

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	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: Ernest Shackleton: Artic hero or polar villain?

Term: 2

Hooks: *Creating artic scenes*

Texts: Fiction: Ice Trap! Meridith Hooper

Non-fiction – You wouldn’t want to be on Shackleton’s polar expedition! Jen Green

Poetry – Northern Lights

Area of Learning	Skill/ Small steps	Week 1 Wb 01.11.21	Week 2/ lesson 2 Wb 08.11.21	Week 3 Wb 15.11.21	Week 4 Wb 22.11.21	Week 5 Wb 29.11.21	Week 6 Wb 06.12.21	Week 7 Wb 13.12.21 (4 days)
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our topic.	<p>Ice Trap!</p> <p>Genre: Informal letter</p> <p>LQ: Can you make predictions about a text? (P)</p> <p>LQ: Can you explain how and why the text is presented in this way? (E)</p> <p>LQ: Can you retrieve key features? (R)</p> <p>LQ: Can you locate key information? (R)</p> <p>LQ: Can you locate key information using inference? (R, I)</p>	<p>Ice Trap!</p> <p>Genre: Informal letter</p> <p>LQ: Can you infer how a character is feeling? (I)</p> <p>LQ: Can you summarise what you have read? (S, R)</p> <p>LQ: Can you explain how the setting and vocabulary adds to the mood? (V,I)</p> <p>LQ: Can you identify key vocabulary? (V)</p> <p>LQ: Can you use a dictionary to look up definitions for new words? (V)</p>	<p>Ice Trap!</p> <p>Genre: Diary entry</p> <p>LQ: Can you predict what will happen next in a text? (P)</p> <p>LQ: Can you evaluate an author’s choice of words? (E, V)</p> <p>LQ: Can you appraise a text? (E, R)</p> <p>LQ: Can you explain the similarities in a text? (E)</p> <p>LQ: Can you explain your opinion (E)</p>	<p>Ice Trap!</p> <p>Genre: Diary entry</p> <p>LQ: Can you skim a text to find important vocabulary? (V, R)</p> <p>LQ: Can you retrieve facts? (R)</p> <p>LQ: Can you locate key information (R)</p> <p>LQ: Can you explain how and why the text is presented in the book? (E)</p> <p>LQ: Can you sequence information? (S)</p>	<p>You wouldn’t want to be on Shackleton’s polar expedition</p> <p>Genre: Newspaper report</p> <p>LQ: Can you explain the genre of the text? (E)</p> <p>LQ: Can you locate ambitious vocabulary? (V, R)</p> <p>LQ: Can you use a thesaurus to up-level vocabulary (V)</p> <p>LQ: Can you summarise information in each paragraph? (S)</p> <p>LQ: Can you summarise a text? (S)</p>	<p>You wouldn’t want to be on Shackleton’s polar expedition</p> <p>Genre: Newspaper report</p> <p>LQ: Can you retrieve facts? (R)</p> <p>LQ: Can you retrieve a quote from a text? (R)</p> <p>LQ: Can you explain what has happened in the text? (E, S)</p> <p>LQ: Can you infer how a character is feeling? (I)</p> <p>LQ: Can you infer a setting (I)</p>	<p>Northern Lights poem</p> <p>Genre: Poetry</p> <p>LQ: Can you appraise a poem? (E)</p> <p>LQ: Can you locate ambitious vocabulary? (V)</p> <p>LQ: Can you use a dictionary to look up definitions for new words? (V)</p> <p>LQ: Can you predict what will happen next (P)</p>

<p>Writing English: Non-chronological report, fictional writing, persuasive texts</p>	<p>- 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</p>	<p>Genre: Non-fiction LQ: Can you write a letter? LQ: Can you identify features of a letter? LQ: Can you find key features in your work? LQ: Can you use your imagination to create a scene? (inc noun phrases) LQ: Can you identify paragraphs?</p>	<p>Genre: Non-fiction LQ: Can you write paragraphs around a theme? LQ: Can you generate vocabulary based on feelings? LQ: Can you innovate a text? LQ: Can you write an informal letter? LQ: Can you write an informal letter?</p>	<p>Genre: Non-fiction LQ: Can you identify key parts of a diary? L.O Can you label and explain the key features of a diary? LQ: Can you use tone and intonation? (hook) LQ: Can you write about an event? LQ: Can you use emotive language?</p>	<p>Genre: Non-fiction LQ: Can you use expanded noun phrases? LQ: Can you use time conjunctions? LQ: Can plan a diary entry? LQ: Can you write in role? LQ: Can you improve your work?</p>	<p>Genre: Non-fiction LQ: Can you summarise events? LQ: Can you write in role? LQ: Can you box-up a newspaper report? LQ: Can you identify direct speech? LQ: Can you identify reported speech?</p>	<p>Genre: Non-fiction LQ: Can you use quotes? LQ: Can you plan a newspaper report? LQ: Can you write a newspaper report? LQ: Can write a newspaper report? LQ: Can you improve your work?</p>	<p>Genre: Poetry LQ: Can you perform a poem through drama? LQ: Can you use adjectives and rhyming words? LQ: Can you use figurative language? LQ: Can you write a poem based around a theme?</p>
<p>GPS</p>	<p>The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>] 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: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials determiner pronoun, possessive pronoun adverbial</p>	<p>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?</p>	<p>LQ: Can you edit and improve sentences? LQ: Can you identify apostrophes for contraction? LQ: Can you use apostrophes for contraction? LQ: Can you use apostrophes for contraction? LQ: Can you use apostrophes for contraction?</p>	<p>LQ: Can you edit and improve sentences? LQ: Can you use apostrophes for possession? LQ: Can you use apostrophes in correct context? LQ: Can you use apostrophes for correct context? LQ: Can you use apostrophes for plural possession?</p>	<p>LQ: Can you edit and improve sentences? LQ: Can you identify prepositions? LQ: Can you use prepositions? LQ: Can you use determiners? LQ: Can you use adjectives?</p>	<p>LQ: Can you edit and improve sentences? LQ: Can you identify speech? LQ: Can use inverted commas? LQ: Can you use inverted commas? LQ: Can you use accurate punctuation for speech?</p>	<p>LQ: Can you edit and improve sentences? LQ: Can you use accurate punctuation for speech? LQ: Can you punctuate a sentence with speech? LQ: Can you punctuate a sentence correctly? LQ: Can you punctuate a sentence correctly?</p>	<p>LQ: Can you edit and improve sentences? LQ: Can you identify adverbials? LQ: Can you identify a fronted adverbial? LQ: Can you correctly punctuate a fronted adverbial?</p>
<p>Maths</p>	<p><u>W.R. Small Steps Progression– Autumn Block 3 (perimeter and length)</u></p>	<p>Perimeter <u>LQs</u></p>	<p>Perimeter LQs</p>	<p>Perimeter (2 days) Multiplication and Division (3 days)</p>	<p>Multiplication and Division</p>	<p>Multiplication and Division</p>	<p>Consolidation – all four operations</p>	<p>Consolidation – all four operations</p>

<p>Maths: White Rose Scheme</p>	<p>Equivalent lengths - m and cm Equivalent lengths - mm and cm Kilometres Add lengths Subtract lengths Measure perimeter Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes</p> <p><u>W.R. Small Steps Progression– Autumn Block 4 (multiplication and division)</u></p> <p>Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Multiply by 1 and 0 Divide by 1 and itself Multiply and divide by 3 The 3 times-table Multiply and divide by 6 6 times table and division facts Multiply and divide by 9 9 times table and division facts Multiply and divide by 7 7 times table and division facts</p> <p>Consolidation – all four operations</p>	<p>1. Can you identify equivalent lengths (m and cm?)</p> <p>2. Can you identify equivalent lengths (mm and cm?)</p> <p>3. Can you identify equivalent lengths (mm and cm?)</p> <p>4. Can you use kilometres?</p> <p>5. Can you add lengths?</p>	<p>1. Can you subtract lengths?</p> <p>2. Can you subtract lengths?</p> <p>3. Can you measure perimeter?</p> <p>4. Can you find perimeter on a grid?</p> <p>5. Can you find the perimeter of a rectangle?</p>	<p>1. Can you calculate perimeter of rectilinear shapes?</p> <p>2. Can you calculate perimeter of rectilinear shapes?</p> <p>3. Can you consolidate your learning?</p> <p>4. Can you multiply by 10?</p> <p>5. Can you multiply by 100?</p>	<p>1. Can you divide by 10?</p> <p>2. Can you divide by 100?</p> <p>3. Can you multiply by 1 and itself?</p> <p>4. Can you multiply and divide by 3</p> <p>5. Can you learn the 3 times-table?</p>	<p>1. Can you multiply and divide by 6?</p> <p>2. Can you identify multiplication and division facts of 6?</p> <p>3. Can you multiply and divide by 9?</p> <p>4. Can you identify multiplication and division facts of 9?</p> <p>5. Can you multiply and divide by 7?</p>	<p>1. Can you identify multiplication and division facts of 7?</p> <p>2. Can you consolidate your learning?</p> <p>3. Can you subtract 2 4-digit numbers with no exchange?</p> <p>4. Can you subtract 2 4-digit numbers with an exchange?</p> <p>5. Can you add 2 4-digit numbers with an exchange?</p>	<p>1. Can you solve worded problems to multiply?</p> <p>2. Can you solve worded problems to divide?</p> <p>3. Can you solve two-step problems?</p> <p>4. Can you check calculations</p>
<p>Science Science: States of matter</p>	<p>I can identify the part played by evaporation and condensation in the water cycle.</p> <p>I can explain how some materials change state at different temperatures when they are heated or cooled.</p> <p>I can give basic definitions of a solid, liquid and gas.</p> <p>I can compare and group materials together, according to whether they are solids or liquids.</p> <p>I can name some materials that can be placed in more than one group.</p>	<p>Reason raisin: Are all liquids solid?</p> <p>LQ: Can you understand the difference between solids, liquids and gasses?</p>	<p>Reason raisin: Can you see gas?</p> <p>LQ: Can you investigate gasses?</p>	<p>Reason raisin: Are liquids all the same?</p> <p>LQ: Can you investigate different liquids?</p>	<p>Reason raisin: Can anything return to its original state?</p> <p>LQ: Can you investigate heating and cooling?</p>	<p>Reason raisin: Is water unique?</p> <p>LQ: Can you investigate water?</p>	<p>Reason raisin: Is evaporation visible?</p> <p>LQ: Can you explain evaporation and condensation?</p>	<p>LQ: Can you consolidate your learning?</p>

<p>RE</p> <p>What does incarnation mean to Christians?</p>	<p>Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.</p> <p>Understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>LQ: Can you recall what incarnation is?</p>	<p>LQ: Can you investigate part of the bible?</p>	<p>LQ: Can you give suggestions of texts with God?</p>	<p>LQ: Can you understand why some texts are important to Christians?</p>	<p>LQ: Can you explain how Christians show their beliefs about God the Trinity in the way they live?</p>	<p>LQ: Can you make links between the teachings in the bible and beliefs about God in the world today?</p>	<p>LQ: Can you review your learning?</p>
<p>Computing</p> <p>Safety starter: Privacy and security.</p> <p>Digital literacy: Using search engines</p>	<p>When turning a real-life situation into an algorithm, can children's design show that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition? Can I make more intuitive attempts to debug my programs?</p> <p>Can I use timers to achieve repetition effects that are more logical and are integrated into my program design?</p> <p>Can I explain 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their program?</p> <p>Do I understand how variables can be used to store information while a program is executing?</p> <p>Can I make use of user inputs and outputs such as 'print to screen'?</p> <p>Do my designs for my programs show that I think of the structure of a program in logical, achievable steps and am absorbing some new knowledge of coding structures? E.g. 'if' statements, repetition and variables.</p> <p>Can I trace code and use step through methods to identify errors in code and make logical attempts to correct this? E.g. traffic light algorithm in 2Code.</p> <p>In programs such as Logo, Can I 'read' programs with several steps and predict the outcome accurately. (logo)</p>	<p>LQ: Can you design, code, test and debug?</p> <p>Safety starter: I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p>	<p>LQ: Can you use IF statements?</p> <p>Safety starter: I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p>	<p>LQ: Can you use co-ordinates?</p> <p>Safety starter: I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p>	<p>LQ: Can you repeat until and IF/ELSE statement?</p> <p>Safety starter: I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p>	<p>LQ: Can you investigate variables?</p> <p>Safety starter: I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p>	<p>LQ: Can you make a playable game?</p> <p>Safety starter: I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p>	<p>LQ: Can you review your playable game?</p> <p>Safety starter: I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p>
<p>History</p> <p>Identify and research the life of famous people How they impacted our future: polar explorers; Shackleton.</p>	<p>Locate the polar regions on maps and countries and seas. Identify and compare the key physical features and recent changes to the Arctic and Antarctic.</p>	<p>LQ: Can you research a person from history?</p>	<p>LQ: Can you collate information about an historical figure.</p>	<p>LQ: Can you explain what impact Shackleton had on life today?</p>	<h2>Geography</h2>			

<p>Geography</p> <p>Locate the polar regions on maps and countries and seas.</p>	<p>Can I describe events from the past using dates when things happened?</p> <p>Can I suggest why certain events happened as they did in history?</p> <p>Can I suggest reasons why certain people acted as they did in history noting the pros and cons of their actions? What makes them important / significant?</p>	<h1>History</h1>				<p>LQ: Can you locate polar regions?</p>	<p>LQ: Can you locate countries and seas?</p>	<p>LQ: Can you compare key physical features?</p>	<p>LQ: Can you compare other areas against our environment?</p>
<p>Art</p> <p>Record ideas using different media; pastels, paints;</p>	<p>I know how to use line, tone, shape and colour to represent figures and forms in movement</p>	<h1>DT focus</h1>				<p>LQ: Can you plan and sketch your sunset painting?</p>	<p>LQ: Can you use media to create a picture?</p>	<p>LQ: Can you use an alternative media for the same picture?</p>	
<p>D.T</p> <p>Polar Dioramas:</p>	<ul style="list-style-type: none"> Produce a plan and explain it to others say how realistic plan is. include an annotated sketch make and explain design decisions considering availability of resources and explain how product will work select appropriate materials, fit for purpose; explain choices <ul style="list-style-type: none"> work through plan in order. Begin to explain how I could improve original design <p>Research whether products can be recycled or reused</p>	<p>LQ: Can you plan your product?</p>	<p>LQ: Can you design your product?</p>	<p>LQ: Can you create your product?</p>	<p>LQ: Can you evaluate your product and suggest improvements?</p>	<h1>Art focus</h1>			
<p>P.E</p> <p>PE: Swimming</p>	<p>By end of KS2 Work with confidence in water Explore skills, actions and ideas including holding breath underwater Uses a range of strokes; front crawl, backstroke, breaststroke Performs safe self-rescue in different water-based situations Swims competently and proficiently with confidence at least 25m Improves control and co-ordination in water Evaluates own swimming noting future improvements Chooses appropriate strokes and equipment based on time and distance.</p>	<h1>Swimming</h1>							
<p>PHSE</p> <p>PSHE/SRE: Jigsaw Scheme</p> <p>Celebrating differences</p>	<ul style="list-style-type: none"> Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know that some forms of bullying are harder to identify e.g., tactical ignoring, cyber-bullying Know what to do if they think bullying is, or might be taking place Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that first impressions can change 	<p>LQ: Can you understand the importance of not judging looks?</p>	<p>LQ: Can you accept people for what they are?</p>	<p>LQ: Can you understand what influences your opinions?</p>	<p>LQ: Can you question your influences?</p>	<p>LQ: Can you explain what bullying is and what to do?</p>	<p>LQ: Can you understand your feelings about bullying?</p>	<p>LQ: Can you advise others against bullying?</p>	

<p>French French: Seasons</p>	<p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>LQ: Can you name the seasons?</p>	<p>LQ: Can you learn about Winter?</p>	<p>LQ: Can you learn about Spring?</p>	<p>LQ: Can you learn about Summer?</p>	<p>LQ: Can you learn about Autumn?</p>	<p>LQ: Can you review your learning?</p>	<p>LQ: Can you put your learning into action?</p>
<p>Music Cheranga music scheme – Glockenspiel Stage One</p>		<p>LQ: Can you learn note E and D?</p>	<p>LQ: Can you use note E and D?</p>	<p>LQ: Can you play and improvise?</p>	<p>LQ: Can you learn notes D, E and F?</p>	<p>LQ: Can you use notes D, E and F in a song?</p>	<p>LQ: Can you create your own composition?</p>	<p>LQ: Can you create your own composition?</p>
<p>Learning Environment in corridor displays</p>		<p>Polar expedition Science: States of matter RE: The Incarnation</p>	<p>Polar expedition Science: States of matter RE: The Incarnation</p>	<p>Polar expedition Science: States of matter RE: The Incarnation</p>	<p>Polar expedition Science: States of matter RE: The Incarnation</p>	<p>Polar expedition Science: States of matter RE: The Incarnation</p>	<p>Polar expedition Science: States of matter RE: The Incarnation</p>	<p>Polar expedition Science: States of matter RE: The Incarnation</p>

INSPIRE DAYS –

- 17th November – dress as an explorer
- **INSPIRE DAY- Hanukkah 26.11.21**