

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: Could you be the next pop sensation?

Term: 4

Hooks: Dress us as a rockstar, Make your own tambourines, TTRS champion

Texts: Fiction: The Sound Collector – Roger McGough, The Accidental Rockstar – Tom McLaughlin

Non-fiction – Drum Dream Girl – Margarita Engle

Area of Learning	Skill/ Small steps	Week 1 / lesson 1 Wb 22.04.22 (4 days)	Week 2/ lesson 2 Wb 28.02.22	Week 3/ lesson 3 Wb 07.03.22	Week 4/ lesson 4 Wb 14.03.22	Week 5/ lesson 5 Wb 21.03.22	Week 6/ lesson 6 Wb 28.03.22
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our Potions topic. Alice in Wonderland – Lewis Carroll	Drum Dream Girl Genre: biography writing LQ: Can you make predictions about a text? (P) LQ: Can you summarise what you have just read? (S, R) LQ. Can you explain the layout of the text? (E) LQ: Can you recall events in a story? (S) LQ: Can you sequence events? (S)	Drum Dream Girl Genre: biography writing LQ: Can you use inference to explain a character’s motives? (I) LQ: Can explain how the setting adds to the mood? (I) LQ; Can you express your opinion? (E) LQ: Can you explain your reasons? (E) LQ: Can you investigate new vocabulary? (V)	Drum Dream Girl Genre: biography writing LQ. Can you use a dictionary to write definitions for new vocabulary? (V) LQ: Can you use retrieval to answer questions? (R) LQ: Can you locate key information? (R) LQ. Can you use inference when retrieving key information? (I, R) LQ: Can evaluate a text? (E)	The Accidental Rockstar Genre: story writing LQ: Can you make predictions about a text? (P) LQ: Can you explain the genre of the text? (E) LQ. Can you explain why the text is presented how it is? (E) LQ: Can you summarise key information (S, R) LQ: Can you explain your summary? (E, S)	The Accidental Rockstar Genre: story writing LQ: Can you explain how vocabulary adds to the setting? (E, V, I) LQ: Can you skim a text to find important vocabulary? (V, R) LQ: Can you retrieve facts to evidence an argument? (R) LQ: Can you summarise to write a ‘blurb’? (S) LQ. Can you sequence a text (S)	The Sound Collector Genre: Poetry LQ: Can you summarise a text? (S) LQ: Can you identify ambitious vocabulary? (V) LQ; Can you innovate new ideas based on the text given? (V) LQ: Can you explain how the author has presented their work? (E) LQ. Can you explain your opinion on the text? (E)
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	Genre: Biography writing LQ: Can you write about someone famous?	Genre: Biography writing LQ: Can you order facts in chronological order?	Genre: Biography writing LQ: Can you create a plan of your biography?	Genre: Story writing LQ: Can you explain story openers?	Genre: Story writing LQ: Can you generate speech-based starters?	Genre: Poetry LQ: Can you collect sounds?

	<p>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>LQ: Can you identify the key features of a biography?</p> <p>LQ: Can you annotate the key parts of a biography?</p> <p>LQ: Can you write in the past tense?</p>	<p>LQ: Can you use headings and subheadings accurately?</p> <p>LQ: Can you write an opening paragraph with subordinating conjunctions?</p> <p>LQ: Can you write a concluding paragraph with subordinating conjunctions?</p> <p>LQ: Can you conduct your own research of an historical figure?</p>	<p>LQ: Can you create a plan of your biography?</p> <p>LQ: Can you draft the beginning of your biography?</p> <p>L.O Can you draft the end of your biography?</p> <p>LQ: Can you write and present your work in neat?</p>	<p>LQ: Can you explain different uses of speech to open a story?</p> <p>LQ: Can you explain different types of speech?</p> <p>LQ: Can you punctuate direct speech accurately?</p> <p>LQ: Can you apply your knowledge of direct speech?</p>	<p>LQ: Can you use modifying adjectives to add detail to your writing?</p> <p>LQ: Can you plan your story beginning?</p> <p>LQ: Can you write a story opening with speech?</p> <p>LQ: Can you write a story opening with speech?</p>	<p>LQ: Can you appraise a poem?</p> <p>LQ: Can you innovate a text?</p> <p>LQ: Can you draft your own poem?</p> <p>LQ: Can you present your work in neat?</p>
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>] 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>, <i>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</i>, <i>the girls' names</i>] Use of commas after fronted adverbials determiner pronoun, possessive pronoun adverbial</p>	<p>LQ: Can you edit and improve sentences?</p> <p>LQ: Can you use co-ordinating conjunctions?</p> <p>LQ: Can you use subordinating conjunctions?</p> <p>LQ: Can you accurately use <i>your/you're</i> and <i>there/their/they're</i>?</p>	<p>LQ: Can you use apostrophes for contraction?</p> <p>LQ: Can you use possessive apostrophes?</p> <p>LQ: Can you use singular possessive apostrophes?</p> <p>LQ: Can you use plural possessive apostrophes?</p> <p>LQ: Can you use plural possessive apostrophes?</p>	<p>LQ: Can you edit and improve sentences?</p> <p>LQ: Can you use the suffix 'tious'?</p> <p>LQ: Can you use the suffix 'ly'?</p> <p>LQ: Can you spell homophones accurately?</p> <p>LQ: Can you spell homophones accurately?</p>	<p>LQ: Can you edit and improve sentences?</p> <p>LQ: Can you write sentences with statements?</p> <p>LQ: Can you write sentences with commands?</p> <p>LQ: Can you write sentences with questions?</p> <p>LQ: Can you write sentences with exclamations?</p>	<p>LQ: Can you edit and improve sentences?</p> <p>LQ: Can you identify pronouns?</p> <p>LQ: Can you use pronouns?</p> <p>LQ: Can you make noun phrases?</p> <p>LQ: Can you make expanded noun phrases?</p>	<p>LQ: Can you use commas in a list?</p> <p>LQ: Can you use commas in a list?</p> <p>LQ: Can you edit and improve sentences?</p> <p>LQ: Can you identify apostrophes for contraction?</p> <p>LQ: Can you use apostrophes for contraction?</p>

<p>Maths Maths: White Rose Scheme</p>	<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 Equivalent fractions (1) Equivalent fractions (2) Equivalent fractions (1) Equivalent fractions (2) Fractions greater than 1 Count in fractions Add fractions Add 2 or more fractions Subtract fractions Subtract 2 fractions Subtract from whole amounts Fractions of a set of objects (1) Fractions of a set of objects (2) Calculate fractions of a quantity Problem solving – calculate quantities <p>W. R. Small Steps Progression – Spring Block 4 (decimals)</p> <ul style="list-style-type: none"> Recognise tenths and hundredths Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1-digit by 10 Divide 2-digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2-digits by 100 	<p>LQs</p> <p>Fractions</p> <ol style="list-style-type: none"> 1. Can you identify unit and non-unit fractions? 2. Can you explain what a fraction is? 3. Can you recap your learning of equivalent fractions? (1) 4. Can you recap your learning of equivalent fractions? (2) 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can you build on your learning of equivalent fractions? 2. Can you apply your knowledge of equivalent fractions? 3. Can you explore fractions greater than 1? 4. Can you count in fractions? 5. Can you add fractions? 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can you add two or more fractions? 2. Can you subtract fractions? 3. Can you subtract 2 fractions? 4. Can you subtract from whole amounts? 5. Can you find a fraction of an amount? 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can you find a fraction of a set of objects? 2. Can you calculate fractions of a quantity? 3. Can you use problem solving to calculate quantities? 4. Can you consolidate your learning? <p>Decimals</p> <ol style="list-style-type: none"> 5. Can you recognise tenths and hundredths? 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can you see tenths as decimals? 2. Can you place tenths in a place value grid? 3. Can you place tenths on a number line? 4. Can you divide a 1-digit number by 10? 5. Can you divide a 2-digit number by 10? 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can you identify hundredths? 2. Can you see hundredths as decimals? 3. Can you place hundredths on a place value grid? 4. Can you divide 1- or 2-digit numbers by 100? 5. Can you consolidate your learning?
<p>Science Sound as vibrations</p>	<ul style="list-style-type: none"> • I can identify how sounds are made, associating some of them with something vibrating • I can recognise that vibrations from a sound travel through a medium to the ear. • I can find patterns between the pitch of a sound and features of the object that produced it 	<p>LQ: Can you identify how sounds are made?</p>	<p>LQ: Can you identify how you hear sounds?</p>	<p>LQ: Can you explain how vibrations cause sounds to be heard?</p>	<p>LQ: Can you explore the effect of distance on sound?</p>	<p>LQ: Can you investigate what materials absorb sound?</p>	<p>LQ: Can you create a musical instrument and explain how it works?</p>

	<ul style="list-style-type: none"> I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases. 						
<p>RE</p> <p>SALVATION</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p><i>DIGGING DEEPER</i></p>	<ul style="list-style-type: none"> Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. 	LQ: What does salvation mean?	LQ: Can you generate ideas about salvation?	LQ: Can you explain what is important in a Hindu's life?	LQ: What do you know about the Easter story?	LQ: What does the Bible teach us about salvation?	LQ: Why do Christians call the day Jesus died 'Good Friday'?
<p>Computing</p> <p>Computing:</p> <p>Coding: Sharing and retrieving information from variables.</p> <p>Safety starter: self-image and identity</p>	<ul style="list-style-type: none"> 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) <p><u>Online safety</u></p> <ul style="list-style-type: none"> I can explain how my online identity can be different to the identity I present in 'real life' Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. 	LQ: Can I begin to code?	LQ: Can I vary my coding by adding in variables?	LQ: Can I test out the effect of variables on code?	LQ: Can I create more advanced code?	LQ: Can I use my coding skills?	LQ: Can I solve increasingly complex coding?
		Safety starter: I can explain how my online identity can be different to my online identity	Safety starter: I can explain how my online identity can be different to my offline identity.	LQ: I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	LQ: I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	LQ: I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	LQ: I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.

<p>History History of music, making comparisons between genres.</p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Can I describe events and periods using words such as millennium, ancient, century, civilizations, kingdoms, settlers, effects, changes, legacy Can I use a timeline within a specific period in history to set out the order things happened? Can I describe events from the past using dates when things happened? <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Can I study and make detailed comparisons of artefacts / photos and assess improvements over time to objects? (instruments) 	<p>LQ: Can you brainstorm the variety of uses for music?</p>	<p>Can you identify the changes in music and technology?</p>	<p>LQ: Can you compare music of different time periods?</p>	<h1>Geography</h1>		
<p>Geography Locating countries from around the world with different musical cultures</p>	<p><u>Geographical skills and framework</u></p> <p>Can I confidently use 2 of these 3 – maps, atlases, globes or digital computer mapping to locate countries studied and describe features studied?</p>	<h1>History</h1>			<p>LQ: Can you identify where music originates from?</p>	<p>LQ: Can you explore music across different cultures?</p>	<p>LQ: Can you research famous carnivals?</p>
<p>Art</p>	<h1>D and T Focus</h1>						
<p>D.T Plan and design an instrument, make prototypes, research and evaluate existing products to improve and plan work.</p>	<p><u>Design</u></p> <ul style="list-style-type: none"> Use research for design ideas 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. 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 explain how product will work <p><u>Make</u></p> <ul style="list-style-type: none"> 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 	<p>LQ: Can you research a range of products?</p>	<p>LQ: Can you plan a product?</p>	<p>LQ: Can you create a detailed annotated sketch?</p>	<p>LQ: Can you compile a list of resources and explain their uses?</p>	<p>LQ: Can you design your product?</p>	<p>LQ: Can you evaluate your product?</p>

	<p><u>Evaluate</u></p> <ul style="list-style-type: none"> Refer to design criteria while designing and making use criteria to evaluate product Begin to explain how I could improve original design Evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose Discuss by whom, when and where products were designed 						
<p>P.E PE: Elite Football</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. 	LQ: Can you develop increased ball control?	LQ: Can you dribble with control?	LQ: Can you develop skills of challenging and intercepting?	LQ: Can you develop skills of challenging and intercepting and tackling?	LQ: Can you develop co-operation and teamwork?	LQ: Can you develop a mini game situation?
<p>PHSE PSHE/SRE: Jigsaw Scheme</p>	<p>Relationships</p>	LQ: Can you understand the range of relationships you have?	LQ: Can you understand change is a natural part of relationships?	LQ: Can you understand loss and the feelings of loss?	LQ: Can you explain how to have healthy relationships?	LQ: Can you think about how to resolve conflict?	LQ: Can you explain things that will impact on a relationship?
<p>French Musical instruments Language Angels scheme of work</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>	LQ: Can you learn the names to 5 instruments?	LQ: Can you further learn names of instruments?	LQ: Can you revise the name of instruments?	LQ: Can you learn how to say 'I play' in French?	LQ: Can you consolidate your learning?	LQ: Can you revise vocabulary?
<p>Music Lean on Me – Cheranga scheme of work</p>	<p>Choosing one song, I know a-It's lyrics b-Any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm and pitch) c-Identify the main sections of the song-intro/verse/chorus d-Name some of the instruments heard in the song. A performance can be a special occasion. A performance may be differently planned for each occasion. A performance involved communicating feelings, thoughts and ideas the song/music. Can I listen to and reflect upon the developing composition and make decisions</p>	LQ: Can you sing a song?	LQ: Can you play instrumental parts within a song?	LQ: Can you improvise with instruments / your voice?	LQ: Can you perform a composition?	LQ: Can you make choices on your learning?	LQ: Can you play your performance?

	about pulse, rhythm, pitch, dynamics and tempo?						
Learning Environment in corridor displays		Topic: Musical instruments and cultures around the world. Science: Sound as vibrations RE: Salvation	Topic: Musical instruments and cultures around the world. Science: Sound as vibrations RE: Salvation	Topic: Musical instruments and cultures around the world. Science: Sound as vibrations RE: Salvation	Topic: Musical instruments and cultures around the world. Science: Sound as vibrations RE: Salvation	Topic: Musical instruments and cultures around the world. Science: Sound as vibrations RE: Salvation	Topic: Musical instruments and cultures around the world. Science: Sound as vibrations RE: Salvation

INSPIRE DAYS –

Making our own instruments

Collecting sounds in the surrounding areas

22nd February – Dress up as a rockstar

NSPCC Maths day

17th March – Holi

1st April – Easter egg hunt and decorating