

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: Predator or Prey?

Term: 3

Hooks: Zoo Keeper visit -tbc (GH to organise)

Texts: The Hedgehog, 'Zoo' Anthony Browne, How to help a hedgehog and protect a polar bear Jess French

Non fiction – How to help a hedgehog and protect a polar bear Jess French

Area of Learning	Skill/ Small steps	Week 1 / lesson 1 Wb 4/1/21	Week 2/ lesson 2 Wb 11/1/21	Week 3/ lesson 3 Wb 18/1/21	Week 4/ lesson 4 Wb 25/1/21	Week 5/ lesson 5 Wb 1/2/21	Week 6/ lesson 6 Wb 8/2/21
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our Predator and Prey topic. The Hedgehog -Dick King-Smith	The Hedgehog LQ: Can you make predictions about a text? LQ: Can you answer retrieval questions? LQ: Can you recall events in a story? LQ: Can you sequence events?	The Hedgehog LQ: Can you use a dictionary to write definitions for new vocabulary? LQ: Can you use new vocabulary in context? LQ: Can you answer retrieval questions? LQ: Can you infer information about a character?	The Hedgehog LQ: Can you summarise text? LQ: Can you answer retrieval questions? LQ: Can you retrieve key facts from a text? LQ: Can you use new vocabulary in context?	How to help a hedgehog and protect a polar bear LQ: Can you make predictions about a text? LQ: Can you answer retrieval questions? LQ: Can you sequence events? LQ: Can you identify new vocabulary?	How to help a hedgehog and protect a polar bear LQ: Can you summarise key arguments? LQ: Can you answer retrieval questions? LQ: Can you infer information about a character's viewpoint? LQ: Can you retrieve key skills from a text?	How to help a hedgehog and protect a polar bear LQ: Can you answer retrieval questions? LQ: Can you summarise a text LQ: Can you express your opinion? LQ: Can you explain your arguments?
Writing English: Debate, persuasive writing, creative writing	- 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: Creative writing LQ: Can you make predictions about the text? LQ: Can you describe the character of Max. LQ: Can you identify adverbs in a text?	Genre: Creative writing LQ: Can you create a story map for a journey tale? LQ: Can you rewrite part of the story using ambitious adverbs? LQ: Can you identify and use pronouns?	Genre: Creative writing LQ: Can you create a story plan? LQ: Can you write your own journey story? L.O Can you write your own journey story?	Genre: Debate/persuasion Do you think zoos should exist? LQ: Can you identify the features of a persuasion text? LQ: Can you find and label the features of persuasive	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 debate a topic?	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 use adverbs / adverbial phrases to add detail a character?	LQ: Can you describe a journey you have had?	LQ: Can you edit and present your story?	text? LQ: Can you summarise key points for and against an argument?	LQ Can you use emotive language to support your argument? L.O. Can you use exaggeration to add detail to your work.	LQ: Can you write using persuasive writing features? LQ: Can you edit your writing using a checklist?
GPS	<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>]</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 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, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p> <p>determiner pronoun, possessive pronoun adverbial</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 past 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>Maths</p> <p>Maths: White Rose Scheme</p>	<p>W.R. Small Steps Progression–fin Autumn</p> <p>Multiply and divide by 9</p> <p>9 times table and division facts</p> <p>Multiply and divide by 7</p> <p>7 times table and division facts</p> <p>W. R. Small Steps Progression Block 1</p> <p>11 and 12 times-table</p> <p>Multiply 3 numbers</p> <p>Factor pairs</p> <p>Efficient multiplication</p> <p>Written methods</p> <p>Multiply 2-digits by 1-digit (1)</p> <p>Multiply 2-digits by 1-digit</p> <p>Multiply 3-digits by 1-digit</p> <p>Divide 2-digits by 1-digit (1)</p> <p>Divide 2-digits by 1-digit (1)</p>	<p>LQs (finish Block 4)</p> <p>1. Can we multiply and divide by 9?</p> <p>2. Can we use 9 times table and division facts?</p> <p>3. Can we multiply and divide by 7?</p> <p>4. Can we use 7 times table and division facts?</p> <p>5. Recap and mini assessment</p>	<p>LQs (Spring Block 1)</p> <p>1. Can we practise the 11 and 12 times table?</p> <p>2. Can we multiply three numbers together?</p> <p>3. Can we find factor pairs?</p> <p>4. Can we practise multiplying efficiently?</p> <p>5. Can we begin to use written methods of multiplication?</p>	<p>LQ:(Spring Block 1)</p> <p>1. Can we practise multiplying 2 digits by 1 digit? (R)</p> <p>2. Can we solve problems multiplying 2 digits by 1 digit?</p> <p>3. Can we multiply 3 digits by 1 digit?</p> <p>4. Can we begin to divide 2 digits by 1 digit? (R)</p> <p>5. Can we practise dividing 2 digits by 1 digit?</p>	<p>LQ:(Spring Block 1)</p> <p>1. Can we divide 2 digits by 1 digit with more confidence?</p> <p>2. Can we solve problems when we divide 2 digits by 1 digit?</p> <p>3. Can we divide 3 digits by 1 digit</p> <p>4. Can we solve correspondence problems?</p> <p>5. Recap and Mini Assessment</p>	<p>LQ; (Spring Block 2)</p> <p>1. What is area?</p> <p>2. Can we find area by counting squares?</p> <p>3. Can we make shapes of a given area?</p> <p>4. Can we compare areas?</p> <p>5. Recap and mini assessment</p>	<p>LQ; (Spring Block 3)</p> <p>1. Can we spot and understand unit and non unit fractions? (R)</p> <p>2. Can we understand what a fraction is?</p> <p>3. Can we recognise and share into tenths? (R)</p> <p>4. Can we count in tenths? (R)</p> <p>5. Can we begin to understand equivalent fractions? (R)</p>

	<p>Divide 2-digits by 1-digit (2)</p> <p>Divide 2-digits by 1-digit (2)</p> <p>Divide 3-digits by 1-digit</p> <p>Correspondence problems</p> <p>W. R. Small Steps Progression Block 2</p> <p>What is area?</p> <p>Counting squares</p> <p>Making shapes</p> <p>Comparing area</p> <p>W. R. Small Steps Progression Block 3</p> <p>Unit and non-unit fractions</p> <p>What is a fraction?</p> <p>Tenths</p> <p>Count in tenths</p> <p>Equivalent fractions (1)</p>						
<p>Science</p> <p>Science: Animals and their habitats; classifying living things and food chains</p>	<p>Science Objectives</p> <p>i) Recognise that living things can be grouped in a variety of ways.</p> <p>ii) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>i) Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Working Scientifically</p> <ol style="list-style-type: none"> 1. Ask relevant questions and use different types of scientific enquiries to answer. 2. Gather, record, classify and present data to help answer questions. 3. Record findings using simple scientific language, drawings, labelled diagrams and keys. 	<p>LQ: What's a living thing? Andrew Berry / LTaTH</p> <p>HTrust Lesson1 (recap – display – art focus)</p> <p>Science Objectives</p> <p>i) Recognise that living things can be grouped in a variety of ways.</p> <p>ii) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Working Scientifically</p> <ol style="list-style-type: none"> 1. Ask relevant questions and use different types of scientific enquiries to answer them. 2. Identify differences, similarities or changes related to simple scientific ideas and processes. 	<p>LQ: What is alive in our school grounds / nearby?</p> <p>Andrew Berry / LTaTH - HTrust Lesson1</p> <p>Science Objectives</p> <p>i) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Working Scientifically</p> <ol style="list-style-type: none"> 1. Ask relevant questions and use different types of scientific enquiries to answer them. 2. Make systematic and careful observations. 3. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. 	<p>LQ: What is a food chain / web?</p> <p>Andrew Berry – display / art focus</p> <p>Science Objectives</p> <p>i) Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Working Scientifically</p> <ol style="list-style-type: none"> 1. Use straightforward scientific evidence to answer questions or to support findings. 	<p>LQ: Who's the predator?</p> <p>Andrew Berry / AiH – Htrust L5</p> <p>Science Objectives</p> <p>i) Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Working Scientifically</p> <ol style="list-style-type: none"> 2. Use straightforward scientific evidence to answer questions or to support findings. 	<p>LQ: How are living things classified?</p> <p>Andrew Berry / LTaTH - HTrust Lesson3</p> <p>Science Objectives</p> <p>i) Recognise that living things can be grouped in a variety of ways.</p> <p>ii) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Working Scientifically</p> <ol style="list-style-type: none"> 3. Ask relevant questions and use different types of scientific enquiries to answer. 4. Gather, record, classify and present data to help answer questions. 5. Record findings using simple scientific language, drawings, labelled diagrams and keys. 	<p>LQ: LQ: Can we look closely at living things?</p> <p>Andrew Berry / LTaTH - HTrust Lesson4</p> <p>Science Objectives</p> <p>i) Recognise that living things can be grouped in a variety of ways.</p> <p>ii) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Working Scientifically</p> <ol style="list-style-type: none"> 1. Ask relevant questions and use different types of scientific enquiries to answer them. 2. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data logger.
<p>RE</p> <p>RE: What kind of world did Jesus want?</p>	<p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</p>	<p>LQ: What kind of world do you want and why</p>	<p>LQ: What did Jesus teach? Who followed and who listened?</p>	<p>LQ: How did the teaching of Jesus affect the way Christians live their daily lives?</p>	<p>LQ: Do people believe in his teachings now?</p>	<p>LQ: How do Christians try to show love to all? How do bible stories show love?</p>	<p>LQ: What can we learn from the teaching and what can we do to change our world?</p>

	<p>-Describe ways in which beliefs can impact on and shape individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p> <p><u>Issues of right and wrong, good and bad</u></p> <p>-Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>						
<p>Computing</p> <p>Computing: Computer technology: Understanding how hardware can control computers.</p>	<p>Processing devices will be linked to using the OS and students will learn about how parts of the computer communicate</p>	LQ: What is hardware and what is it used for?	LQ: What hardware is used for inputs?	LQ: What hardware is used for outputs?	LQ: What hardware is used for processing?	LQ: What hardware is used for storage?	LQ: What have you learned about hardware?
<p>History</p> <p>n/a</p>		LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
<p>Geography</p> <p>Geography: Locate world's countries, focussing on physical and human changes to the environment (endangered animals)</p>	<p>Location Knowledge...</p> <p>Can I locate countries in Europe, North and South America / Africa?</p> <p>Can I locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones and their significance?</p> <p>Human and Physical...</p> <p>Can I define some elements of physical and human geography?</p> <p>Geographical Studies and Field work...</p> <p>Can I confidently use 2 of these 3 – maps, atlases, globes or digital</p>	LQ: What makes an animal endangered? Can you think of any animals that are extinct?	LQ: Where in the world are the world's most endangered animals?	LQ: What impact has pollution had on the environment?	LQ: What have been the consequences of climate change on the environment?	LQ: What have been the consequences of climate change on the environment?	LQ: What effect do we have on the environment and how can this be minimised?

	computer mapping to locate countries studied and describe features studied?						
Art Art: Improve mastery techniques – sketching using line, tone and shade.		LQ: Who was Charles Darwin? What art did he create?	LQ: Can you use Darwin’s techniques for your own drawing?	LQ: Can you use Darwin’s techniques for your own drawing?	LQ: Can you use shading to create perspective?	LQ: Can you create a perspective drawing of an animal enclosure?	LQ: Can you create a perspective drawing of an animal enclosure?
D.T n/a		LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
P.E PE: Elite / GH Football	<p>Keep possession and control ball</p> <p>Turn keeping possession of the ball</p> <p>Progress towards the goal</p> <p>Recognise changes to breathing and heart rate when active</p> <p>Note skills we do well and those we need to improve</p>	<p>LQ: Can I keep control of the ball while travelling?</p> <p>-use a range of skills to help them keep possession and control of the ball on own</p> <p>-pass, receive and dribble the ball, keeping control and possession consistently.</p> <p>- recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel.</p> <p>-identify what they do best and what they find most difficult.</p>	<p>LQ: Can I pass and receive the ball accurately?</p> <p>- use a range of skills to help them keep possession and control of the ball on own and with others.</p> <p>-weigh up the options and often make good decisions about what to do.</p> <p>- identify which games and activities have the biggest impact when trying to improve stamina.</p> <p>- recognise players who play well in games and give some reasons why.</p>	<p>LQ: Can I turn accurately whilst in possession of the ball/ tackle and keep possession of the ball?</p> <p>-use a range of skills to keep possession and make progress towards a goal, on their own and with others.</p> <p>-know how to use space in games.</p> <p>- recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel.</p> <p>identify what they do best and what they find most difficult.</p>	<p>LQ: Can I shoot at a target/ defend a goal?</p> <p>use a range of skills to keep possession and make progress towards a goal, on their own and with others.</p> <p>- identify which games and activities have the biggest impact when trying to improve stamina.</p> <p>- recognise players who play well in games and give some reasons why.</p>	<p>LQ: Can play as part of a team?</p> <p>-explain how to keep possession and describe how they and others have achieved it.</p> <p>- recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel.</p> <p>- identify what they do best and what they find most difficult.</p>	<p>LQ: Can I play as part of a team?</p> <p>- use a range of skills to keep possession and make progress towards a goal, on their own and with others.</p> <p>-identify which games and activities have the biggest impact when trying to improve stamina.</p> <p>- recognise players who play well in games and give some reasons why.</p>
DANCE Animal Magic OR Swimming	<p>Improvise movement patterns</p> <p>Move with control</p> <p>Move with different speed</p> <p>Change rhythms</p> <p>Perform</p>	<p>LQ: Can we improvise and use a range of movement patterns? Carnival of the Animals:</p> <p>Perform dances using a range of movement patterns in the context of choreographing dances inspired by Carnival of the Animals.</p>	<p>LQ: Can we show control when using a variety of movement patterns?</p> <p>Keeping Control:</p> <p>Perform a dance using a range of movement patterns in the context of the lion section of Carnival of the Animals.</p> <p>Show precision and control in response to Carnival of the Animals.</p>	<p>LQ: Can we change speed when dancing?</p> <p>Dynamic Dance:</p> <p>Perform a dance using a range of movement patterns in the context of the kangaroo section of Carnival of the Animals.</p> <p>Vary the dynamics of a dance inspired by Carnival of the Animals.</p>	<p>LQ: Can we use rhythm and changes of rhythm in our dance?</p> <p>Feel the Rhythm:</p> <p>Perform a dance using a range of movement patterns in the context of the aquarium section of Carnival of the Animals.</p> <p>Demonstrate rhythm in a longer dance sequence</p>	<p>LQ: Can we perform dance sequence and describe our work?</p> <p>The Finale Part 1</p> <p>Perform a dance using a range of movement patterns in the context of the finale of Carnival of the Animals.</p> <p>Compose longer dance sequences using a range of dance vocabulary to describe and improve work.</p>	<p>LQ: Can we perform dance sequence and improve our work?</p> <p>The Finale Part 2</p> <p>Perform a dance using a range of movement patterns in the context of the finale of Carnival of the Animals.</p> <p>Compose longer dance sequences using a range of dance vocabulary to describe and improve work.</p>

		<p>Improvise movement patterns inspired by Carnival of the Animals.</p> <p>https://www.twinkl.co.uk/resources/year-4-twinkl-move/indoor-year-4-twinkl-move/dance-carnival-of-the-animals-indoor-year-4-twinkl-move</p>			inspired by Carnival of the Animals.		
<p>PHSE</p> <p>PSHE/SRE: Jigsaw Scheme</p>	Hopes and Dreams	LQ: Can I explain my hopes and dreams to others?	LQ: Can I understand that sometimes hopes and dreams do not come true and this is upsetting?	LQ: Can I think about happy things to help with disappointment?	LQ: Can I plan new goals after disappointment?	LQ: Can I work out the steps I need to take to try and achieve a new goal?	LQ: Can I recognise the contributions I have made to a group effort?
<p>French</p> <p>French: Animals and Sports</p>		LQ: Can we recap -family and animals vocabulary? Family – French is Fun – recap; Family section – Sound focus to end.	LQ: Can we extend animal vocabulary? French is Fun –Unit 4 – I’ve got a pet Napoleon / Josephine	LQ: Can we extend animal vocabulary? French is Fun –Unit 4 – Games and singing	LQ: Can we extend animal vocabulary? French is Fun –Unit 4 – Coco – a big mistake Destination France	LQ: Can we begin to use French words for sports? French is Fun –Unit 5 – What I like I’m Bored	LQ: Can we begin to use French words for sports? French is Fun –Unit 5 – Game 1 and 2
<p>Music</p> <p>Music: Play instruments with increasing accuracy developing an understanding of reading and performing staff notation.</p>		LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
<p>Learning Environment in corridor displays</p>							