

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			
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: *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

Area of Learning	Skill/ Small steps	Week 1 Wb 03.01.23 (4 days)	Week 2 Wb 9.01.23	Week 3 Wb 16.01.23	Week 4 Wb 23.01.23	Week 5 Wb 30.01.23	Week 6 Wb 06.02.23
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: Creative writing – setting</p> <p>LQ: Can you draw a scene?</p> <p>LQ: Can you identify descriptive language?</p> <p>LQ: Can you suggest improvements to a description?</p> <p>LQ: Can you innovate a setting?</p>	<p>Genre: Creative writing - setting</p> <p>LQ: Can you use fronted adverbials accurately?</p> <p>LQ: Can you use prepositional phrases as sentence openers?</p> <p>LQ: Can you plan your creative writing?</p> <p>LQ: Can you rewrite a story opening?</p> <p>LQ: Can you complete your story opening?</p>	<p>Genre: Character analysis</p> <p>LQ: Can you describe the character of Max?</p> <p>LQ: Can you use ambitious expanded noun phrases for physical features?</p> <p>LQ: Can you use inference to identify personality traits?</p> <p>LQ: Can you compare fictional characters?</p> <p>LQ: Can you write a character description? https://fliphtml5.com/hfsua/uuug/basic</p>	<p>Genre: persuasion</p> <p>LQ: Do you think zoos should exist?</p> <p>LQ: Can you identify features of a persuasive letter?</p> <p>LQ: Can you find and annotate features of a persuasive letter?</p> <p>LQ: Can you identify arguments for zoos to exist?</p> <p>LQ: Can you support your arguments with evidence?</p>	<p>Genre: persuasion</p> <p>LQ: Can you generate arguments for zoos to exist?</p> <p>LQ: Can you justify your arguments?</p> <p>LQ: Can you use cohesive devices to link paragraphs?</p> <p>LQ: Can you identify and use emotive language?</p> <p>LQ: Can you choose a side of an argument?</p>	<p>Genre: persuasion</p> <p>LQ: Can you create a plan for a persuasive letter?</p> <p>LQ: Can you write persuasive features?</p> <p>LQ: Can you use persuasive language in a letter?</p> <p>LQ: Can you edit using a checklist?</p> <p>LQ: Can you present your work to others?</p>
<p>GPS</p>	<p>The grammatical difference between plural and possessive –s</p> <p>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>]</p> <p>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>)</p> <p>Fronted adverbials [for example, <i>later that day</i>, <i>I heard the bad news.</i>]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>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>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p> <p>determiner pronoun, possessive pronoun adverbial</p>	<p><u>Spelling knowledge:</u></p> <p>common exception words:</p> <p><u>Spelling words:</u></p> <p>February, forward, forwards, heart, library, caught, naughty, strange, promise</p> <p>LQ: Can you identify word types?</p> <p>LQ: Can you identify word types?</p>	<p><u>Spelling knowledge:</u></p> <p>words with endings sounding like /ʒə/ or /tʃə/ (spelt –sure and –ture)</p> <p><u>Spelling words:</u></p> <p>mixture, adventure, capture, feature, moisture, nature, picture, vulture</p> <p>LQ: Can you use apostrophes for contraction?</p> <p>LQ: Can you use apostrophes for contraction?</p>	<p><u>Spelling knowledge:</u></p> <p>the g sound spelt gu-</p> <p><u>Spelling words:</u></p> <p>guide, guitar, guard, guidebook, guest, guardian, guarantee, guess</p> <p>LQ: Can you use apostrophes for possession?</p> <p>LQ: Can you use apostrophes for possession?</p>	<p><u>Spelling knowledge:</u></p> <p>homophones and other words that are often confused</p> <p><u>Spelling words:</u></p> <p>scene/seen, male/mail, ball/bawl</p> <p>LQ: Can you use fronted adverbials?</p> <p>LQ: Can you use fronted adverbials?</p>	<p><u>Spelling knowledge:</u></p> <p>The suffix –ly</p> <p><u>Spelling words:</u></p> <p>basically, frantically, dramatically</p> <p>teach: definitely, infinitely,</p> <p>LQ: Can you identify conjunctions?</p> <p>LQ: Can you use conjunctions?</p>	<p><u>Spelling knowledge:</u></p> <p>Revisit other spellings</p> <p><u>Spelling words:</u></p> <p>Through assessment</p> <p>century</p> <p>centre</p> <p>LQ: Can identify word types?</p> <p>LQ: Can you use word types?</p>

<p>Maths Maths: White Rose Scheme</p>	<p><u>W.R. Small Steps Progression– Spring Block 1 (multiplication and division B)</u></p> <ul style="list-style-type: none"> factor pairs use factor pairs multiply by 10 multiply by 100 divide by 10 divide by 100 related fact – multiplication and division informal written methods for multiplication multiply a 2-digit number by a 1-digit number multiply a 3-digit number by a 1-digit number divide a 2-digit number by a 1-digit number (1) divide a 2 digit number by a 1-digit number (2) divide a 3-digit number by a 1-digit number correspondence problems efficient multiplication <p><u>W.R. Small Steps Progression– Spring Block 2 (length and perimeter)</u></p> <ul style="list-style-type: none"> measure in kilometres and metres equivalent lengths (kilometres and metres) perimeter on a grid perimeter of a rectangle perimeter of rectilinear shapes find missing lengths in rectilinear shapes calculate perimeter of rectilinear shapes perimeters of regular polygons perimeter of polygons 	<p><u>Multiplication and division</u></p> <p>LQ: Can you identify factor pairs?</p> <p>LQ: Can you use factor pairs?</p> <p>LQ: Can you explore what happens when you multiply by 10?</p> <p>LQ: Can you explore what happens when you multiply by 100?</p>	<p><u>Multiplication and division</u></p> <p>1. LQ: Can you explore what happens when you divide by 10?</p> <p>2. LQ: Can you explore what happens when you divide by 100?</p> <p>3. Can you identify related multiplication and division facts?</p> <p>4. Can you use informal multiplication methods?</p> <p>5. Can you multiply a 2-digit number by a 1-digit number?</p>	<p><u>Multiplication and division</u></p> <p>1. Can you multiply a 3-digit number by a 1-digit number?</p> <p>2. Can you multiply a 2 / 3-digit number by a 1-digit number? (E)</p> <p>3. Can you divide a 2-digit number by a 1-digit number (1)?</p> <p>4. Can you divide a 2-digit number by a 1-digit number? (2)</p> <p>5. Can you divide a 3-digit number by a 1-digit number?</p>	<p><u>Multiplication and Division</u></p> <p>1. Can you complete correspondence problems?</p> <p>2. Can you use efficient multiplication methods?</p> <p>3. Can you assess your learning on multiplication?</p> <p>4. Can you measure in kilometres?</p> <p>5. Can you identify equivalent lengths of km and m?</p>	<p><u>Length and perimeter</u></p> <p>1. Can you use equivalent lengths of km and m?</p> <p>2. Can you calculate perimeter on a grid?</p> <p>3. Can you calculate the perimeter of a rectangle?</p> <p>4. Can you calculate the perimeter of rectilinear shapes?</p> <p>5. Can you find missing lengths in rectilinear shapes? (p)</p>	<p><u>Length and perimeter</u></p> <p>1. Can you find missing lengths in rectilinear shapes? (s)</p> <p>2. Can you calculate perimeter of rectilinear shapes?</p> <p>3. Can you calculate perimeters of regular polygons?</p> <p>4. Can you calculate perimeters of polygons?</p> <p>5. Can you consolidate your learning?</p>
<p>Science Living things and their habitats; classifying living things</p>	<p><u>Living things and their habitats</u></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 <p><u>Skills – asking questions</u></p> <ul style="list-style-type: none"> Raising Questions. They should be given a range of scientific experiences to enable them to raise their own questions about the world around them. 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 <p><u>Skills – monitoring and recording</u></p> <ul style="list-style-type: none"> Sorting and classifying. Talk about the criteria for grouping, sorting and classifying and use simple keys. Secondary sources. They should recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. <p><u>Skills – concluding</u></p> <ul style="list-style-type: none"> Analysing data. They should make decisions as to how to analyse the data. They should begin to look for patterns and decide what data to collect to 	<p>Digging deeper: Are trees and humans the same thing?</p> <p>LQ: How do you know something is living?</p>	<p>Digging deeper: Is our location unique?</p> <p>LQ: Can you identify living things in our locality?</p>	<p>Digging deeper: Can cows and humans be classified together?</p> <p>LQ: How are living things classified?</p>	<p>Digging deeper: Can all living things be one species?</p> <p>LQ: Can you use a branching diagram to classify?</p>	<p>Digging deeper: Do insects have one body?</p> <p>LQ: Can you use your knowledge of classification?</p>	<p>Digging deeper: Is there only one way to classify?</p> <p>LQ: Can you demonstrate your understanding?</p>

	<p>identify them. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected.</p>						
<p>RE</p> <p>What kind of world did Jesus want?</p>	<ul style="list-style-type: none"> 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. <p>Skills - expected</p> <ul style="list-style-type: none"> 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 <p>Skills -exceeding</p> <ul style="list-style-type: none"> Identify some similarities and differences Discuss and present their own ideas about why 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 	<p>LQ: What did Jesus ask his disciples to do?</p>	<p>LQ: What qualities did a disciple possess?</p>	<p>LQ: What kind of world did Jesus want? Why?</p>	<p>LQ: How do churches show the world Jesus wanted?</p>	<p>LQ: How did the teaching of Jesus affect the way Christians live their daily lives?</p>	<p>LQ: Can you explain your ideal world?</p>
<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>Computer science</p> <ul style="list-style-type: none"> Can I make use of user inputs and outputs such as 'print to screen'? Can I recognise the main component parts of hardware which allow computers to join and form a network? <p>Digital literacy</p> <ul style="list-style-type: none"> Can I explore key concepts relating to online safety using concept mapping such as 2Connect? Can I help others to understand the importance of online safety? Do I know a range of ways of reporting inappropriate content and contact? 	<p>LQ: Can you explain the different parts of a computer?</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>(Demonstrate ways of recognising who might own online content.)</p>	<p>LQ: What hardware is used for inputs?</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>LQ: Can you recall different parts of a computer?</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>LQ: What hardware is used for outputs?</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>LQ: What hardware is used for storage?</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>LQ: What have you learned about hardware?</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 Locate world's countries, focussing on physical and human changes to the environment</p>	<p><u>Location knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Geographical skills and framework</u> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>LQ: What / where is our environment?</p>	<p>LQ: How is our environment different / similar to others?</p>	<p>LQ: What has made the changes in the environment?</p>	<p>LQ: What is climate change?</p>	<p>LQ: What impact has climate change had on living things?</p> <p>droughts / floods</p>	<p>LQ: Can we make a positive impact on our environment?</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><u>KS2 expectation</u></p> <ul style="list-style-type: none"> 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] 	<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 Basketball</p>	<ul style="list-style-type: none"> Vary skills, actions and ideas in a way which suits the game. Shows confidence in ball skills in various ways and can link them together. Uses skills with coordination and control. Takes part in competition with a strong understanding of tactics. Works well in a group to develop various games. Compares and comments on skills using technical vocabulary. Can make suggestions on how to differentiate games. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations. 	<p>LQ: Can you develop passing skills?</p>	<p>LQ: Can you develop intercepting skills?</p>	<p>LQ: Can you develop challenging skills?</p>	<p>LQ: Can you develop footwork skills?</p>	<p>LQ: Can you develop shooting skills?</p>	<p>LQ: Can you develop tactical awareness in game situations?</p>
<p>PE Swimming</p>	<ul style="list-style-type: none"> 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>Swimming</p>					

<p>PHSE PSHE/SRE: Jigsaw Scheme Dreams and Goals</p>	<p>Knowledge</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 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>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>
<p>French French: Vegetables Les Legumes</p>	<p>Skills</p> <ul style="list-style-type: none"> Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the correct article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half <p>Vocabulary</p> <ul style="list-style-type: none"> Les légumes Les épinards Les oignons Les carottes Les aubergines Les courgettes Les tomates Les haricots verts * Les petits pois Les champignons Les pommes de terre Un kilo de... / d'... * Un kilo de carottes Un kilo de champignons Un kilo de courgettes Un kilo de pommes de terre Un kilo de petits pois Un kilo de tomates Un kilo de haricots verts Un kilo d'épinards Un kilo d'oignons Un kilo d'aubergines Je voudrais... = I would like... Un demi kilo de... / d'... S'il vous plait Et 	<p>LQ: Can I name some vegetables in French?</p>	<p>LQ: Can I name further vegetables in French?</p>	<p>LQ: Can I say how much / many vegetables I would like?</p>	<p>LQ: Can I recognise how many / much vegetables someone is asking for?</p>	<p>LQ: Can I use the conjunction 'et' to create a list of vegetables I would like?</p>	<p>LQ: Can I consolidate my learning and complete an assessment grid to show my understanding this term?</p>

<p>Music Improvisation</p>	<ul style="list-style-type: none"> • 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. • Know and be able to talk about: <ul style="list-style-type: none"> - How pulse, rhythm and pitch work together <ul style="list-style-type: none"> • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • To know and be able to talk about: <ul style="list-style-type: none"> - The instruments used in class (a glockenspiel, recorder or xylophone). - Other instruments they might play or be played in a band or orchestra or by their friends. <ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play/improvise parts on a tuned instrument • To rehearse and perform their part within the context of the Unit song. 	<p>LQ: Can I appraise a song?</p>	<p>LQ: Can I improvise using 2,3 or more notes on the glockenspiel or recorder?</p>	<p>LQ: Can we improve our improvisation using 2 or 3 more notes?</p>	<p>LQ: Can I Listen and respond using musical answers to old Joe Clark?</p>	<p>LQ: Can I improvise using a set of given notes, to old Joe Clark</p>	<p>LQ: Can I perform my improvisation to Old Joe Clark?</p>
<p>Learning Environment in corridor displays</p>	<p>Topic: Local habitats and changes in climate</p> <p>Science: Animals and their habitats</p> <p>RE: What kind of world did Jesus want?</p>						

INSPIRE DAYS –

- *Sandwich observatory*
- *4th February – Inspire Day NSPCC number day*
- *8th February – Internet Safety Day*