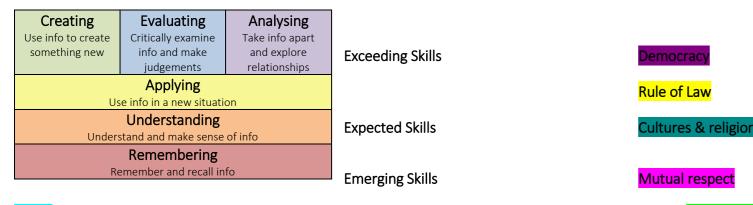
Eastry C of E Primary School Medium Term Plan: KS1 and KS2



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 plus1 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?	<u>LQ:</u>
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) <u>Read Vlad & the Great Fire of</u> London Can you understand the characters in the story?	LΩ: 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?	<u>LQ:</u>

Individual liberty

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given form maintaining consistency in purpose and tense, suggest viewpoint with brief comments or questions on actions or situationsLeven subsetLeven subset
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(2G4.2) Learn now to use the present and past tenses correctly and consistently including the different types of verbs? Can you use adverbs in sentences? between plural and possessive? statements? past and present tense? Here tense? tenses correctly and consistently including the What are adverbs? Can you recognise simple contractions? Can you recognise exclamations? Can you recognise tenses Can you use statements in your writing? Can you use simple past and present tense? Here tense?
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progressive form Can you add ly to words? Can you use simple Can you use exclamations? types? progressive tense?
(2G4.2) <u>Correct choice</u> contractions?
and consistent use of
present tense and past
topes throughout writing
tense throughout writing
Terminology for pupils:
(2G4.2) <u>tense (past,</u>
present)
(2G2.4) <u>How the</u>
grammatical patterns in a
sentence indicate its
function as a exclamation
(2G2.1) <u>How the</u>
grammatical patterns in a
sentence indicate its
function as a statement
function as a statement Terminology for pupils:

		1	1	1	1	1	1
	(2G2.1) statement						
	(2G2.4) <u>exclamation</u>						
Maths	Step 11 Doubling and		LQ: Do you know 5times	LQ: Can you measure in cm?	LQ: Can you use 4 operations	LQ: can you measure in KG?	LQ: can you r
	halving Step 12 Odd	LQ: Do you know 10 times	table?	LQ:Can you measure in m?	to problem solve?	LQ: can you problem solve	litres?
	and even numbers	table?	Can you divide by 5?	LQ.Call you measure in me	END OF BLOCK ASSESSMENT	using 4 operations? (mass)	LQ: Can you
	Step 13 The 10	LQ: Can you divide by 10?		LQ: Can you compare length			using 4 oper
	times-table Step 14		5 & 10 times table?	& height?	LQ: Can you compare mass?	LQ: Can you compare	& capacity?
	Divide by 10 Step 15			LQ: Can you compare?	LQ: Can you measure in g?	volume & capacity?	LQ: can you
	The 5 times-table					LQ: Can you measure in	temperature
	Step 16 Divide by 5		Nd of block assessment			millilitres?	
	Step 17 The 5 and 10						End of block
	times-tables						
	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						
	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						
Science	Materials	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
	NC: Identify and compare the suitability of a variety	Can you identify uses of	Can you identify and group	Can you compare the	Can you compare the	Can you explain how the	Can you tell
	of everyday materials,	different everyday	the uses of everyday	suitability of different	suitability of different	shapes of objects made from	inventor Joh
	including wood, metal,	materials?	materials?	everyday materials?	everyday materials?	some materials can be	
	plastic, glass, brick, rock, paper and cardboard for					changed?	
	particular uses						
	Find out how the shapes		Can you record my observations?				
	of solid objects made from some materials can						
			l	1	1	l	<u> </u>

u measure in	<u>LQ:</u>
ou problem solve erations (volume ?	
u take the ire?	
ck assessment	
	<u>LQ:</u>
ll you about the bhn McAdam?	

	be changed by squashing,						
	bending, twisting and						
	stretching.						
	<u>Skills:</u>						
	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.						
RE	SALVATION Why does	LQ: What is Easter really	LQ: How is God, Incarnation,	LQ: How is the idea of	LQ: What might Christians	LQ: How do Christians	LQ: What que
	Easter matter to	about?	Gospel and Salvation part of	salvation linked to stories of	learn from the Easter story?	prepare for Easter?	have from the
	Christians? DIGGING		the 'Big Story' of the Bible?	Holy Week and Easter?			and what mig
	DEEPER						it?
	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						

questions do I	<u>LQ:</u>
questions do I	<u>LQ:</u>
the Easter story	<u>LQ:</u>
the Easter story	<u>LQ:</u>
questions do I the Easter story night I learn from	<u>LQ:</u>
the Easter story	<u>LQ:</u>

	all people, even for putting him on the cross? Can I talk about Christians beliefs? (Jesus builds a bridge between God and humans) Do I know Christians believe Jesus rose again, giving people hope of a new life? Cultures & religion Mutual respect Individual liberty						
N/A SATS PRA	ACTICE						
History	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? 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 people? Can I answer questions using a range of artefacts/ photos provided? Democracy	like in London at the time of the fire? CREATE HOUSES – Discussion about how houses were built & how quick the fire spread for hook of burning the houses tomorrow	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 y events of the o London? How was Char important dur What did he d and queens w today? Monarch
Geograpi	Location knowledge: Can I name and locate the four countries of the UK?Can I name and locate most capital cities of the UK?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?	L <u>Q:</u> Where is London on a world map?	LQ: Can you name and discuss some of London's most famous landmarks?	LQ: Can you use directional language to navigate between London landmarks on a map, including using compass directions?	LQ: Can you use geographical clues to see if a photo shows London or not? Can you name some of London's key geographical features?	LQ: Can you identify the four seasons and considering what London is like in each season?	LQ: Can you show understanding trip to London

	<u>LQ:</u>
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Charles 2nd	
during GFOL?	
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	<u>LQ:</u>
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ding by planning a	
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a s no be sin ph Ca pa ide pa ide pa ca ge ref Ca ge ref Ca ge ref	lace knowledge: Can I study small area in the UK and a on-European country and e able to identify milarities and differences in hysical geography? an I identify seasonal atterns and begin to lentify daily weather atterns? an I use a greater range of eographical vocabulary to effer to human features? an I use a greater range of eographical vocabulary to effer to physical features? an I use simple compass irections? an I recognise landmarks?							
dif wh	ifferent grades of pencil hen drawing? know how to use charcoal, encil and pastel to create	LQ: Consider the shapes and colours in flames, can you draw the flames? Can you use collage to create a depiction of the Great Fire of London using tissue paper?	<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>
th ra Be ar va ga D Sp Ul im in D Sp Ul im in ap	confident to send he ball to others in a ange of ways. eginning to apply nd combine a ariety of skills to a ame situation. Develop strong patial awareness. Inderstand the mportance of rules n rules. Develop simple actics and use them ppropriately.	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?	
ar	n understanding of ttacking/defending.							

	Communication is							
	clearer and using							
	simple commands.							
PHSE	Knowledge: Know what	LQ: Do I know what I need	LQ: Can I show or tell you	LQ: Do I understand how	LQ: Can I sort foods into the	LQ: Can I make some	LQ: Can I decide which foods	<u>LQ:</u>
	their body needs to stay	to keep my body healthy be motivated to make	what relaxed means and I know some things that make	medicines work in my body and how important it is to	correct food groups and know which foods my body	healthy snacks and explain why they are good for my	to eat to give my body Energy have a healthy	
	healthy · Know what	healthy lifestyle choices?	me feel relaxed and some	use them safely feel positive	needs every day to keep me	body express how it feels to	relationship with food and	
Healthy Me	relaxed means · Know what makes them feel		that make me feel stressed	about caring for my body	healthy have a healthy	share healthy food with my	know which foods are most	
	relaxed / stressed · Know		tell you when a feeling is weak and when a feeling is	and keeping it healthy?	relationship with food and know which foods I enjoy the	friends?	nutritious for my body?	
	how medicines work in		strong?		most?			
	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							
	Social & emotional skills							
	· 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							
Music	Lucy to complete							<u>LQ:</u>
arning Environment in corridor		Great Fire Of London display			1	1		
displays		London day - Great Fire of Lor	ndon huildings – hurning these					
			auton buildings – builting triese					