

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 is the role of the monarchy?

Term: 4

Hooks: Walmer castle visit/spotting dragons around the school

Texts: The Dragon machine/George & the dragon/ Castle non-fiction

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><u>RWinc plus through our class reader</u></p> <p>Continue to apply phonic knowledge & skills to decode</p> <p>Read further common exception words</p> <p>Develop pleasure in reading, motivation to read, vocabulary & understanding by; discussing sequence of events, discuss favourite words & phrases, understand books that they can read & books that are read to them</p> <p>Draw on what they already know or on background info, make inferences, predict, explain & discuss understanding.</p>	<p><u>LQ: RWInc</u></p> <p>Can you spot the verbs in the poem?</p> <p>Can you draw a dragon after reading a description?</p> <p>Can you label the dragon?</p>	<p><u>LQ:RWINC</u></p> <p>Can you Read The Little Dragon answer questions 1-5</p> <p>Can you answer questions about the story (6-10)</p>	<p><u>LQ:RWInc</u></p> <p>_Can you answer questions based on looking at the front cover of a story?</p> <p>Can you answer comprehension questions about The Dragon Machine? (over 2 days)</p>	<p><u>LQ:RWInc</u></p> <p>LQ: can you find the meanings of new words? (all week)</p>	<p><u>LQ:RWInc</u></p> <p>LQ: can you spell the missing words from this passage? (all week)</p>	<p><u>LQ:RWInc</u></p>	<p><u>LQ:</u></p>
Writing	<p>Learning to spell common exception words</p> <p>Add suffixes to spell longer words</p> <p>Using the prefix un</p>	<p><u>LQ: (see history)</u></p>	<p><u>LQ: see history</u></p>	<p><u>LQ:</u> What is exciting about this story?</p> <p>Can you use positional language to create descriptive sentences? (2 lessons)</p>	<p>LQ: Can you write a command that will give advice? (2 lessons / explore & plan / write / edit – continued from Friday)</p>	<p><u>LQ:</u> Can you write sentences that describe and explain?</p> <p>Can you create your own expanded noun phrases?</p>	<p><u>LQ:</u> Can you create a story plan?</p> <p>Can you write the opening/middle/end of a narrative?</p>	<p><u>LQ:</u></p>

	<p>Write from memory sentences dictated by the teacher</p> <p>Write narratives about personal experiences, write for different purposes, plan or say aloud what they are going to write, edit & proof read their work</p>			<p>Can you understand, use and correctly spell words with the prefix un?</p> <p>Can you write a command that will give advice? (2 lessons / explore & plan / write / edit)</p>	<p>Can you write information using a range of sentences? (intro session)</p> <p>Can you write information using a range of sentences? (continued over 2 days)</p>	<p>Can you identify & use verbs that describe movement?</p> <p>Can you spell words with ment & ness?</p> <p>Can you use adverbs to explain changes in a story?</p>	<p>Can you edit and publish your story?</p>	
GPS	<p>(2G1.2) verb</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> <p>Terminology for pupils:</p> <p>(2G4.2) tense (past, present)</p> <p>(2G2.4) How the grammatical patterns in a sentence indicate its function as a exclamation</p> <p>(2G2.1) How the grammatical patterns in a sentence indicate its function as a statement</p> <p>Terminology for pupils:</p> <p>(2G2.1) statement</p> <p>(2G2.4) exclamation</p>	<p><u>LQ:</u> Can you identify 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>Can you recognise simple contractions?</p> <p>Can you use simple contractions?</p>	<p><u>LQ:</u> What is possession?</p> <p>What is the difference between plural and possessive?</p> <p>Can you recognise exclamations?</p> <p>Can you use exclamations?</p>	<p><u>LQ:</u></p> <p>Can you recognise statements?</p> <p>Can you use statements in your writing?</p> <p>What are the four sentence types?</p>	<p><u>LQ:</u></p> <p>Can you recognise simple past and present tense?</p> <p>Can you use simple past and present tense?</p> <p>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>
Maths	<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables ♣ ask and answer simple questions by counting the</p>	<p><u>LQ:</u></p> <p>How do I draw a pictogram?</p> <p>How do I interpret a pictogram?</p>	<p><u>LQ:</u></p> <p>Can I recognise 2D and 3D shapes?</p>	<p><u>LQ:</u></p> <p>Can I count vertices on 2D shapes?</p> <p>Can I draw 2D shapes?</p>	<p><u>LQ:</u></p> <p>Can I count faces on 3D shapes?</p>	<p><u>LQ:</u></p> <p>How do you make equal parts?</p> <p>Can you recognise ½?</p>	<p><u>LQ:</u></p> <p>Can you recognise 1/3?</p> <p>Can you find 1/3?</p>	<p><u>LQ:</u></p>

	<p>number of objects in each category and sorting the categories by quantity ♣ ask and answer questions about totalling and comparing categorical data</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>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 $\frac{6}{3} = 3$ and recognise the equivalence of $\frac{4}{2}$ and $\frac{2}{1}$.</p>	<p>What are block diagrams?</p> <p>Mental arithmetic practice</p>	<p>Can I make 2D and 3D shapes?</p> <p>Can I count sides on 2d shapes?</p> <p>Mental arithmetic</p>	<p>Can I recognise lines of symmetry?</p> <p>Can I sort shapes?</p>	<p>Can I count edges on 3D shapes?</p> <p>Can I count vertices on 3D shapes?</p> <p>Can I sort 3D shapes & make patterns with them?</p>	<p>Can you find $\frac{1}{2}$?</p> <p>Can you recognise $\frac{1}{4}$?</p> <p>Can you find $\frac{1}{4}$?</p>	<p>What is a unit fraction?</p> <p>What are non-unit fractions?</p>	
Science	<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</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>LQ: Can you identify uses of everyday materials?</p> <p>LQ: Can you identify and group the uses of everyday materials? Can you record my observations?</p> <p>LQ: Can you compare the suitability of different everyday materials?</p>	<p>LQ: Can you explain how the shapes of objects made from some materials can be changed?</p> <p>LQ: Can you explain the process of recycling?</p> <p>LQ: Who is the inventor John McAdam?</p>	LQ:	LQ:	LQ:	LQ:	LQ:
RE	Salvation	LQ: What is Easter really about?	LQ: How is God, Incarnation, Gospel and Salvation part of the 'Big Story' of the Bible?	LQ: How is the idea of salvation linked to stories of Holy Week and Easter?	LQ: What might Christians learn from the Easter story?	LQ: How do Christians prepare for Easter?	LQ: What questions do I have from the Easter story and what might I learn from it?	LQ:

Art		LQ:	LQ:	LQ: Can you plan a world for your dragon to live in? Can you use paint to create a dragon's world?	LQ: Can you plan a dragon's eye? Can you create a dragon's eye?	LQ:	LQ:	LQ:
D.T	<p>♣ design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>♣ explore and evaluate a range of existing products</p> <p>♣ evaluate their ideas and products against design criteria</p> <p>Technical</p>	LQ:	LQ:	LQ:	LQ:	<p>LQ: What are levers and sliders?</p> <p>Can you plan your own dragon machine?</p> <p>Can you make your own dragon machine?</p>	<p>LQ: Can you make your own dragon machine? Continued</p> <p>Can you evaluate your dragon machine?</p>	LQ:

	knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.							
P.E		<u>LQ:</u> Can you hold a racket correctly?	<u>LQ:</u> Can you hit a ball that has been thrown under arm?	<u>LQ:</u> Can you use a simple tactic?	<u>LQ:</u> Can you hold a cricket bat correctly and use it to hit a ball?	<u>LQ:</u> Can you combine your skills to play a competitive team game?	<u>LQ:</u> Can you combine your skills to play a competitive team game?	<u>LQ:</u>
PHSE		<u>LQ:</u> Can I talk about what I need to keep my body healthy?	<u>LQ:</u> Can I show or tell what makes me relaxed or stressed?	<u>LQ:</u> Can I talk about how medicines work in my body and how to use them safely?	<u>LQ:</u> Can I talk about healthy food and make good choices?	<u>LQ:</u> Can I talk about healthy food and make good choices?	<u>LQ:</u> Can I talk about healthy food and make good choices?	<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								