

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

<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships
<b>Applying</b> Use info in a new situation		
<b>Understanding</b> Understand and make sense of info		
<b>Remembering</b> Remember and recall info		

Exceeding Skills

Expected Skills

Emerging Skills

Democracy

Rule of Law

Cultures & religion

Mutual respect

Individual liberty

Topic: What do we need to grow a garden?

Term: 5

Hooks: Making soup for our family,

- Texts: Jim & The Beanstalk
- Supporting Text: Beatrix Potter stories

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	<b>RWInc and</b>  Predict what might happen on the basis of what has been read so far.  Make inferences from the text.  Identify and explain the sequence of events in texts.  Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.  Draw on knowledge of vocabulary to understand texts.	LQ: Can you predict what a book might be about and what might happen next?	LQ: Can you explain what I have worked out about characters and events using clues from the story?	LQ: Can you explain the meaning of words within the text and why the author has chosen certain vocabulary?	LQ: Can you talk about the characters, main events and language in the story?	LQ: Can you explain the sequence of events in the story?	LQ: Can you choose a different title for the book and explain why?	LQ:
		LQ: Can you make predictions about events in a story?	LQ: Can you discuss a characters thoughts and feelings?	LQ: Can you retell a story?	LQ: Can you use the conventions of speech punctuation?	LQ: Can you plan events in an invented narrative?	LQ: Can you write the conclusion to a story?	LQ:
Writing	- Recognising simple recurring literary language in stories and poetry Understand both the books they can already read accurately and fluently and those they listen to by:	LQ: can you substitute consonants to make rhyming words?	LQ: Can you use (coordinating) conjunctions such as <i>but</i>	LQ: Can you Identify verbs in a passage/know and apply the spelling pattern for adding -ed, -ing to root words ending in consonant letter -y?	LQ: Can you write in role, using the features of	LQ Can you write an Opening paragraph To extend single-clause	LQ: Can you edit your story?	LQ:

	<p>- Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>- Making inferences on the basis of what is being said and done</p> <p>- Answering and asking questions</p> <p>- Predicting what might happen on the basis of what has been read so far- Writing narratives about personal experiences and those of others (real and fictional)- Writing for different purposes</p> <p>Vocabulary, Grammar &amp; Punctuation</p> <p>- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>- Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</p> <p>- Sequencing sentences to form short narratives</p> <p>- Correct choice and consistent use of present tense and past tense throughout writing</p> <p>- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p> <p>- Use of the suffixes –<i>er, –est</i> in adjectives and the use of –<i>ly</i> in Standard English to turn adjectives into adverbs</p> <p>Consider what they are going to write before beginning by:</p> <p>- Planning or saying out loud what they are going to write about</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>- Re-reading to check that their writing makes sense and that verbs to indicate time are used</p>	<p>spelling pattern for g before e, i, and y?</p>	<p>and <i>or</i>?</p> <p>LQ: Can you discuss opinions about a story?</p> <p>LQ: Can you identify the key events in the story and sequence them?</p>	<p>LQ: Can you plan sections of a narrative sequence based on a known story?</p>	<p>informal letters?</p> <p>LQ: Can you innovate ideas in a known story?</p>	<p>Sentences using subordinating conjunctions?</p> <p>LQ: Can you begin a sentence with an adverb</p> <p>To write the middle of a Story?</p>	<p>Can you publish your story?</p>	
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	<p>correctly and consistently, including verbs in the continuous/progressive form</p> <ul style="list-style-type: none"> <li>- Evaluating their writing with the teacher and other pupils</li> <li>- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous/progressive form</li> <li>- Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>							
<b>GPS</b>	<p>Use of the suffixes –er, –est in adjectives</p> <p>Recognising Exclamations</p> <ol style="list-style-type: none"> <li>Using Exclamations</li> <li>Recognising statements</li> <li>Using statements</li> <li>All four sentence types</li> </ol> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Terminology for pupils: (2G5.8) apostrophe</p>	<p>LQ: Can you use the suffix er/est?</p> <p>Same as above moving onto changing spelling of root word for GD children</p>	<p><b>Recap</b></p> <p>LQ: can you recognise questions/exclamations/statements?</p>	<p>LQ: tenses</p> <p>Can you recognise symbol past &amp; present tense?</p> <p>Can you use past &amp; present tense?</p>	<p>LQ: Can you recognise plural or possessive? (all week)</p>	<p>LQ: Can you use apostrophes for possession? All week</p>	<p><b>Consolidation of term</b></p>	
<b>Maths</b>	<p>compare and sequence intervals of time ♣ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times ♣ know the number of minutes in an hour and the number of hours in a day. choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); order and arrange combinations of</p>	<p>LQ: Can you find <math>\frac{1}{4}</math>?</p> <p>LQ: Can you recognise <math>\frac{1}{3}</math>?</p> <p>LQ: Can you find <math>\frac{1}{3}</math>?</p> <p>LQ: Can you recognise unit fractions?</p>	<p>LQ: Can you recognise non-unit fractions?</p> <p>LQ: Can you recognise <math>\frac{1}{2}</math> &amp; <math>\frac{2}{4}</math> as being equivalent?</p> <p>LQ: Can you find <math>\frac{3}{4}</math>?</p> <p>LQ: Can you count in fractions?</p> <p>LQ: can you problem solve with fractions?</p> <p>LQ: Can you problem solve with position?</p>	<p>LQ: Can you compare lengths &amp; heights?</p> <p>LQ: Can you measure lengths? Cm &amp; m</p> <p>LQ: Can you compare lengths?</p> <p>LQ: Can you order lengths?</p> <p>LQ: can you problem solve using the 4 operations with lengths? (2 days)</p>	<p>4 operations problem solving week – continued from last week</p> <p>LQ: Can you describe position?</p> <p>LQ: Can you describe movement?</p> <p>LQ: Can you describe turns?</p> <p>LQ: Can you problem solve with movement &amp; turns?</p>	<p>LQ: Can you tell the time to the hour?</p> <p>LQ: Can you tell the time to half hour?</p> <p>LQ: Can you problem solve with hour &amp; half hour questions? (2 days)</p>	<p>LQ: Can you tell understand quarter past?</p> <p>LQ: Can you understand quarter to?</p> <p>LQ: Can you problem solve with quarter past &amp; quarter to?</p>	

	<p>mathematical objects in patterns and sequences</p> <p>♣ use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p>							
<p><b>Science</b></p> <p><b>PLANTS</b></p>	<p>NC: Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>ASKING QU: Children should ask simple questions and recognise that they can be answered in different ways.</p> <p>MONITORING &amp; RECORDING: They should be able to do the following types of enquiry: Observations. They should observe closely, using simple equipment. Simple tests Identifying and classifying. Secondary sources. They should use simple secondary sources to find answers. They should gather and record data to suggest answers to their questions. With help, they should record in a range of ways and begin to use simple scientific language.</p> <p>CONCLUDING: They should use their observations and ideas to suggest answers to questions. They should notice patterns and relationships in their observations. They should talk about what</p>	<p><u>LQ:</u> What do we already know about plants?</p> <p>Can we prepare an investigation about how to best grow plants?</p>	<p><u>LQ:</u> Do you know that plants grow from seeds and bulbs?</p> <p>Can you record the results of an investigation?</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u> Can we sort fruits and vegetables based on what part of the plant they are?</p> <p>Can we evaluate the taste of different edible plants?</p>	<p><u>LQ:</u> Can we successfully grow our own plants?</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>

	they have found out and how they found out.							
RE	Who is Muslim and what do they believe? I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah I can re-tell a story about the life of the Prophet Muhammad I can recognise some objects used by Muslims and suggest why they are important I can ask some questions about God that are hard to answer and offer some ideas of their own. I can find out about and respond with ideas to examples of cooperation between people who are different.	LQ: Who are Muslims?	LQ: Who was the Prophet Muhammad (PBUH) and why is he important to Muslims?	Who was the Prophet Muhammad (PBUH) and why is he important to Muslims?	What is a mosque and what happens at a mosque?	What is a mosque and what happens at a mosque?		
Computing Unit 2.6 creating pictures Information technology  Project evolve : Managing online information	Do I know the functions of the 2Paint a Picture tool?  Can I recreate Pointillist art and look at the work of pointillist artists such as Seurat?  Can I explore surrealism and eCollage?  <b>Project evolve:</b> I can use keywords in search engines I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri) I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'	LQ: Can you describe the main features of impressionist art? Can you use 2Paint a Picture to create art based upon this style?	LQ: Can you explain what pointillism is? • Can you use 2Paint a Picture to create art based upon this style?	LQ: Can you describe the main features of Piet Mondrian's work? • Can you use 2Paint a Picture to art based upon his style?	LQ: Can you describe the main features of art that uses repeating patterns on 2 Paint a picture? • Can you combine more than one effect in 2Paint a Picture to enhance patterns?	LQ: Can you use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart?		LQ:
History								

<p><b>Geography</b></p>	<p>Can I use simple compass directions?</p> <p>Can I devise a simple maps and begin use a key?</p> <p>I am able to use a greater range of geographical vocabulary to refer to human and physical features</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><b>Focus question: Where in the school grounds would be best to create a wildlife garden?</b></p> <p>Can you use fieldwork skills to find out:</p> <p>Where do plants grow in our school? Is there a best place for plants to grow?</p> <p>What features in our environment make it good for growing plants?</p> <p>Which place gets the most rain – is that important, why/not?</p> <p>What have we found out? (I will need to look at again in term 6)</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>
<p><b>Art</b></p>	<p>I suggest how artists have used colour, pattern and shape</p> <p>NC: The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own works (Giuseppe Archimboldo)</p>			<p><u>LQ:</u> Who is the artist Giuseppe Archimboldo?</p> <p>Can you recreate a self portrait based on the work of Archimboldo?</p>				
<p><b>D.T</b></p>	<p>DESIGN: Have own ideas and plan what to do next. Explain what I want to do and describe how I may do it. Design products for myself and others following design criteria. Choose best tools and materials, and explain choices</p> <p>MAKE: Explain what I am making and why it fits the purpose</p> <p>Describe which tools I'm using and why Choose suitable materials and explain choices depending on characteristics.</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> Can we plan, design, make and evaluate a food product based on research</p> <p>Make healthy soup/smoothie</p>	<p><u>LQ:</u></p>

	<p>Use finishing techniques to make product look good EVALUATE: Talk about what I would do differently if I were to do it again and why. Work safely and hygienically.</p> <p>Explain hygiene and keep a hygienic kitchen. *Describe properties of ingredients and importance of varied diet *Say where food comes from Describe how food is farmed, home-grown, caught *Draw eat well plate; explain there are groups of food *Describe "five a day" *Cut, peel and grate with increasing confidence</p>							
<p><b>P.E</b></p>	<p>Athletics</p> <p>Beginning to run at speeds appropriate for the distance. Can perform a running jump with some accuracy. Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.</p>	<p>LQ: Can you do a shuttle run? (teach technique)</p>	<p>LQ: Can you do a standing long or high jump? (teaching techniques)</p>	<p>Can you refine previously taught techniques? Can you measure your performance?</p>	<p>Can you refine previously taught techniques? Can you measure your performance?</p>	<p>Can you refine previously taught techniques? Can you measure your performance?</p>	<p>Can you refine previously taught techniques? Can you measure your performance?</p>	<p><u>LQ:</u></p>
<p><b>PHSE</b> <b>Relationships &amp; health education</b></p>	<p>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. that most friendships have ups and downs,</p>	<p><u>LQ:</u> Can I talk about my family and what is important to us?</p>	<p><u>LQ:</u> Can I say what type of physical contact I like or don't like?</p>	<p>Do I have ideas of own to solve conflict between my friends?</p>	<p><u>LQ:</u> When is it not OK to keep a secret?</p>	<p><u>LQ:</u> Who can I trust?</p>	<p><u>LQ:</u> How does it feel to give and receive compliments?</p>	<p><u>LQ:</u></p>

	<p>and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p>							
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	<p><b>Knowledge:</b> I know five songs off by heart. I know some songs have a chorus or a response/answer part. I know that songs have a musical style. <b>Skills:</b> 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?</p> <p><b>Knowledge:</b> I know that music has a steady pulse, like a heartbeat. I know that we can create rhythms from words, our names, favourite food, colours and animals. I know that rhythms are different from a steady pulse. I know that we add high and low sounds, pitch, when we sing and play our instruments. <b>Skills:</b> 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</p>	<u>LQ:</u> What is the style of reggae music?	<u>LQ:</u> What is the style of reggae music?	<u>LQ:</u> Can you listen & appraise?	<u>LQ:</u> Can you listen & appraise?	<u>LQ:</u> Can you perform & share your ideas?	<u>LQ:</u> <u>LQ:</u> Can you perform & share your ideas?	<u>LQ:</u>



	<p>create rhythms for others to copy? Can I listen and sing back using 'la'. <b>Knowledge:</b> I know the names of the notes on my instrumental part from memory or when written down. I know the names of the instruments I am playing. <b>Skills:</b> 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?</p>							
<p>Learning Environment in corridor displays</p>		<p>Making soup / healthy food for my family</p> <p>Exploring local allotments</p> <p>Whole school meals food discussion?</p>						