

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: Are all predators wicked or simply misunderstood?

Term: 3

Hooks: *Zoo Keeper visit confirmed – video clips to be sent by zoo keeper of her job and about predators and prey at the zoo*

Sandwich observatory visit to discuss food chains and habitats.

Texts: Fiction: The Hodgeheg – Dick King-Smith

Non-fiction – Should there be zoos? A persuasive text – Tony Stead

Poetry – There was an old lady

Area of Learning	Skill/ Small steps	Week 1 Wb 04.01.22 (4 days)	Week 2 Wb 10.01.22	Week 3 Wb 17.01.22	Week 4 Wb 24.01.22	Week 5 Wb 31.01.22	Week 6 Wb 07.02.22
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our topic.	<p>The Hodgeheg</p> <p>LQ: Can you make predictions about a text? (P)</p> <p>LQ: Can you answer retrieval questions? (R)</p> <p>LQ: Can you recall events in a story? (S, R)</p> <p>LQ: Can you sequence events? (S)</p>	<p>The Hodgeheg</p> <p>LQ. Can you use a dictionary to write definitions for new vocabulary? (V)</p> <p>LQ. Can you use new vocabulary in context? (V)</p> <p>LQ: Can you answer retrieval questions? (R)</p> <p>LQ: Can you use inference to answer questions? (I, R)</p> <p>LQ: Can you infer information about a character? (I)</p>	<p>The Hodgeheg</p> <p>LQ: Can you summarise the text? (S)</p> <p>LQ: Can you retrieve a quote from the text? (R)</p> <p>LQ; Can you explain what has happened in a text? (E)</p> <p>LQ: Can you predict what may happen next in the text</p> <p>LQ. Can you explain why a character acts in a particular way? (I,E)</p>	<p>Should there be zoos?</p> <p>LQ: Can you explain the genre of the text? (E)</p> <p>LQ: Can you locate information? (R)</p> <p>LQ: Can you infer information to answer questions? (I)</p> <p>LQ. Can you explain the layout of the text? (E)</p> <p>LQ: Can you summarise text? (S)</p>	<p>Should there be zoos?</p> <p>LQ: Can you identify persuasive vocabulary? (R, V)</p> <p>LQ: Can you use a thesaurus to up-level text? (V)</p> <p>LQ: Can you summarise your opinion? (S)</p> <p>LQ: Can you explain your opinion? (E, S)</p> <p>LQ. Can you explain another person's viewpoint? (E)</p>	<p>Should there be zoos?</p> <p>LQ: Can you evaluate an author's choice of words? (E, V)</p> <p>LQ: Can you retrieve information? (R)</p> <p>LQ; Can you use inference to retrieve? (I, R)</p> <p>LQ. Can you compose questions for your partner? (V, R)</p> <p>LQ: Can you answer your partner's questions? (R, I)</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: Fiction LQ: Can you draw a scene? LQ: Can you identify descriptive language? LQ: Can you suggest improvements to a description? LQ: Can you write sentences using prepositions?</p>	<p>Genre: Fiction LQ: Can you generate ambitious vocabulary? LQ: Can you plan your setting? LQ: Can you rewrite the opening to a story? LQ: Can you end and edit and improve your work? LQ: Can you present your work in neat?</p>	<p>Genre: Debate/persuasion LQ: Do you think zoos should exist? LQ: Can you identify the features of a persuasive text? LQ: Can you annotate the features of persuasive text? LQ: Can you summarise key points for and against an argument?</p>	<p>Genre: Debate/persuasion LQ: Can you identify the arguments for zoos to exist? LQ: Can you identify the arguments for zoos not to exist? LQ: Can I use persuasive features in my writing? LQ: Can you use emotive language to support your argument? LQ: Can you use exaggeration to add detail to your work.</p>	<p>Genre: Debate/persuasion LQ: Can you plan your ideas? LQ: Can you add detail to your key arguments? LQ: Can you write using persuasive writing features? LQ: Can you write using persuasive writing features? LQ: Can you edit your writing using a checklist? LQ: Can you present your work in neat?</p>	<p>Genre: Poetry LQ: Can you read and appraise a poem? LQ: Can you identify the style and structure of a poem? LQ: Can you develop your thoughts? LQ: Can you generate ideas? LQ: Can you innovate based on a poem structure?</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 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 apostrophes for contraction? LQ: Can you use apostrophes for contraction? LQ: Can you use apostrophes for contraction? LQ: Can you use apostrophes for possession?</p>	<p>LQ: Can you edit and improve sentences? LQ: Can you use the prefix 'il'? LQ: Can you use the prefix 'im'? LQ: Can you use the prefix 'ir'? LQ: Can you use the prefix 'sub'?</p>	<p>LQ: Can you edit and improve sentences? LQ: Can you identify root words? LQ: Can you use the prefix 'inter'? LQ: Can you use the prefix 'super'? LQ: Can you spell homophones accurately?</p>	<p>LQ: Can you edit and improve sentences? LQ: Can you use co-ordinating conjunctions? LQ: Can you use subordinating conjunctions? LQ: Can you use verbs? LQ: Can you use adverbs?</p>

<p>Maths Maths: White Rose Scheme</p>	<p>W.R. Small Steps Progression– Spring Block 1 (multiplication and division)</p> <ul style="list-style-type: none"> 11 and 12 times-table Multiply 3 numbers Factor pairs Efficient multiplication Written methods Multiply 2-digits by 1-digit (1) Multiply 2-digits by 1-digit Multiply 3-digits by 1-digit Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (2) Divide 2-digits by 1-digit (2) Divide 3-digits by 1-digit Correspondence problems <p>W.R. Small Steps Progression– Spring Block 2 (area)</p> <ul style="list-style-type: none"> What is area? Counting squares Making shapes Comparing area <p>W.R. Small Steps Progression– Spring Block 3 (fractions)</p> <ul style="list-style-type: none"> Unit and non-unit fractions What is a fraction? Tenths Count in tenths 	<p>Multiplication and division</p> <p><u>LQs</u></p> <ol style="list-style-type: none"> 1. Can you understand 11 times tables? 2. Can you understand 12 times tables? 3. Can you identify factor pairs? 4. Can you find factor pairs? 	<p>Multiplication and division</p> <p>LQs</p> <ol style="list-style-type: none"> 1. Can you use efficient multiplication methods? 2. Can you multiply 2-digits by 1-digit numbers? 3. Can you multiply 2-digits by 1-digit numbers? (2) 4. Can you multiply 3-digit numbers by 1-digit numbers? 5. Can you multiply 3-digit numbers by 1-digit numbers? 	<p>Multiplication and division</p> <ol style="list-style-type: none"> 1. Can you divide 2-digit numbers by 1-digit numbers? (1) 2. Can you divide 2-digit numbers by 1-digit numbers? (1) 3. Can you divide 2-digit numbers by 1-digit numbers? (2) 4. Can you divide 2-digit numbers by 1-digit numbers? (2) 5. Can you use your division knowledge to solve problems? 	<p>Multiplication and Division / Area</p> <ol style="list-style-type: none"> 1. Can you divide a 3-digit number by a 1-digit number? 2. Can you complete correspondence problems? 3. Can you complete correspondence problems? 4. Can consolidate your learning? 5. Can you explain area? 	<p>Area</p> <ol style="list-style-type: none"> 1. Can you count squares to calculate area? 2. Can you make shapes with area? 3. Can you use area to create shapes? 4. Can you compare areas of shapes? 5. Can you consolidate your learning? 	<p>Fractions</p> <ol style="list-style-type: none"> 1. Can you investigate unit and non-unit fractions? 2. Can you explain fractions? 3. Can you identify tenths? 4. Can you count in tenths? 5. Can you identify tenths as part of a number?
<p>Science Living things and their habitats; classifying living things and food chains</p>	<ul style="list-style-type: none"> • I can recognise that living things can be grouped in a variety of ways • I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • I can recognise that environments can change and that this can sometimes pose dangers to living things • I can construct and interpret a variety of food chains, identifying producers, predators and prey. • monitoring and recording: I can gather, record, classify and present data in a variety of ways to help in answering questions. 	<p>Reason raisin: Are trees and humans the same thing?</p> <p>LQ: How do you know something is living?</p>	<p>Reason raisin: Is our location unique?</p> <p>LQ: Can you identify living things in your locality?</p>	<p>Reason raisin: Can cows and humans be classified together?</p> <p>LQ: How are living things classified?</p>	<p>Reason raisin: Can all living things be one species?</p> <p>LQ: Can you use a branching diagram to classify?</p>	<p>Reason raisin: Do insects have one body?</p> <p>LQ: Can you test your knowledge of classification?</p>	<p>Reason raisin: Is there always an apex predator?</p> <p>LQ: Can you investigate food chains further?</p>

	<ul style="list-style-type: none"> To be able to report on findings from enquiries, including oral and written explanations. 						
<p>RE</p> <p>What kind of world did Jesus want?</p>	<ul style="list-style-type: none"> GOSPEL What kind of a world did Jesus want? Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	LQ: What did Jesus ask his disciples to do?	LQ: What were the qualities of a disciple?	LQ: What kind of world did Jesus want? Why?	LQ: How do churches work towards the world Jesus wanted?	LQ: How do Christians work towards the world Jesus wanted?	LQ: Can you explain your ideal world?
<p>Computing</p> <p>Computing:</p> <p>Safety starter:</p> <p>Copywrite and ownership.</p> <p>Computer technology:</p> <p>Understanding how hardware can control computers.</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>	LQ: Can you explain the different parts of a computer?	LQ: What hardware is used for inputs?	LQ: Can you recall different parts of a computer?	LQ: What hardware is used for outputs?	LQ: What hardware is used for storage?	LQ: What have you learned about hardware?
		<p>Safety Starter: When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>(Demonstrate ways of recognising who might own online content.)</p>	<p>Safety Starter: When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>(Explain what reuse is.)</p>	<p>Safety Starter: When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>(Give examples of when they are/are not permitted to reuse online content.)</p>	<p>Safety Starter: I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p> <p>(Demonstrate ways of recognising who might own online content.)</p>	<p>Safety Starter: I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p> <p>(Explain what reuse is.)</p>	<p>Safety Starter: I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p> <p>(Give examples of when they are/are not permitted to reuse online content.)</p>
History		Geography focus					
<p>Geography</p> <p>Locate world’s countries,</p>	<p>Can I locate cities in the UK?</p> <p>Can I locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle,</p>	LQ: What / where is our environment?	LQ: What has made the changes in the environment?	LQ: What is climate change?	LQ: What impact has climate change had on living things?	LQ: Can we make a positive impact on our environment?	LQ: How does our environment differ to others?

<p>focussing on physical and human changes to the environment (endangered animals)</p>	<p>the Prime/Greenwich Meridian and time zones and their significance?</p> <p>Can I study a region of the UK (Eastry), a region of Africa (Nile) and a polar region and can identify at least one similarity / differences between the three in physical geography?</p> <p>Can I study a region of the UK (Eastry), a region of Africa (Nile) and a polar region and can identify at least one similarity / differences between the three in humanl geography?</p> <p>Can I describe some aspects of physical geography?</p> <p>Revise y3 - Mountains / volcanoes / earthquake</p> <p>Y4 -vegetation belts, climate zones</p> <p>Can I describe some aspects of human geography?</p> <p>Revise y3 - Settlements, landuse</p> <p>Y4 – distribution of natural resources, tradelinks</p>						
<p>Art Improve mastery techniques – sketching using line, tone and shade.</p>	<ul style="list-style-type: none"> I know how to show facial expressions and body language in sketches and painting. I know how to use line, tone, shape and colour to represent figures and forms in movement I experiment with the skills used by other artists 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 	<p>LQ: Who was Charles Darwin? What art did he create?</p>	<p>LQ: Can you use Darwin’s techniques for your own drawing?</p>	<p>LQ: Can you use Darwin’s techniques for your own drawing?</p>	<p>LQ: Can you use shading to create perspective?</p>	<p>LQ: Can you create a perspective drawing of an animal enclosure?</p>	<p>LQ: Can you create a perspective drawing of an animal enclosure?</p>
<p>D.T</p>	<p>Art Focus</p>						
<p>P.E PE: Gymnastics</p>	<ul style="list-style-type: none"> Links movements with control, coordination and fluency. Developing composition by performing more complex sequences. Beginning to use gym vocabulary to improve and refine performances. Develops, strength and flexibility in performances. Creates sequences using various body shapes and equipment effectively. Combines equipment with movement to create sequences. 	<p>LQ: Can you develop bending and stretching?</p>	<p>LQ: Can you develop bending and stretching?</p>	<p>LQ: Can you develop bending and stretching?</p>	<p>LQ: Can you develop sequences of movement?</p>	<p>LQ: Can you develop actions of bending and stretching?</p>	<p>LQ: Can you develop actions of bending and stretching?</p>
<p>PHSE PSHE/SRE: Jigsaw Scheme Dreams and Goals</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Know what their own hopes and dreams are Know that hopes and dreams don’t always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to make a new plan and set new goals even if they have been disappointed Know how to work out the steps they need to take to achieve a goal 	<p>LQ: Can you explain some of your hopes and dreams?</p>	<p>LQ: Can you accept that sometimes dreams don’t come true?</p>	<p>LQ: Can you reflect on positive and happy experiences?</p>	<p>LQ: Can you make plans after disappointments?</p>	<p>LQ: Can you identify steps needed to achieve a goal?</p>	<p>LQ: Can you identify your contribution to a group’s success?</p>

	<ul style="list-style-type: none"> Know how to work as part of a successful group. Know how to share in the success of a group <p>Social and emotional skills</p> <ul style="list-style-type: none"> Can talk about their hopes and dreams and the feelings associated with these Can identify the feeling of disappointment Can identify a time when they have felt disappointed Be able to cope with disappointment Help others to cope with disappointment Can identify what resilience is Have a positive attitude Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time 						
<p>French French: Vegetables Les Legumes</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 vegetables?</p>	<p>LQ: Can you ask for a vegetable in French?</p>	<p>LQ: Can you ask for an amount of vegetables?</p>	<p>LQ: Can you say please?</p>	<p>LQ: Can you put your learning together?</p>	<p>LQ: Can you role play a market scene?</p>
<p>Music Cheranga music scheme –Stop</p>	<ul style="list-style-type: none"> Writing lyrics linked to a theme To confidently identify and move to the pulse. Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people’s thoughts about the music. • When you talk try to use musical words To sing in unison and in simple two-parts. <ul style="list-style-type: none"> To demonstrate a good singing posture. To follow a leader when singing. To sing with awareness of being ‘in tune’. <ul style="list-style-type: none"> To rejoin the song if lost. • To listen to the group when singing. 	<p>LQ: Can you listen and appraise a song?</p>	<p>LQ: Can you find the pulse?</p>	<p>LQ: Can you play and improvise?</p>	<p>LQ: Can you sing part of a song?</p>	<p>LQ: Can you compose your own lyrics? (Anti-bullying)</p>	<p>LQ: Can you perform your own composition?</p>
<p>Learning Environment in corridor displays</p>		<p>Local habitats and climate change Science: Animals and their habitats RE: What kind of world did Jesus want?</p>	<p>Local habitats and climate change Science: Animals and their habitats RE: What kind of world did Jesus want?</p>	<p>Local habitats and climate change Science: Animals and their habitats RE: What kind of world did Jesus want?</p>	<p>Local habitats and climate change Science: Animals and their habitats RE: What kind of world did Jesus want?</p>	<p>Local habitats and climate change Science: Animals and their habitats RE: What kind of world did Jesus want?</p>	<p>Local habitats and climate change Science: Animals and their habitats RE: What kind of world did Jesus want?</p>

INSPIRE DAYS –

- Sandwich observatory

- Zookeeper visit

- **INSPIRE DAY- Chines New Year 04.02.22**