabulary: 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>Sequencing: Can I sequence a set of events in chronological 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>LQ: What were the houses like in London at the time of the fire?</p> <p>CREATE HOUSES –</p> <p>Discussion about how houses were built & how quick the fire spread for hook of burning the houses tomorrow</p> <p>Architecture thread </p>	LQ: Can you use a timeline & explore how London was different in 1666?	LQ: Can we talk about Samuel Pepys experiences?	LQ: Why did the fire last so long and what measures have been put into place to prevent this now?	LQ: Look at sources & artefacts discussing- how do we know so much about the fire?	LQ: LQ: Can you recall events of the Great Fire of London?	LQ:
Geography	<p>Location knowledge: 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>	<u>LQ:</u> Where is London on a world map?	<u>LQ:</u> Can you name and discuss some of London's most famous landmarks?	<u>LQ:</u> Can you use directional language to navigate between London landmarks on a map, including using compass directions?	<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?	<u>LQ:</u> Can you identify the four seasons and considering what London is like in each season?	<u>LQ:</u> Can you show your understanding by planning a trip to London?	<u>LQ:</u>

 Monarchy thread

	<p>Place knowledge: 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>							
Art	<p>Can 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 draw the flames?</p> <p>Can you use collage to create a depiction of the Great Fire of London using tissue paper?</p>	<u>LQ:</u>	<u>LQ:</u>	<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>	<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	<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>	LQ: Can you catch a ball correctly (revisit from yr1)	LQ: can you develop techniques for sending?	LQ: Can you develop techniques for receiving?	LQ: Can you develop shooting skills?	LQ: Can you learn rules for basketball?	LQ: Can you play a game of basketball?	<u>LQ:</u>

	Communication is clearer and using simple commands.							
PHSE Healthy Me	<p>Knowledge: Know what their body needs to stay healthy · Know what relaxed means · Know what makes them feel relaxed / stressed · Know how medicines work in their bodies · Know that it is important to use medicines safely · Know how to make some healthy snacks · Know why healthy snacks are good for their bodies · Know which foods given their bodies energy</p> <p>Social & emotional skills</p> <p>· Desire to make healthy lifestyle choices · Identify when a feeling is weak and when a feeling is strong · Feel positive about caring for their bodies and keeping it healthy · Have a healthy relationship with food · Express how it feels to share healthy food with their friends</p>	<p>LQ: Do I know what I need to keep my body healthy be motivated to make healthy lifestyle choices?</p>	<p>LQ: 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>LQ: 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>LQ: 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>LQ: 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>LQ: 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>LQ:</p>
Music	Lucy to complete							LQ:
Learning Environment in corridor displays		<p><u>Great Fire Of London display</u></p> <p><u>London day - Great Fire of London buildings – burning these</u></p>						