

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 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	<p>RWinc and</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Make inferences from the text.</p> <p>Identify and explain the sequence of events in texts.</p> <p>Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Draw on knowledge of vocabulary to understand texts.</p>	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:
Writing	<p>- Recognising simple recurring literary language in stories and poetry</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p>	<p>LQ: Can you make predictions about events in a story?</p> <p>LQ: can you substitute consonants to make rhyming words?</p> <p>LQ: Can you learn the</p>	<p>LQ: Can you use (coordinating) conjunctions such as <i>but</i> and <i>or</i>?</p> <p>LQ: Can you discuss opinions about a story?</p>	<p>LQ: Can you retell a story?</p> <p>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?</p>	<p>LQ: Can you use the conventions of speech punctuation?</p> <p>LQ: Can you write in role, using the features of informal letters?</p>	<p>LQ: Can you plan events in an invented narrative?</p> <p>LQ Can you write an Opening paragraph To extend single-clause</p>	<p>LQ: Can you write the conclusion to a story?</p> <p>LQ: Can you edit your story?</p>	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 & 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>LQ:Can you discuss a characters thoughts and feelings?</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>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 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"> - Evaluating their writing with the teacher and other pupils - 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 - Read aloud what they have written with appropriate intonation to make the meaning clear 							
GPS	<p>Use of the suffixes –er, –est in adjectives</p> <p>Recognising Exclamations</p> <ol style="list-style-type: none"> Using Exclamations Recognising statements Using statements All four sentence types <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: (2GS.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>Recap</p> <p>LQ: can you recognise questions/exclamations/statements?</p>	<p>LQ: tenses</p> <p>Can you recognise symbol past & present tense?</p> <p>Can you use past & 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>Consolidation of term</p>	
Maths	<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</p>	<p>LQ: Can you compare lengths & heights?</p> <p>LQ: Can you measure lengths? Cm & 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>LQ: Can you describe position?</p> <p>LQ: Can you problem solve with position?</p>	<p>LQ: Can you describe movement?</p> <p>LQ: Can you describe turns?</p> <p>LQ: Can you problem solve with movement & turns?</p>	<p>4 operations problem solving week</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 & 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 & quarter to?</p>	

	<p>day. choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); order and arrange combinations of mathematical objects in patterns and sequences ♣ 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>Science</p>	<p>Plants: observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Working Scientifically</p> <p>Pupils will be taught to use the following practical scientific methods, processes and skills: asking simple questions and recognising that they can be answered in different ways, - observing closely, using simple equipment and measurement, - performing simple tests, identifying and classifying</p>	<p><u>LO:</u> What do we already know about plants?</p> <p>Can we prepare an investigation about how to best grow plants?</p>	<p><u>LO:</u> Do you know that plants grow from seeds and bulbs?</p> <p>Can you record the results of an investigation?</p>	<p><u>LO:</u></p>	<p><u>LO:</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>LO:</u> Can we successfully grow our own plants?</p>	<p><u>LO:</u></p>	<p><u>LO:</u></p>

	<p>using their observations and ideas to suggest answers to questions</p> <p>gathering, recording and communicating data and findings to help in answering questions.</p> <p>use scientific language and read and spell age-appropriate scientific vocabulary</p> <p>begin to notice patterns and relationships.</p>							
RE	Who is Muslim and what do they believe?	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	<p>Pupils can recall the meaning of key Internet terms. -Gain a better understanding of searching on the Internet. Pupils can identify the basic parts of a web search engine search page. • Pupils have learnt to read a web search results page. Pupils create a leaflet to help someone search for information on the Internet. Pupils can use 2Paint a Picture to create art based upon a style. Pupils can use 2Paint a Picture to create art based upon this</p>	<p>LQ: Can you understand the terminology associated with searching?</p> <p>Online safety: Project evolve</p> <p>Online relationships</p>	<p>LQ: Can you gain better understanding of searching on the internet?</p> <p>Online safety: Project evolve</p> <p>Online relationships</p>	<p>LQ: Can you create a leaflet to help someone search online?</p> <p>Online safety: Project evolve</p> <p>Online relationships</p>	<p>LQ: Can you recreate a piece of art on 2Paint?</p> <p>Online safety: Project evolve</p> <p>Online relationships</p>	<p>LQ: Can you create patterns in a variety of ways?</p> <p>Online safety: Project evolve</p> <p>Online relationships</p>	<p>LQ: Can you combine more than 1 effect to enhance patterns?</p> <p>Online safety: Project evolve</p> <p>Online relationships</p>	LQ:

Commented [s1]: What are you evolve starters for the last three sessions?

	style. Pupils look at the work of Piet Mondrian and recreate it using the Lines template. • Pupils can use 2Paint a Picture to art based upon his style.							
History								
Geography	Pupils use fieldwork skills to compare areas of the school grounds, observing and describing what they've seen. -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u> Where do plants grow in our school? Is there a best place for plants to grow? What features in our environment make it good for growing plants?	<u>LQ:</u>	<u>LQ:</u>
Art	Pupils explore materials to re-create a prototype of Mr Mc Gregor's garden: work confidently within a range of contexts, such as imaginary, story based, home, school, gardens, playgrounds, local community, industry and the wider environment state what products they are making generate ideas by drawing on their own experiences plan by suggesting what to do next select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics use a range of materials measure, mark out, cut			<u>LQ:</u> Who is the artist Guiseppe Arcimboldo? Can you recreate a self portrait based on the work of Arcimboldo?				

Commented [s2]: What skill are they looking at and how do they build upon it?

	<p>and shape materials and components</p> <p>assemble, join and combine materials and components</p> <p>use finishing techniques, including those from art and design</p>							
D.T	<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</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>	LQ:	LQ:	LQ:	LQ:	LQ:	LQ: Can we plan, design, make and evaluate a food product based on research	LQ:
							Make healthy soup/smoothie	
P.E	Swimming or invasion games	LQ: Can you move with a ball in a game?	LQ: Can you use space whilst passing and receiving in a game?	Can you throw and catch to pass and receive a ball?	Can you attack/defend?	Can you attack/ defend?	Can you follow rules in a game/apply taught skills?	LQ:
PHSE		LQ: Can I talk about my family and what is important to us?	LQ: Can I say what type of physical contact I like or don't like?	Do I have ideas of ow to solve conflict between my friends?	LQ: When is it not OK to keep a secret?	LQ: Who can I trust?	LQ: How does it feel to give and receive compliments?	LQ:
French (N/A)		LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
Music		LQ:	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
Learning Environment in corridor displays		<p>Making soup for my family</p> <p>Exploring local allotments</p>						

Commented [s3]: Are the doing this all in one day?

		Whole school meals food discussion?
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