

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: What's it like in the polar regions?

Term: 2

Hooks:

Texts: Shackleton's Journey, The Lion, the Witch and the Wardrobe, Ice Poetry, Odd and the Frost Giants

Area of Learning	Skill/ Small step	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
Reading		Shackleton's Journey	Shackleton's Journey	Shackleton's Journey	The Lion, the Witch and the Wardrobe	The Lion, the Witch and the Wardrobe	Ice Poetry	Ice Poetry
		LQ: Can you make predictions about a text?	LQ: Can you recall events in a story?	LQ: Can you match captions to pictures?	LQ: Can you make predictions about a text?	LQ: Can you make predictions about a text?	LQ: Can you answer retrieval questions?	LQ: Can you answer retrieval questions?
		LQ: Can you answer retrieval questions?	LQ: Can you answer retrieval questions?	LQ: Can you answer retrieval questions?	LQ: Can you answer retrieval questions?	LQ: Can you answer retrieval questions?	LQ: Can you infer information about a character?	LQ. Can you use a dictionary to write definitions for new vocabulary?
		LQ. Can you use a dictionary to write definitions for new vocabulary?	LQ: Can you infer information about a character?	LQ; Can you retrieve key facts from a text?	LQ. Can you sequence events?	LQ: Can you infer information about a character?	LQ; Can you express your opinion?	LQ. Can you use new vocabulary in context?
		LQ. Can you use new vocabulary in context?	LQ Can you retrieve key facts from a text?	LQ. Can you use new vocabulary in context?	LQ: Can you identify new vocabulary?	LQ. Can you summarise events?	LQ. Can you read with fluency and pace in a performance?	LQ. Can you explain the effect language has on the reader?

<p>Writing</p>	<p>Text; Shackleton's Journey</p> <p>Genre : journal writing</p> <p>Skills: identifying features , creating a checklist, writing in the first person, identifying and using the correct tense</p> <p>LQ: Can you identify the features of a journal?</p> <p>LQ: Can you find and label the features of a journal?</p> <p>LQ: Can you write in the first person?</p> <p>LQ: Can you identify the correct tense in a text and recognise irregularities?</p>	<p>Text; Shackleton's Journey</p> <p>Genre : journal writing</p> <p>Skills: research, mind mapping, planning, writing a journal in role, editing</p> <p>LQ: Can you gather ideas for your writing from research?</p> <p>LQ: Can you plan for your writing using a checklist?</p> <p>LQ: Can you write using the correct features of a journal?</p> <p>LQ: Can you write using the correct features of a journal?</p> <p>LQ: Can you edit your writing using a checklist?</p>	<p>Text; Shackleton's Journey</p> <p>Genre: newspaper writing</p> <p>Skills: identifying features, writing headlines, using alliteration, writing factual captions, punctuate dialogue correctly</p> <p>LQ: Can you identify the features of a newspaper?</p> <p>LQ: Can you find and label the features of a newspaper?</p> <p>LQ: Can you practice writing a headline and captions?</p> <p>LQ: Can you identify the features of dialogue?</p> <p>LQ: Can you write dialogue?</p>	<p>Text; Shackleton's Journey</p> <p>Genre: newspaper writing</p> <p>Skills: research, mind mapping, planning, writing a newspaper about a historical event, write dialogue correctly editing,</p> <p>LQ: Can you gather ideas for your writing from research?</p> <p>LQ: Can you write an alliterative headline?</p> <p>LQ: Can you write using the correct features of a newspaper?</p> <p>LQ: Can you add captions to pictures?</p> <p>LQ: Can you edit your writing using a checklist?</p>	<p>Text; The Lion , the Witch and the Wardrobe</p> <p>Genre: story writing</p> <p>Skills: develop and use noun phrases, choose appropriate adjectives, connectives/conjunctions, use a wide range of connectives.</p> <p>LQ: Can you identify the features of a character description?</p> <p>LQ: Can you identify the features of a gather ideas for a character description using role on the wall?</p> <p>LQ: Can you write a character description?</p> <p>LQ: Can you write a character description?</p> <p>LQ: Can you edit your writing using a checklist?</p>	<p>Text; The Lion , the Witch and the Wardrobe</p> <p>Genre: story writing</p> <p>Skills: develop and use noun phrases, choose appropriate adjectives, connectives/conjunctions, use a wide range of connectives.</p> <p>LQ: Can you identify the features of a setting description?</p> <p>LQ: Can you identify the features of a gather ideas for setting using your 5 senses?</p> <p>LQ: Can you write a setting description?</p> <p>LQ: Can you write a setting description</p> <p>LQ: Can you edit your writing using a checklist?</p>	<p>Text: Northern Lights poem</p> <p>Skills:</p> <p>LQ: Can you identify the features of a poem?</p> <p>LQ: Can you use a poem as a model for your own writing?</p> <p>LQ: Can you use similes in your writing?</p> <p>LQ: Can you use similes in your writing?</p> <p>LQ: Can you edit your writing using a checklist?</p>
<p>GPS</p>	<p>LQ: Can you identify nouns and select correct nouns to place in sentence?</p> <p>LQ: Can you identify and use pronouns correctly?</p> <p>LQ: Can you improve a noun phrase using prepositions?</p> <p>LQ: Can you improve a noun phrase with ambitious vocabulary?</p> <p>LQ: Can you punctuate a sentence correctly? (FS, CL, !,?, ",)</p>	<p>LQ: Can you identify nouns and select correct nouns to place in sentence?</p> <p>LQ: Can you identify and use pronouns correctly?</p> <p>LQ: Can you identify an adverbial phrase?</p> <p>LQ: Can you select the appropriate fronted adverbials to improve a sentence?</p> <p>LQ: Can you punctuate a sentence correctly? (FS, CL, !,?, ",)</p>	<p>LQ: Can you punctuate dialogue correctly?</p> <p>LQ: Can you identify and use the correct tense in a specific genre?</p> <p>LQ: Can you use adverbs to show how often?</p> <p>LQ Can you select verbs for effect?</p> <p>LQ: Can you punctuate a sentence correctly? (FS, CL, !,?, ",)</p> <p><i>Spelling- Twinkl and RWInc lists</i></p>	<p>LQ: Can you use apostrophes correctly?</p> <p>LQ: Can you improve a noun phrase using appropriate adjectives?</p> <p>LQ: Can you use pat and present tense correctly?</p> <p>LQ: Can you identify determiners?</p> <p>LQ: Can you place determiners correctly?</p>	<p>LQ: Can you use commas correctly?</p> <p>LQ: Can you identify embedded/relative clauses?</p> <p>LQ: Can you create embedded/relative clauses?</p> <p>LQ: Can you punctuate a sentence correctly? (FS, CL,!,?, ",)</p> <p>LQ Can you choose appropriate adjectives to add information and detail?</p>	<p>LQ: Can you use adverbs to show how often or add subtlety of meaning?</p> <p>LQ: Can you punctuate a sentence correctly? (FS, CL, !,?, ",)</p> <p>LQ: Can you use fronted adverbials to improve a sentence?</p> <p>LQ: Can you improve a noun phrase using prepositions?</p> <p>LQ: Can you use commas correctly?</p>	<p>LQ: Can you improve a noun phrase using appropriate adjectives?</p> <p>LQ: Can you punctuate a sentence correctly? (FS, CL, !,?, ",)</p> <p>LQ: Can you improve a noun phrase with ambitious vocabulary?</p> <p>LQ: Can you improve a noun phrase using prepositions?</p> <p>LQ Can you select verbs for effect?</p>

Maths	<p>LQ: Can we revise 4 digit addition and subtraction? LQ: Can we solve problems / reason when adding and subtracting 4 digit numbers? LQ: Can we estimate answers when adding and subtracting? LQ: Can we check answers when adding and subtracting LQ: Can we recap and practise skills + Mini end of block assessment</p>	<p>Block 3 – 2 x week – measures. LQ: Can we find equivalent lengths - m and cm? (R) LQ: Can we find equivalent lengths -mm and cm? (R) LQ: Can we begin to use and understand kilometres? LQ: Can we add lengths? (R) LQ: Can we subtract lengths? (R)</p>	<p>LQ: Can we measure perimeter? (R) (short lesson due to DIWALI inspire day) LQ: Can we find perimeters using a grid? LQ: Can we find the perimeter of a rectangle? LQ: Can we find the perimeter of rectilinear shapes? LQ: Can we recap and practise skills + Mini end of block assessment</p>	<p>Block 4 – multiplication and division – (3 x weeks) LQ: Can we multiply by 10? LQ: Can we multiply by 100? LQ: Can we divide by 10/ LQ: Can we divide by 100? LQ: Can we multiply by 1 and 0?</p>	<p>LQ: Can we divide by 1 and itself? LQ: Can we multiply and divide by 3? (R) LQ: Can we use the 3 x table? LQ: Can we multiply and divide by 6? LQ: Can we use 6 x table and division facts</p>	<p>LQ: Can we multiply and divide by 9? LQ: Can we use 9 x table and division facts? LQ: Can we multiply by 7? LQ: Can we use 7 x table multiplication and division facts LQ: Can we consolidate times tables so far?</p>	<p>LQ: Can we recap and practise skills + Mini end of block assessment ALL WEEK Can we consolidate this term's learning – addition and subtraction.</p>
Science	<p>LQ: What's it like in Antarctica? STEM https://www.stem.org.uk/resources/community/collection/287115/polar-regions Teachers in the freezer activity.</p>	<p>LQ: <u>What organisms live in the Arctic?</u> STEM - https://www.stem.org.uk/resources/community/collection/287115/polar-regions Living things – (Andrew Berry/Hamilton Trust) Food chains and food webs</p>	<p>➔</p>	<p>LQ: How do living things adapt to survive in the polar regions? STEM - adaptation https://www.stem.org.uk/resources/community/collection/287115/polar-regions Over winter – How do animals adapt to survive? Adaptation sorting organisms into - migrate, hibernate, store food or grow a thick coat</p>	<p>➔</p>	<p>LQ: Can we investigate good insulators? STEM https://www.stem.org.uk/resources/community/collection/287115/polar-regions How do humans and animals keep warm in the Arctic? – insulation</p>	<p>➔</p>
RE	<p>What is the Trinity? LQ: How is the Gospel of John different to the other Gospels?</p>	<p>What is the Trinity? LQ: How is the Gospel of John different to the other Gospels?</p> <p>➔</p>	<p>What is the Trinity? LQ: What might different Bible texts about God mean?</p>	<p>What is the Trinity? LQ: What might the texts we have studied mean to Christians?</p>	<p>What is the Trinity? LQ: How do Christians show their beliefs about God and the trinity in the way they live?</p>	<p>What is the Trinity? LQ: What are the links between some of the texts and teachings about God in the Bible and what people believe about God in the world today?</p>	<p>What is the Trinity? LQ: What are the links between some of the texts and teachings about God in the Bible and what people believe about God in the world today?</p>
Computing	<p>LQ: Can you review the design, code, test, debug process?</p>	<p>LQ: Can create an 'if/else' statement?</p>	<p>LQ: Can you create a program with a character that repeats actions?</p>	<p>LQ: Can explain what a variable is when used in programming? Can you make a timer?</p>	<p>LQ: Can you create a sequence of a simple event using an algorithm?</p>	<p>LQ: Can you use graphics in the design view of 2Code to illustrate your program ?</p> <p>➔</p>	<p>LQ:</p>

History/ Geography	<p>LQ: _Who was Sir Ernest Shackleton and what was his childhood like?_</p> <p>Timelines</p> <p>Key life events</p> <p>Characteristics of an explorer?</p>	<p>LQ: Why did Shackleton become so popular?</p> <p>The Race To The Pole</p> <p>Who found Antarctica and when? Which explorer got to the South Pole first? Why is Sir Ernest Shackleton an important 'Antarctic' historical figure?</p>	<p>LQ: What would the crew of Shackleton's expedition have seen along their route?</p> <p>Visual Identification of features of Antarctic</p>	<p>LQ: What was the planned journey of the Endurance expedition?</p> <p>Knowledge of route taking by Endurance expedition</p> <p>Endurance Expedition time line</p>		<p>LQ: Who were the members of the Endurance expedition crew?</p> <p>What role did they play on The Endurance and throughout the expedition?</p> <p>Reflect on what they have learnt on historic exploration and contemporary daily life on Antarctica</p>	
Geography	<p>LQ: Where are the polar regions and what seas / countries surround them?</p> <p>Place Knowl</p> <p>GS and F -map work, atlas, globes</p>	<p>LQ: Can we recap where are the polar regions and what seas / countries surround them – noting climate zones/natural resources?</p> <p>Place knowledge</p> <p>GS and F -map work, sketching</p>	<p>LQ: Can we compare 3 regions Antarctica, Egypt and UK?</p> <p>Phys – Climate, Landscape (rivers and reliance on water), living things</p> <p>Human – Homes, transport links</p>		<p>LQ: What is climate change and it's impact on the polar regions?</p> <p>Analyse our own environment and changes to it. Learn about climate change and assess it's impact.</p> <p>(Hamilton Trust Unit)</p> <p>GS and F -map work, atlas, globes</p>	<p>LQ:</p>	<p>LQ:</p>
Art	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>
D.T	<p>LQ: What is a diorama?</p> <p>Investigate and evaluate dioramas</p>	<p>LQ: What would we see in polar landscape?</p> <p>Research ideas</p> <p>Gather information</p>	<p>LQ. Can we create backgrounds with different materials?</p> <p>Watercolours</p> <p>Scratching</p> <p>Collage</p>	<p>LQ: What special effects could we use in our diorama?</p> <p>Investigate using lights</p> <p>Levers</p> <p>Glow in the dark paint</p>	<p>LQ: Can you design a polar diorama?</p> <p>Planning, sketching designing, mood boards</p>	<p>LQ: Can you create a polar diorama?</p> <p>Joining, cutting, sketching , drawing to scale, creating backgrounds.</p>	<p>LQ:</p>
P.E Basketball Skills	<p>LQ: Can we dribble and turn whilst dribbling the basketball legally?</p>	<p>LQ: Can we perform 3 x passes accurately and begin to dribble and pass?</p>	<p>LQ: Can we improve our ability to catch/pass with accuracy?</p>	<p>LQ: Can we pass and move to shooting positions / begin to understand shooting technique?</p>	<p>LQ: Can we combine passing, shooting and dribbling skills?</p>	<p>LQ: Can we combine passing, shooting and dribbling skill against a defender?</p>	<p>LQ: Can we work towards a goal as a team?</p>
P.E.	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>

Gymnastics								
PHSE		Celebrating difference LQ: Do you judge someone by appearance?	Celebrating difference LQ: Do you identify what influences you?	Celebrating difference LQ: Can you spot different types of bullying ?	Celebrating difference LQ: Can you help others who are in a bullying situation?	Celebrating difference LQ: Can you identify what is special about you?	Celebrating difference LQ: Can you say what you like about about yourself ?	Celebrating difference LQ: Can you explain why it is good to accept people for who they are?
French		LQ: Can we recap greetings / counting? Can we recap French words for family members? (This is my family section and games section of French is fun)	LQ: Can we recap greetings / counting? Can we begin to understand conversations about brothers and sisters in French? (Do you have any brothers and sisters / games 2,3,4?)	LQ: Can we recap greetings / counting? Can we begin to use French words for animals? (On the farm section and game 1)	LQ: Can we recap greetings / counting? Can we begin to use French words for animals? (On the farm section and game2 and 3)	LQ: Can we recap greetings / counting? Can we begin to use French words for pets? (I've got a pet section)	LQ: Can we recap greetings / counting? Can we make a Christmas card with a French greeting?	LQ: Can we recap greetings / counting? Can we make a Christmas card with a French greeting?
Music		LQ: Can you understand rhythm and pulse? Can you imitate sounds heard?	LQ: Can you identify instrumentation?	LQ: Can you recognise a repeated motif?	LQ: Can you create call and response?	LQ: Can you create 'mood music'??	LQ: Can you understand the use dynamics?	LQ: Can you understand the tempo, dynamics, rhythm?
Learning Environment in corridor displays		<u>Shackleton's journey</u> <u>Polar regions</u> <u>The Big Question</u>						

