

**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 is the role of the monarchy?

**Term:** 6

**Hooks:** 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
<b>Reading</b>	<p><u>RWInc plus through our class reader</u></p> <p>Continue to apply phonic knowledge &amp; skills to decode</p> <p>Read further common exception words</p> <p>Develop pleasure in reading, motivation to read, vocabulary &amp; understanding by; discussing sequence of events, discuss favourite words &amp; phrases, understand books that they can read &amp; books that are read to them</p> <p>Draw on what they already know or on background info, make inferences, predict, explain &amp; discuss understanding.</p>	<p><u>LQ:</u> RWInc</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>	TRANSITION WEEK	<u>LQ:</u>
		<p><b>Writing</b></p> <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:</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 &amp; plan / write / edit – continued from Friday)</p>	<p>Can you write information using a range of sentences? (continued over 2 days)</p> <p><u>LQ:</u> Can you write sentences that describe and explain?</p>	<p>Can you identify &amp; use verbs that describe movement?</p> <p>Can you spell words with ment &amp; ness?</p> <p>Can you use adverbs to explain changes in a story?</p>	<p><u>LQ:</u> Can you create a story plan?</p> <p>Can you write the opening/middle/end of a narrative?</p>	TRANSITION WEEK

	<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 &amp; 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 &amp; plan / write / edit)</p>	<p>Can you write information using a range of sentences? (intro session)</p>	<p>Can you create your own expanded noun phrases?</p>		<p>Can you edit and publish your story?</p>		
<b>GPS</b>		<p><u>Spelling focus week</u></p> <p>-Can you spell Dge / g words ?</p> <p>-S sound spelt c,</p> <p>-Wr words</p> <p>-le spelling</p>	<p><u>Word endings focus</u></p> <p>Can you spell The suffixes –ment, –ness, –ful , –less and –ly?</p>	<p>Can you use and spell Contractions correctly?</p> <p>The possessive apostrophe (singular nouns)</p>	<p>Can you spell words with -tion endings?</p> <p>Can you discuss and spell homophones?</p>	<p>Can you spell words with Suffix 'ly'?</p> <p>Can you spell words with Suffix – 'ous'</p> <p>Can you spell Year 2 common exception words?</p>	TRANSITION WEEK	
<b>Maths</b>	<ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>♣ 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</li> <li>♣ 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); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales,</li> </ul>	<p>LQ: Review half past and O'clock</p> <p>LQ; Can you understand quarter past and quarter to?</p> <p>LQ: Can you tell time to 5mins?</p> <p>LQ: Can you write the time?</p>	<p>LQ: Can you answer questions about days and hours?</p> <p>LQ: Can you find durations of time?</p> <p>LQ: can you compare durations of time?</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>	TRANSITION WEEK	

	<p>thermometers and measuring vessels</p> <ul style="list-style-type: none"> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>							
<b>Science</b>							<b>LQ:</b>	<b>LQ:</b>
<b>RE</b>	<b>Who is Muslim and what do they believe?</b>	<b>What is a mosque and what happens at a mosque?</b>	<b>How and why do Muslims pray at a mosque?</b>	<b>What can we learn from Muslim holy words?</b>	<b>Who is a Muslim and what do they believe?</b>	<b>Who is a Muslim and what do they believe?</b>	<b>TRANSITION WEEK</b>	
<p><b>Computing</b></p> <p><b>Making music</b></p> <p><b>Project Evolve: Online bullying</b></p>	<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>	<b>LQ:</b>
<p><b>History</b></p> <p><b>Monarchy</b></p>	<p>NC: Events beyond living memory that are significant nationally or globally. -The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in</p>	<p>LQ: Can you understand what a monarch is and the qualities needed to be a good monarch?</p> <p>LQ: Can you find out about some important British monarchs and show when they reigned on a timeline?</p>	<p>LQ: Can you find out how the title of king or queen is inherited/explain how the royal family continues?</p> <p>LQ: How do historians know about the life and death of a King/Queen (Richard III)? Who made castles and why?</p>	<p>LQ: Can you find out about how family history, such as Queen Victoria's and my own family, can be represented?</p>	<p>LQ: Can you find out about what Kings and Queens ate during medieval banquets/what foods were eaten in the past?</p> <p>LQ: Can you find out about and compare the lives of Elizabeth I and Queen Victoria?</p>	<p>What was childhood like in a castle compared to my life?</p> <p>What makes a castle a special building? Then link to our current royal family and where they live</p>		

	<p>different periods. - Significant historical events, people and places in their own locality. Use information to describe the past.- Describe the differences between then and now. - Look at evidence to give and explain reasons why people in the past may have acted in the way they did. - Recount the main events from a significant event in history. Identify different ways in which the past is represented. - Ask questions about the past. - Use a wide range of information to answer questions.</p> <p>Can I use the words past /present correctly?</p> <p>Can I begin to use phrases words like, before, after, past, present, then, now, in my historical learning?</p> <p>Can I und that we have queen who rules us and that Britain has had a king / queen for many years?</p> <p>Can I explain why Britain has a special history by naming some famous events and some famous people?</p>							
<b>Geography</b>							<b><u>LQ:</u></b>	<b><u>LQ:</u></b>
<b>Art</b> <b>Dragons eye</b>								<p><b><u>LQ:</u></b> (After research)Can you sketch a dragons eye?</p> <p><b><u>LQ:</u></b> Can you mould clay in different ways?</p>

								LQ: Can you use clay to create a dragons eye?
<b>D.T</b>		<b>LQ:</b>	<b>LQ:</b>	<b>LQ:</b>	<b>LQ:</b>	<b>LQ:</b>	<b>LQ:</b>	<b>LQ:</b>
<b>P.E</b> <b>FOOTBALL</b>	<p>Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills to a game situation. Develop strong spatial awareness. Understand the importance of rules in rules. Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending. Communication is clearer and using simple commands.</p>	LQ: Can you move with a ball in a game / developing control?	LQ: Can you develop increased ball control including accuracy in Passing and Shooting?	Can you dribble a ball?	Can you attack/defend?	Can you pass/work as a team?	Can you use your skills taught to play football?	<b>LQ:</b>
<b>PHSE</b> <b>Changing me</b>	<p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and</p>	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?	<b>LQ:</b>

	<p>freedoms they may have in the future</p> <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can say what they are looking forward to in the next year</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		<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>		<u>LQ:</u>
Learning Environment in corridor displays		<u>Visit to Dover Castle</u>						