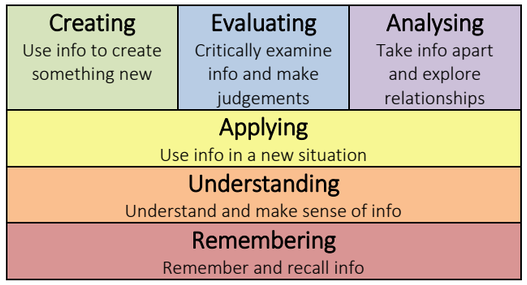
Eastry C of E Primary School Medium Term Plan: KS1 and KS2



Exceeding Skills

Expected Skills

Emerging Skills

Democracy

Rule of Law

Cultures & religion

Mutual respect

Individual liberty

Topic: Ernest Shackleton: Arctic hero or polar villain?
Term: 2
Hooks: ***Creating artic scenes – diorama***
Texts: Fiction: Ice Trap! Meridith Hooper
Non-fiction – You wouldn't want to be on Shackleton's polar expedition! Jen Green

Area of Learning	Skill/ Small steps	Week 1 Wb 31.10.22	Week 2/ lesson 2 Wb 07.11.22	Week 3 Wb 14.11.22	Week 4 Wb 21.11.22	Week 5 Wb 28.11.22	Week 6 Wb 05.12.22	Week 7 Wb 12.12.22 (4 days)
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our topic.	Genre: Informal letter LQ: Can you make predictions about a text? (P) LQ: Can you explain how and why the text is presented in this way? (E) LQ: Can you retrieve key features? (R) LQ: Can you locate key information? (R) LQ: Can you locate key information using inference? (R, I)	Genre: Informal letter 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 identify key vocabulary? (V) LQ: Can you use a dictionary to look up definitions for new words? (V)	Genre: Diary Entry LQ: Can you explain the genre of the text? (E) LQ. Can you locate ambitious vocabulary? (V, R) LQ. Can you use a thesaurus to up-level vocabulary (V) LQ: Can you summarise information in each paragraph? (S) LQ: Can you summarise a text? (S)	Genre: Diary Entry LQ; Can you retrieve facts? (R) LQ: Can you retrieve a quote from a text? (R) LQ: Can you explain what has happened in the text? (E, S) LQ: Can you infer how a character is feeling? (I) LQ: Can you infer a setting (I)	Genre: Playscript LQ. Can you predict what will happen next in a text? (P) LQ: Can you evaluate an author's choice of words? (E, V) LQ: Can you appraise a text? (E, R) LQ. Can you explain the similarities in a text? (E) LQ: Can you explain your opinion (E)	Genre: Playscript 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 explain how and why the text is presented in the book? (E) LQ: Can you sequence information? (S)	Genre: Playscript LQ. Can you appraise a poem? (E) LQ. Can you locate ambitious vocabulary? (V) LQ: Can you use a dictionary to look up definitions for new words? (V) LQ: Can you predict what will happen next (P)

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: Informal letter LQ: Can you write a letter? LQ: Can you identify features of a letter? LQ: Can you find key features of a letter? LQ: Can you identify tone based on inference and feelings? LQ: Can you explain where to use paragraphs?	Genre: Informal letter LQ: Can you use paragraphs accurately? LQ: Can you generate vocabulary based on feelings? LQ: Can you write the beginning to a formal letter? LQ: Can you write the end to a formal letter? LQ: Can you write an informal letter?	Genre: Diary Entry LQ: Can you identify parts of a diary entry? LQ: Can you label and explain features of a diary entry? LQ: Can you write a recount? LQ: Can you express tone and intonation in roleplay? LQ: Can you use emotive language when describing an event?	Genre: Diary Entry LQ: Can you use personal tone? LQ: Can you use time conjunctions to aid cohesion? LQ: Can you plan a diary entry? LQ: Can you write in role? LQ: Can you conclude your diary entry?	Genre: Playscript LQ: Can you perform a playscript? L.O Can you identify features of a playscript? LQ: Can you locate key features of a playscript? LQ: Can you explain similarities between newspaper reports and bulletins? LQ: Can you identify and explain the roles of characters in a playscript?	Genre: Playscript LQ: Can you use adverbs? LQ: Can you explore and use adverbs for stage directions? LQ: Can you explore a historical event? LQ: Can you report on a historical event? LQ: Can you create a plan for a playscript?	Genre: Playscript LQ: Can you perform a plan and make improvements? LQ: Can you draft the start of a playscript? LQ: Can you perform a playscript?
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	**Spelling knowledge:** vowel digraphs and trigraphs: e.g. *ai*, *oi*, *ay*, *oy*, *a–e*, *e–e*, *i–e*, *o–e*, *u–e*, *ar*, *ee*, *etc* **Spelling words:** words with the 'ei' sound spelt ei, eigh or ey e.g. they, **weight, eight**, grey, sleigh, **reign** LQ: Can you identify different sentence types? LQ: Can you write different sentence types?	**Spelling knowledge:** common exception words **Spelling words:** **business, increase, perhaps, probably, describe, exercise, experience, experiment, extreme** LQ: Can you use apostrophes for contraction? LQ: Can you use apostrophes for contraction?	**Spelling knowledge:** adding suffixes beginning with vowel letters to words of more than one syllable: -ing, -er, -en, -ed **Spelling words:** cornering, fastened, awaken, beginner, gardener, gardening, preferring, preferred, limited, LQ: Can you use apostrophes for possession? LQ: Can you use apostrophes for possession?	**Spelling knowledge:** the /ʌ/ sound spelt ou **Spelling words:** revisit: young, touch, blood, trouble, country LQ: Can you identify and use apostrophes? LQ: Can you identify and use apostrophes?	**Spelling knowledge:** prefixes: the prefixes in-, il-, im- and ir- **Spelling words:** irregular, irrational, irresponsible, irresistible, illegal, illiterate, illegible, illogical LQ: Can you use plural possessive apostrophes? LQ: Can you use apostrophes for possession?	**Spelling knowledge:** words with the /ʃ/ sound spelt ch **Spelling words:** revisit: chalet, chef, brochure, parachute, machine LQ: Can identify word types? LQ: Can you use word types?	**Spelling knowledge:** words with the /eɪ/ sound spelt ei, eigh, or ey **Spelling words:** revisit: they, weigh, **eight, eighth**, grey, sleigh

<table>
<tr><td rowspan="2">Maths
Maths: White Rose Scheme</td><td rowspan="2"><u>W.R. Small Steps Progression– Autumn Block 3 (area)</u>
• What is area?
• Counting squares
• Making shapes
• Comparing areas

<u>W.R. Small Steps Progression– Autumn Block 4 (multiplication and division A)</u>
• Multiples of 3
• Multiply and divide by 6
• 6 times table and division facts
• Multiply and divide by 9
• 9 times table and division facts
• The 3,6- and 9-times tables
• Multiply and divide by 7
• 7 times tables and division facts
• 11 times tables and division facts
• 12 times tables and division facts
• Multiply by 1 and 0
• Divide a number by 1 and itself
• Multiply 3 numbers</td><td>Area

1. Can you explain area?

2. Can you count squares to calculate area?

3. Can you make shapes and calculate area? (practical)

4. Can you make shapes and calculate area?

5. Can you compare areas? (practical)</td><td>Area
Multiplication and Division

1. Can you compare areas?

2. Can you consolidate your learning on area?

3.Can you use calculation strategies?

4. Can identify multiples of 3?

5. Can you use strategies to multiply and divide by 6? (p)</td><td>Multiplication and Division

1. Can you multiply and divide by 6? (s)

2. Can you identify 6 times tables and division facts?

3. Can you use 6 times tables and division facts?

4. Can you use strategies to multiply and divide by 9? (p)

5. Can you multiply and divide by 9? (s)</td><td>Multiplication and Division

1. Can you identify 9 times tables division facts?

2. Can use 9 times tables and division facts?

3. Can you find patterns in the 3,6- and 9-times tables?

4. Can you explore the 3-, 6- and 9-times tables?

5. Can you check your understanding of the 3,6- and 9-times tables?</td><td>Multiplication and Division

1. Can you use strategies to multiply and divide by 7? (p)

2. Can you multiply and divide by 7? (s)

3. Can you identify 7 times tables and division facts?

4. Can you use 7 times tables and division facts?

5. Can you use strategies to multiply and divide by 11? (p)</td><td>Multiplication and Division

1. Can you multiply and divide by 11? (s)

2. Can you use strategies to multiply and divide by 12? (p)

3. Can you multiply and divide by 12? (s)

4. Can you learn the rules for multiplying by 1 and 0?

5. Can you learn the rules for dividing a number by 1 and itself?</td><td>Multiplication and Division

1. Can you divide a number by 1 and itself?

2. Can you multiply 3 numbers?

3. Can you multiply by 3 numbers?

4. Can you consolidate your learning?</td></tr>
<tr><td rowspan="2">Science
Science: States of matter</td><td><u>Unit of work</u>
<u>Materials – states of matter</u>
• I can compare and group materials together, according to whether they are solids, liquids or gases
• I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
• I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
<u>Working scientifically</u>
<u>Asking questions</u>
• Choosing a suitable scientific enquiry. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions
<u>Monitoring and recording</u>
• Observations. They should help to make decisions about what observations to make, how long to make them for. They should make systematic and careful observations.</td><td>Reason raisin: Can liquids be solid?</td><td>Reason raisin: Can you see gas?</td><td>Reason raisin: Can materials change state more than once?</td><td>Reason raisin: Is evaporation ever visible?</td><td>Reason raisin: Do all solids melt at the same temperature?</td><td>Reason raisin: Can states change without temperature?</td><td>LQ: Can all materials reverse changes?</td></tr>
<tr><td>LQ: Can you explore and classify solids, liquids and gasses?</td><td>LQ: Can you investigate gasses?</td><td>LQ: Can you explain how water changes state?</td><td>LQ: Can you explore how temperature determines evaporation rate?</td><td>LQ: Can you explore the melting points of different solids?</td><td>LQ: Can you predict and test what is soluble and insoluble?</td><td>LQ: Can you explain which changes are reversible and irreversible?</td></tr>
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	• **Sorting and classifying**. Talk about the criteria for grouping, sorting and classifying and use simple keys. • **Choosing equipment.** They should help to make decisions about the type of simple equipment that might be used. They should learn how to use new equipment, such as a data loggers and thermometers, appropriately. • **Collecting data.** They should collect data from their own observations and measurements. • **Measuring**. They should use standard units. • **Recording**. They should make decisions as to how to record. They should record in notes, drawings, labelled diagrams, bar charts and simple tables. Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences.							
RE **What is the Trinity?**	• Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. • Understanding God is challenging; people spend their whole lives learning more and more about God. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. **Skills - expected** • Describe some ways • Ask questions and suggest some of their own responses • Suggest why • Identify how • Make connections between stories • Give examples of how and suggest reasons why • Discuss their own and others ideas • Explore and suggest ideas • Link up some questions and answers **Skills -exceeding** • Identify some similarities and differences • Discuss and present their own ideas about why	LQ: Can you retell the story of incarnation?	LQ: Can you examine verses from the bible?	LQ: Can you compare verses from different parts of The Bible?	LQ: How to Christians feel about God The Trinity?	LQ: How do Christians describe The Trinity?	LQ: How do Christians share their belief of The Trinity within the world today?	LQ: Can you create a Christingle?

	• Express their own understanding • Present their own ideas about attitudes • Make between key concepts and the big story of the Bible • Consider and evaluate • Suggest how and why • Express ideas							
Computing **Safety starter: Privacy and security.** **Digital literacy: Using search engines**	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? Can I use timers to achieve repetition effects that are more logical and are integrated into my program design? 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? Do I understand how variables can be used to store information while a program is executing? Can I make use of user inputs and outputs such as 'print to screen'? 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. 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. In programs such as Logo, Can I 'read' programs with several steps and predict the outcome accurately. (logo)	LQ: Can you design, code, test and debug? 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.	LQ: Can you use IF statements? 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.	LQ: Can you use co-ordinates? 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).	LQ: Can you repeat until and IF/ELSE statement? 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)	LQ: Can you investigate variables? 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.	LQ: Can you make a playable game? 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.	LQ: Can you review your playable game? Safety starter: I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
History Identify and research the life of famous people and how they impacted our future: polar explorers; Shackleton.	<u>Chronological understanding:</u> <u>Dates:</u> • Can I use mathematical knowledge to work out how long-ago events happened? • Can I describe events from the past using dates when things happened? <u>Knowledge and interpretation:</u> <u>Events:</u> • Can I suggest why certain events happened as they did in history? <u>People:</u> • Can I suggest reasons why certain people acted as they did in history noting the	LQ: Who was Ernest Shackleton and what was he famous for? Jobs / Trade Thread	LQ: What impact has Ernest Shackleton had on our lives today?	LQ: Can you use English reading skills to learn more about Ernest Shackleton?	Geography			

	pros and cons of their actions? • What makes them important / significant? **4 history threads** **Jobs and Trade:** • Who was Ernest Shackleton and what was he famous for.							
Geography **Locate the polar regions on maps and countries and seas. Identify and compare the key physical features.**	**Location knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle **Place knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a Africa, and a polar region **Geographical skills and framework** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	History		LQ: Can you use English reading skills to learn more about Ernest Shackleton?	LQ: Can you use a range of resources to locate different countries and features of the world?	LQ: Can you locate and describe the different polar regions in relation to other studied areas?	LQ: Can you compare key physical features?	LQ: Can you compare other areas against our environment?
Art **Record ideas using different media; pastels, paints;**	• I know how to use line, tone, shape and colour to represent figures and forms in movement **Pupils should be taught to:** • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	LQ: Can you plan and select appropriate media to create a piece of art?	LQ: Can you create an artwork depicting the Northern Lights?	LQ: Can you use an alternative media to imitate an artwork?	Design and Technology			
D.T **Polar Dioramas:**	**Design** • Show design meets a range of requirements and is fit for purpose • Begin to create own design criteria • Have at least one idea about how to create product and suggest improvements for design.	Art			LQ: Can you plan your product?	LQ: Can you create an annotated sketched design for your product?	LQ: Can you select appropriate materials to create your product?	LQ: Can you evaluate your product and suggest improvements?

	• 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 **Make** • select suitable tools and equipment, explain choices in relation to required techniques and use accurately • select appropriate materials, fit for purpose; explain choices • work through plan in order. • realise if product is going to be good quality • measure, mark out, cut and shape materials/components with some accuracy • assemble, join and combine materials and components with some accuracy apply a range of finishing techniques with some accuracy **Evaluate** • Refer to design criteria while designing and making • Use criteria to evaluate product • Begin to explain how I could improve original design • Research whether products can be recycled or reused **Technical knowledge – textiles** • Think about user when choosing textiles • Think about how to make product strong • Begin to devise a template • Explain how to join things in a different way • Understand that a simple fabric shape can be used to make a 3D textiles project							
P.E **Dance**	• Confidently improvise with a partner or individually. • Create longer dance sequences as part of a larger group. • Demonstrate precision and control in movements. • Begin to develop and vary transitions between movements. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation and begins to critique work of others continuing to use dance vocabulary	LQ: Can you compose a travelling sequence using a variety of body part?	LQ: Can you develop an awareness of body shape?	LQ: Can you compose a travelling phrase using extension and contraction	LQ: Can you perform in unison with a partner and in contact with them	LQ: Can you develop awareness of the speed and weight of a movement	LQ: Can you appreciate the changing dynamics of movement and their expressive qualities	LQ: Can you bring your learning together?

PHSE **PSHE/SRE: Jigsaw Scheme** Celebrating differences	• 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	LQ: Can you understand the importance of not judging looks?	LQ: Can you accept people for what they are?	LQ: Can you understand what influences your opinions?	LQ: Can you question your influences?	LQ: Can you explain what bullying is and what to do?	LQ: Can you understand your feelings about bullying?	LQ: Can you advise others against bullying?
French **Seasons**	**Knowledge** 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. • Be able to say all four seasons. • Be able to describe each season's features • Be able to say what season is favourite • Be able to justify opinions **Vocabulary** • l'hiver • ler printemps • l'ete • l'automne • en hiver • il fait • froid • il neige • les fleurs • poussent • les oiseaux chantant • il y a du soleil • il fait chaud • les arbres perdent leurs feuilles • ma saison preferee est,	LQ: Can you name the four seasons?	LQ: Can you learn sentences about Winter?	LQ: Can you learn sentences about Spring?	LQ: Can you learn sentences about Summer	LQ: Can you learn sentences about Autumn?	LQ: Can you review your learning?	LQ: Can you put your learning into action?
Music **Recorders linking to Cheranga music**	• To confidently move to the pulse. • Talk about the music and how it makes them feel. • When you talk try to use musical words. • Pulse: Finding the pulse – the heartbeat of the music. • Rhythm: the long and short patterns over the pulse. • To sing in unison and in simple two-parts. • To know how to demonstrate a good singing posture. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song.	LQ: Can you hold a recorder correctly to play a simple rhythm and treat the instrument with respect?	LQ: Can you play an instrument in time to a given pulse?	LQ: Can you play 2 or 3 notes on the recorder using notation to guide you?	LQ: Can you use to hands on the recorder to play/copy notes?	LQ: Can you play a part (amongst 2 given parts) in time with others?	LQ: Can you perform a part (one of 2)?	LQ: Can you improvise a tune based on the notes you have learnt this term?

	• To listen to and follow musical instructions from a leader.							
Learning Environment in corridor displays		Polar expedition Science: States of matter RE: The Trinity						

INSPIRE DAYS –

- ***Dress as an explorer***
- ***Create a polar diorama***
- ***INSPIRE DAY- 9***