

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

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| 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: Where in the world..?

Term: 6

Hooks: African drumming

- Texts: We're going on a Lion Hunt, Meerkat mail, African animal poems
- The boy who biked the world

| 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 |
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| Reading | <p>RWInc and reading session</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range, at a level beyond that at which they can read independently • discussing the sequence of events • retell • discussing and clarifying the meanings of words, linking new | <p>Show book – Predict – what do you think book will be about? / who might enjoy it?</p> <p>Read blurd – were your predictions correct?</p> <p>Could you really ride a bike around the world?</p> | <p>VIPERS</p> <p>V – What does the word steaming tell you about the bowl?</p> <p>I – Why does Tom pretend it's strawberry milkshake?</p> <p>P – How did Tom end up in Africa?</p> <p>R – How did the men react when Tom drank from the bowl?</p> <p>S – Choose a word to describe your first impressions of Tom?</p> | <p>V – What does the word 'gazing' tell you?</p> <p>I – How can you tell the story has moved back in time?</p> <p>P – How do you think Tom will start his adventures?</p> <p>E – Why is the text in bold?</p> <p>R – What is the name of Tom's teacher?</p> <p>S – What is the best thing about the chapter?</p> | <p>V – What is a 'special occasion'?</p> <p>I – How can you tell Dad doesn't take Tom seriously?</p> <p>P – Do you think Tom's parents will let him go?</p> <p>E – Can Tom do it? Why?</p> <p>R – What was number 8 on the list?</p> <p>S – What is your favourite part of the story so far?</p> | <p>V – What does it mean if you have butterflies inside you?</p> <p>I – Why does Tom cry?</p> <p>P – Will Tom go back?</p> <p>E – How do the images add effect?</p> <p>R – What makes Tom pedal a bit faster?</p> | <p>V – What does 'rummaged' mean?</p> <p>I – Why is the lady puzzled when Tom asks the way to Africa?</p> <p>P – Where will Tom end up next?</p> <p>E – How do Toms lists and diary scraps add to the story?</p> <p>R – Where does Tom reach after a few days?</p> | <p>LQ:</p> |

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| | <p>meanings to known vocabulary</p> <ul style="list-style-type: none"> • participate in discussion about books, • explain and discuss their understanding | | | | | | | |
| Writing | <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <ul style="list-style-type: none"> • the present and past tenses correctly and consistently including the progressive form <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <ul style="list-style-type: none"> • writing about real events • writing poetry • writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • 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 | <p>Can you read and understand facts about African animals?</p> <p>Can you research facts about African animals?</p> <p>Can you create a fact book?</p> <p>Can you write a postcard?</p> | <p>Can you identify the features of a letter?</p> <p>Can you write a letter?</p> <p>Can you respond to a new book?</p> <p>Can you think of and use onomatopoeic words for a purpose?</p> | <p>Can you use descriptive sentences to describe a scene?</p> <p>Can you plan a story?</p> <p>Can you write a story using your plan?</p> | <p>Can you edit & improve last week's writing?</p> <p>Can you perform and express views about a poem?</p> <p>Can you discuss word, punctuation and grammar choices and their effect in poems?</p> | <p>Can you write alphabet poems about animals?</p> <p>Can you read and analyse a safari recount?</p> <p>Can you write a recount about a reported event?</p> | <p>Can you identify features of a newspaper?</p> <p>Can you generate content for a newspaper article?</p> <p>Can you write a newspaper article?</p> | LQ: |

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| | correctly and consistently, including verbs in the continuous form <ul style="list-style-type: none"> • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear | | | | | | | |
| GPS | | <u>Spelling focus week</u> -Can you spell Dge / g words ? -S sound spelt c, -Wr words -le spelling | <u>Word endings focus</u> Can you spell The suffixes –ment, –ness, –ful , –less and –ly? | Can you use and spell Contractions correctly? The possessive apostrophe (singular nouns) | Can you spell words with -tion endings? Can you discuss and spell homophones? | Can you spell words with Suffix ‘ly’? Can you spell words with Suffix – ‘ous’ | Can you spell Year 2 common exception words? | |
| Maths | <ul style="list-style-type: none"> • 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); mass (kg/g); temperature (°C); | <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>Can you understand words weight and mass?</p> <p>Can you compare mass</p> <p>Can you measure in g and Kg?</p> | <p>Can you measure capacity?</p> <p>Can you compare volume?</p> <p>Can you measure in ml / l?</p> | <p>Can you solve problems involving the four operations with mass?</p> <p>Can you solve problems involving the four operations with volume?</p> | <p>Can you read temperature?</p> <p>Can you solve problems involving temperature?</p> | |

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| | <p>capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> compare and order lengths, mass, volume/capacity and record the results using >, < and = | | | | | | | |
| Science | | | | | | | LQ: | LQ: |
| RE | Who is Muslim and what do they believe? | What is a mosque and what happens at a mosque? | How and why do Muslims pray at a mosque? | What can we learn from Muslim holy words? | Who is a Muslim and what do they believe? | Who is a Muslim and what do they believe? | | |
| Computing | <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Plan how to complete a task in relation to identified success criteria</p> <p>Create and edit multimedia components in order to develop text, image, sound, animation and video for a range of tasks.</p> | <p>Be introduced to making music digitally using 2Sequence. Can you explore, edit and combine sounds using 2Sequence?</p> <p>Online safety</p> <p>Can I give examples of bullying behaviour and how it could look online.?</p> | <p>Can you add sounds to a tune they've already created to change it.?</p> <p>Can I give examples of bullying behaviour and how it could look online.?</p> | <p>Can you think about how music can be used to express feelings and create tunes which depict feelings?</p> <p>Can you understand how bullying can make someone feel?</p> | <p>Can you upload a sound from a bank of sounds into the Sounds section?</p> <p>Can you understand how bullying can make someone feel?</p> | <p>Can you record their own sound and upload it into the Sounds section?</p> <p>Can you talk about how someone can/would get help about being bullied online or offline?</p> | <p>Can you create their own tune using the sounds which they have added to the Sounds section?</p> <p>Can you talk about how someone can/would get help about being bullied online or offline?</p> | LQ: |
| History | | | | | | | | |

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| <p>Geography</p> | <p>To name and locate the world's seven continents and five oceans in the context of Africa (Kenya). To use basic geographical vocabulary to refer to key physical and human features in the context of Kenya (national parks/ reserves)</p> <p>To devise simple maps in the context of Africa (Kenya). To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non European country in the context of Kenya.</p> <p>To use basic geographical vocabulary to refer to key physical and human features in the context of Africa (national parks). To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of national park/ safari maps.</p> | <p>Where in the world is Kenya?</p> <p>Can you draw a simple map?</p> <p>Can you begin to recognise what life is like for people living in Kenya?</p> | <p>Can you use compass directions to describe where a place is on a map?</p> <p>Can you identify something about a place?</p> | <p>Can you understand what the Maasai culture is like?</p> <p>Can you compare your life to a child's life in Kenya?</p> | | | <p><u>LQ:</u></p> | <p><u>LQ:</u></p> |
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| Art | | | | | Can you mix colours for effect? Can you explore creating silhouettes? | Can you make an African sunset? | | |
| D.T | | LQ: | LQ: | LQ: | LQ: | LQ: | LQ: | LQ: |
| P.E | 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 | | Can I recognise that there are cycles of life in nature? | Can I explain what happens as I get older? | Do I recognise that my body has changed since I was a baby? | Can I use the correct names for parts of my body that are private? | Can I explain what I like and don't like and who to ask for help ? | What am I looking forward to when I move class? | LQ: |
| French (N/A) | | LQ: | LQ: | LQ: | LQ: | LQ: | LQ: | LQ: |
| Music | | LQ: | LQ: | LQ: | LQ: | LQ: | LQ: Can you listen to and comment on African music? Can you recreate African music? | LQ: |
| Learning Environment in corridor displays | | | | | | | | |