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

Creating	Evaluating	Analysing
Use info to create something new	Critically examine info and make judgements	Take info apart and explore relationships

Exceeding Skills

Applying
Use info in a new situation

Understanding
Understand and make sense of info

Expected Skills

Remembering
Remember and recall info

Emerging Skills

Democracy

Rule of Law

Cultures & religion

Mutual respect

Individual liberty

Topic: Can we walk, talk and live like Egyptians?

Term: 1

Hooks: *Mummify a tomato, design and create your own canopic jars, sift through Egyptian poo*

Texts: Fiction: Goosebumps 'The curse of the Mummy.' RL Stine

Non-fiction – Everything: Ancient Egypt – National Geographic kids

Area of Learning	Skill/ Small steps	Week 1 Wb 06.09.21	Week 2/ lesson 2 Wb 13.09.21	Week 3 Wb 20.09.21	Week 4 Wb 27.09.21	Week 5 Wb 04.10.21	Week 6 Wb 11.10.21	Week 7 Wb 18.10.21 (4 days)
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our topic.	The curse of the mummy Genre: fiction LQ: Can you make predictions about a text? (P) LQ: Can you explain why the author has chosen key vocabulary? (E, V) LQ: Can you use a dictionary to look up definitions for new words? (V) LQ: Can you check and make new predictions? (E,P) LQ: Can you express your opinion? (E)	The curse of the mummy Genre: fiction LQ. Can you infer how a character is feeling? (I) LQ: Can you summarise what you have read? (S, R) LQ: Can you explain how the setting and vocabulary adds to the mood? (V,I) LQ; Can you retrieve information? (R) LQ: Can you locate key information? (R)	The curse of the mummy Genre: fiction LQ: Can you sequence information? (S) LQ. Can you predict what will happen next in a text? (P) LQ. Can you use inference when retrieving key information? (I, R) LQ: Can you use a dictionary to look up definitions for new words? (V) LQ: Can you evaluate an author's choice of words? (E)	Everything Ancient Egypt Genre: Non-chronological report LQ: Can you make predictions about a text? (P) LQ. Can you explain the genre of the text? (E) LQ. Can you explain how and why the text is presented in the book? (E) LQ: Can you summarise information in each paragraph? (S) LQ: Can you summarise a text? (S)	Everything Ancient Egypt Genre: Non-chronological report LQ: Can you skim a text to find important vocabulary? (V, R) LQ: Can you retrieve facts? (R) LQ: Can you locate key information (R) LQ: Can you summarise a text? (S) LQ. Can you evaluate a text? (E)	Everything Ancient Egypt Genre: Persuasion – advertising LQ; Can appraise an advert? (E) LQ: Can you retrieve key information from a text? (R) LQ: Can you summarise an advert with only key facts? (S) LQ: Can you use a dictionary to look up definitions for new words? (V) LQ: Can you use ambitious vocabulary? (V)	Everything Ancient Egypt Genre: Persuasion – advertising LQ. Can you use inference to explain an advert? (I,E) LQ. Can you explain what emotive language has been used and why (E,V,I) LQ. Can you identify and use emotive language? (V) LQ: Can you identify and use exaggeration? (V)

Writing / GPS	Objectives	Genre: Fiction	Genre: Fiction	Genre: NCR	Genre: NCR	Genre: NCR	Genre: Persuasion – advertising	Genre: Persuasion – advertising
Writing **English: Non-chronological report, fictional writing, persuasive texts**	- Plan writing by: -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by: -assessing the effectiveness of their own and others' writing -Proof-read for spelling and punctuation errors	Genre: Fiction LQ: Can you identify key themes in a text? LQ: Can you use ambitious vocabulary to describe characters? LQ: Can you use suspense? LQ: Can you make predictions of what will happen next? LQ: Can you write the next paragraph of a story?	Genre: Fiction LQ: Can you appraise a narrative? LQ: Can you summarise a narrative? LQ: Can you innovate a text? LQ: Can you add detail with expanded noun phrases to your plan? LQ: Can you rewrite part of a narrative?	Genre: NCR LQ: Can you identify key parts of a NCR? L.O Can you label and explain the key features of a NCR? LQ: Can you create a plan for a NCR? LQ: Can you identify subheadings? LQ: Can you use subheadings and bullet points?	Genre: NCR LQ: Can you engage your audience? LQ: Can you create an opening paragraph? LQ: Can you innovate a concluding paragraph? LQ: Can you research a key subject? LQ: Can you share ideas?	Genre: NCR LQ: Can you create a plan for your NCR? LQ: Can you write the beginning to your NCR? LQ: Can you write the end to your NCR? LQ: Can you edit and improve your work? LQ: Can you present your work in neat?	Genre: Persuasion – advertising LQ: Can you identify the features of a travel brochure? LQ: Can explain the key features of a travel brochure? LQ: Can you persuade? LQ: Can you use persuasive vocabulary? LQ: Can you improve your work?	Genre: Persuasion – advertising LQ: Can you plan your travel brochure? LQ: Can you generate vocabulary for exaggeration? LQ: Can you write the beginning of your travel brochure? LQ: Can you complete your travel brochure?
GPS	The grammatical difference between **plural** and **possessive** *–s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, *later that day, I heard the bad news.*] Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*] Use of commas after **fronted adverbials** determiner pronoun, possessive pronoun adverbial	LQ: Can you edit and improve sentences? LQ: Can you write statement sentences? LQ: Can you write question sentences? LQ: Can you write command sentences? LQ: Can you write exclamation sentences?	LQ: Can you edit and improve sentences? LQ: Can you identify and use nouns? LQ: Can you identify and use adjectives? LQ: Can you identify and use verbs? LQ: Can you identify and use adverbs?	LQ: Can you edit and improve sentences? LQ: Can you use adverbs for how something is done? LQ: Can you use adverbs for when something is done? LQ: Can you use adverbs for how often something is done? LQ: Can you use adverbs for where something is done?	LQ: Can you edit and improve sentences? LQ: Can you identify root words? LQ: Can you use the prefix 'dis'? LQ: Can you use the prefix 're'? LQ: Can you use the prefix 'mis'?	LQ: Can you edit and improve sentences? LQ: Can you use the prefix 'un'? LQ: Can you use the prefix 'in'? LQ: Can you use the prefix 'auto'? LQ: Can you use the prefix 'anti'?	LQ: Can you edit and improve sentences? LQ: Can you use commas in a list? LQ: Can you use commas to separate clauses? LQ: Can you use fronted adverbials? LQ: Can you use for fronted adverbials?	LQ: Can you edit and improve sentences? LQ: Can you punctuation accurately? LQ: Can you punctuate a sentence? LQ: Can create sentences with different punctuation?

| Maths

Maths:
White Rose
Scheme | W.R. Small Steps Progression– Autumn Block 1 (place value)

Represent numbers to 1,000
100s, 10s and 1s
Number line to 1,000
Round to the nearest 10
Round to the nearest 100
Count in 1,000s
1,000s, 100s, 10s and 1s
Partitioning
Number line to 10,000
Find 1, 10, 100 more or less
1,000 more or less
Compare numbers
Order numbers
Round to the nearest 1,000
Count in 25s
Negative numbers
Roman numerals to 100

W.R. Small Steps Progression– Autumn Block 1 (addition and subtraction)
Add and subtract 1s, 10s, 100s and 1,000s
Add two 3-digit numbers - not crossing 10 or 100
Add two 4-digit numbers – no exchange
Add two 3-digit numbers - crossing 10 or 100
Add two 4-digit numbers – one exchange
Add two 4-digit numbers – more than one exchange
Subtract a 3-digit number from a 3-digit number - no exchange
Subtract two 4-digit numbers – no exchange
Subtract a 3-digit number from a 3-digit number - exchange
Subtract two 4-digit numbers – one exchange
Subtract two 4-digit numbers – more than one exchange
Efficient subtraction
Estimate answers
Checking strategies | LQs

Week – 1 (2 days)

1. Can you represent numbers to 1000?
2. Can you explain 100s, 10s and 1s?

Week 1

1. Can you use a number line to 1000?

2. Can you round to the nearest 10?

3. Can you round to the nearest 100?

4. Can you count in 1000s?

5. Can you explain 1000s, 100s, 10s and 1s? | LQs

1. Can you use partitioning?

2. Can you use a number line to 10,000?

3. Can you find 1, 10 or 100 more or less?

4. Can you find 1000 more or less?

5. Can you compare numbers? | LQs

1. Can you order numbers?

2. Can you round to the nearest 1000?

3. Can you count in 25s?

4. Can you understand negative numbers?

5. Can you use Roman numerals to 100? | LQs

1. Can you add and subtract 1s, 10s, 100s and 1000s?

2. Can you add 2 3-digit numbers with no exchanges?

3. Can you add 2 4-digit numbers with no exchanges?

4. Can you add 2 3-digit numbers crossing 10 or 100?

5. Can you add 2 4-digit numbers with an exchange? | LQs

1. Can you add 2 4-digit numbers with an exchange?

2. Can you add 2 4-digit numbers with more than one exchange?

3. Can you add 2 4-digit numbers with more than one exchange?

4. Can you subtract 2 3-digit numbers?

5. Can you subtract 2 4-digit numbers? | LQs

1. Can you subtract 2 3-digit numbers with an exchange?

2. Can you subtract 2 3-digit numbers with an exchange?

3. Can you subtract 2 4-digit numbers with an exchange?

4. Can you subtract 2 4-digit numbers with an exchange?

5. Can you subtract 2 4-digit numbers with more than 1 exchange? | LQs

1. Can you subtract 2 4-digit numbers with more than 1 exchange?

2. Can you use efficient methods for subtraction?

3. Can you estimate answers?

4. Can you use strategies to check your calculations? |

Subject								
Science Science: Animals including humans - digestion		Reason raisin: Are teeth all white? LQ: Can you identify the different parts of a tooth?	Reason raisin: Are all teeth the same? LQ: Can you identify different types of teeth and their uses?	Reason raisin: Do animals all have the same teeth? LQ: Can you identify similarities and differences with teeth of different animals?	Reason raisin: Can an egg help us to keep our teeth clean? LQ: Can you investigate how to keep your teeth clean?	Reason raisin: Is brushing alone enough? LQ: Can explain what causes cavities and how to prevent them?	Reason raisin: Is prevention better than cure? LQ: Can you analyse and explain your results?	LQ: Can you consolidate your learning?
RE What do Christians learn from the Creation story?		LQ: Can you identify the wonder in nature?	LQ: Can you identify the wonder in man-made items?	LQ: How did God create the world?	LQ: Can you retell the story of the creation?	LQ: What does the story of Adam and Eve teach us?	LQ: How do Christians behave with their belief about creation?	LQ: What can we learn about how to behave from the creation story?
Computing Safety starter: Privacy and security. Digital literacy: Using search engines		LQ: What is the internet? Safety starter: I can describe strategies for keeping personal information private, depending on context.	LQ: How does the internet work? Safety starter: I can describe strategies for keeping personal information private, depending on context.	LQ: What is a search engine? Safety starter: I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	LQ: How do search engines work? Safety starter: I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	LQ: How do search engines make an index? Safety starter: I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure	LQ: How do you know that a site is reliable? Safety starter: I know what the digital age of consent is and the impact this has on online services asking for consent.	LQ: Can you put your work into action? Safety starter: I know what the digital age of consent is and the impact this has on online services asking for consent.
History Earliest civilisations; comparison with modern and ancient Egypt		LQ: Can you locate Egypt in time and place?	LQ: Can you research Egyptian tombs, pyramids and burial sites?	LQ: Who was Tutankhamun and what do his artefacts tell us about the past?	LQ: Can you explain the similarities and differences in Egyptian life and landscape?	LQ: Can I explain the history and importance of the Nile?	Geography	
Geography Rivers, water cycle,			History				LQ: Can you identify the water cycle?	Can you explain the water cycle?

Art **Clay sculpture – canopic jars** **Record and develop ideas for mastery:**	**- blending and mixing different colours and shades; sunset.**	LQ: Can you research canopic jars?	LQ: Can plan a canopic jar?	LQ: Can you create your own canopic jar?	LQ: Can decorate your canopic jar?	LQ: Can you plan and sketch your sunset painting?	LQ: Can you blend and mix paints to create an atmosphere?	LQ: Can you evaluate your designs and suggest improvements?
D.T		Art Focus						
P.E **PE: Swimming**		Dance and Swimming						
P.E DANCE – Egyptian Dance		LQ: Can you identify dance rhythms?	LQ: Can you use different dance rhythms?	LQ: Can you learn Egyptian dance moves?	LQ: Can you practise Egyptian dance moves?	LQ: Can you practise as a group with separate parts?	LQ: Can you perform your routine?	LQ: Can you walk like an Egyptian?
PHSE **PSHE/SRE: Jigsaw Scheme**	Being Me	LQ: Can you help others feel welcome?	LQ: Can you make our school community a better place?	LQ: Can you understand everyone's right to learn?	LQ: Can you care about others' feelings?	LQ: Can you show how to work well with others?	LQ: Can you explain why schools have rules and policies?	LQ: Can you devise our own learning charter?
French **French: Les salutations**	**Language Angels scheme of work**	LQ: Can you say hello in French?	LQ: Can you say your name in French?	LQ: Can you find out how someone is feeling?	LQ: Can you tell someone how you feel?	LQ: Can you say goodbye in French?	LQ: Can you extend your goodbye?	LQ: Can you consolidate your learning?
Music **Cheranga music scheme - Blackbird**		LQ: Can you appraise a song?	LQ: Can you identify the development of a song?	LQ: Can you learn a song?	LQ: Can you learn a song?	LQ: Can you play instruments with a song?	LQ: Can you improvise with a song?	LQ: Can you perform a song?
Learning Environment in corridor displays								

INSPIRE DAYS –

- *Mummify a tomato w.c. 13.09.21*
- *Design and create your own canopic jars w.c. 20.09.21 and 27.09.21*
- *Sift through Egyptian poo w.c. 13.09.21*
- *INSPIRE DAY- international day against homelessness 15.10.21*