

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: How does music change?

Term: 5

Hooks: *Make your own tambourines*

Texts: Fiction: The Sound Collector – Roger McGough, The Accidental Rockstar – Tom McLaughlin, Please Mrs Butler – Allan Ahlberg

Music: The Piano – animation (Aidan Gibbons)

Non-fiction – Drum Dream Girl – Margarita Engle

Area of Learning	Skill/ Small steps	Week 1 / lesson 1 Wb 19.04.21	Week 2/ lesson 2 Wb 26.04.21	Week 3/ lesson 3 Wb 03.05.21	Week 4/ lesson 4 Wb 10.05.21	Week 5/ lesson 5 Wb 17.05.21	Week 6/ lesson 6 Wb 24.05.21
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	Genre: Biography writing LQ: Can you make predictions about the text?	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 make a prediction?	Genre: Story writing LQ: Can you imitate a text beginning with speech?	Genre: Poetry LQ: Can you collect sounds?

	<p>- noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing -Proof-read for spelling and punctuation errors 	<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 identify and use tenses? (including present perfect form)</p> <p>LQ: Can write in the past tense?</p>	<p>LQ: Can you write an opening paragraph?</p> <p>LQ: Can you write a concluding paragraph?</p> <p>LQ: Can you conduct research to find out key facts?</p> <p>LQ: Can you conduct your own research of an historical figure?</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 edit and improve your work?</p> <p>LQ: Can you write and present your work in neat?</p>	<p>LQ: Can you brainstorm the beginning of a story?</p> <p>LQ: Can you write the first paragraph of a story?</p> <p>LQ: Can you identify and use direct speech?</p> <p>LQ: Can you punctuate speech?</p>	<p>LQ: Can you plan your story beginning</p> <p>LQ: Can you write a story starting with speech?</p> <p>LQ Can you edit and improve your work?</p> <p>LQ: Can you present your work in neat?</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</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 expanded to: 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 different word classes?</p> <p>LQ: Can you write sentences with nouns?</p> <p>LQ: Can you identify pronouns?</p> <p>LQ: Can you use ambitious nouns and pronouns in text?</p> <p>LQ: Can you explain your learning about nouns?</p>	<p>LQ: Can you use apostrophes for contraction?</p> <p>LQ: Can you explain the rules for 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 accurately use your/you're and there/their/they're?</p>	<p>LQ: Can you identify verbs?</p> <p>LQ: Can you select ambitious verbs to describe an event?</p> <p>LQ: Can you explain what adverbs are and why they are used?</p> <p>LQ: Can you use plan a piece of writing with verbs and adverbs?</p> <p>LQ: Can you demonstrate a firm understanding of adverbs?</p>	<p>LQ: Can you explain different sentence types?</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 use examples of adjectives in your work?</p> <p>LQ: Can you use expanded noun phrases?</p> <p>LQ: Can you explain what a determiner is.</p> <p>LQ: Can you explain and use prepositions?</p> <p>LQ: Can you write a piece of writing with adjectives and determiners.</p>	<p>LQ: Can you use commas in a list?</p> <p>LQ: Can you use commas with an adverbial phrase?</p> <p>LQ: Can you identify subordinating clauses?</p> <p>LQ: Can you use commas to separate clauses?</p> <p>LQ: Can you use subordinating conjunctions?</p>
<p>Maths</p> <p>Maths: White Rose Scheme</p>	<p>W.R. Small Steps Progression– Summer Block 1 (decimals)</p>	<p>LQs</p> <p>1. Can I recap bonds to 10 and 100?</p>	<p>LQs</p> <p>1. Can I compare decimals?</p> <p>2. Can I order decimals?</p>	<p>LQs</p> <p>1. Can I use pounds and pence?</p> <p>2. Can I order money?</p>	<p>LQs</p> <p>1. Can I subtract money?</p> <p>2. Can I find change?</p>	<p>LQs</p> <p>1. Can I tell the time to the nearest five minutes?</p> <p>2. Can I tell the time to the nearest minute?</p>	<p>LQs</p> <p>1. Can I use hours, minutes and seconds?</p> <p>2. Can I use years, months, weeks and days?</p>

	<p>Bonds to 10 and 100</p> <p>Make a whole</p> <p>Write decimals</p> <p>Compare decimals</p> <p>Order decimals</p> <p>Round decimals</p> <p>Halves and quarters</p> <p>W. R. Small Steps Progression – Summer Block 2 (money)</p> <p>Pounds and pence</p> <p>Ordering money</p> <p>Estimating money</p> <p>Convert pounds and pence</p> <p>Add money</p> <p>Subtract money</p> <p>Find change</p> <p>Four operations</p> <p>W. R. Small Steps Progression – Summer Block 3 (time)</p> <p>Telling the time to 5 minutes</p> <p>Telling the time to the minute</p> <p>Using a.m. and p.m.</p> <p>24-hour clock</p> <p>Hours, minutes and seconds</p> <p>Years, months, weeks and days</p> <p>Analogue to digital – 12 hour</p> <p>Analogue to digital – 24 hour</p>	<p>2. Can I practise bonds to 10 and 100?</p> <p>3. Can I make a whole?</p> <p>4. Can I practise writing decimals?</p> <p>5. Can I identify and write decimals?</p>	<p>3. Can I practise rounding decimals?</p> <p>4. Can I identify and round decimals?</p> <p>5. Can I use decimals to show quarters and halves?</p>	<p>3. Can I estimate money?</p> <p>4. Can I recap my learning on pounds and pence?</p> <p>5. Can I add money?</p> <p>NSPCC Maths Day</p>	<p>3. Can I find change practically?</p> <p>4. Can I complete activities with money?</p> <p>5. Can I practise all four operations with money?</p>	<p>3. Can I practise telling the time to the nearest minute?</p> <p>4. Can I use am and pm?</p> <p>5. Can I use the 24-hour clock?</p>	<p>3. Can I practise analogue times to digital times?</p> <p>4. Can I use analogue to digital for 12-hour clocks?</p> <p>5. Can I use analogue to digital for 24-hour clocks?</p>
<p>Science</p> <p>Sound as vibrations</p>		<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>

<p>RE</p> <p>What does it mean to be a Hindu in Britain today?</p>		<p>LQ: Can we think about world religions?</p>	<p>LQ: Can you understand how Hindus show their faith?</p>	<p>LQ: Can you explain what is important in a Hindu's life?</p>	<p>LQ: Can you explain what is important in a Hindu's life?</p> <p>Eid Al Fitr – Inspire Day</p>	<p>LQ: Can you explain why Mahatma Gandhi was a hero?</p>	<p>LQ: Can you explain what it is like to be a Hindu in Britain today?</p>
<p>Computing</p> <p>Computing: Coding: Sharing and retrieving information from variables.</p> <p>Safety starter: self-image and identity</p>		<p>LQ: Can I begin to code?</p> <p>Safety starter: I can explain how my online identity can be different to my offline identity.</p>	<p>LQ: Can I vary my coding by adding in variables?</p> <p>Safety starter: I can explain how my online identity can be different to my offline identity.</p>	<p>LQ: Can I test out the effect of variables on code?</p> <p>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.</p>	<p>LQ: Can I create more advanced code?</p> <p>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.</p>	<p>LQ: Can I use my coding skills?</p> <p>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>	<p>LQ: Can I solve increasingly complex coding?</p> <p>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>
<p>History</p> <p>History of music, making comparisons between genres.</p>		<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>	<p style="text-align: center; font-size: 24px;">Geography</p>		
<p>Geography</p> <p>Locating countries from around the world-linked</p>		<p style="text-align: center; font-size: 24px;">History</p>			<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> <p>Record ideas using different media. Record and develop ideas for mastery: blending and mixing different colours and shades. Record and evaluate ideass</p>		<p>LQ: Can you find out what a monochrome painting is?</p>	<p>LQ: Can you plan a monochrome painting?</p>	<p>LQ: Can you create a monochrome painting?</p>	<p>LQ: Can you evaluate your painting and suggest improvements?</p>	<p>LQ: Can you investigate blending used with charcoal?</p>	<p>LQ: Can you blend and shade with charcoal?</p>

<p>D.T</p> <p>Plan and design an instrument, make prototypes, research and evaluate existing products to improve and plan work.</p>		<h2 style="text-align: center;">Art Focus</h2>			<p>LQ: Can you plan a product?</p>	<p>LQ: Can you design your product and draw diagrams?</p>	<p>LQ: Can you create your own product?</p>
<p>P.E</p> <p>PE: Elite / GH Football</p>		<p>LQ: Can you work on your sprinting ability?</p> <p>Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish.</p>	<p>LQ: Can you work as part of a relay team?</p> <p>Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p>	<p>LQ: Can you learn about the triple jump?</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p>	<p>LQ: Can you consolidate your triple jump skills?</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p>	<p>LQ: Can you practise your throwing skills?</p> <p>Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.</p>	<p>LQ: Can you evaluate your performance and suggest improvements?</p> <p>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p>
<p>P.E</p> <p>DANCE –</p>							
<p>PHSE</p> <p>PSHE/SRE: Jigsaw Scheme</p>	<p>Hopes and Dreams</p>	<p>LQ: Can I understand that sometimes hopes and dreams do not come true and this is upsetting?</p>	<p>LQ: Can I think about happy things to help with disappointment?</p> <p>LQ: Can I plan new goals after disappointment?</p>	<p>LQ: Can I plan new goals after disappointment?</p>	<p>LQ: Can I work out the steps I need to take to try and achieve a new goal?</p>	<p>LQ: Can I recognise the contributions I have made to a group effort?</p>	<p>LQ: Can I evaluate my own performance and take feedback?</p> <p>Link with PE</p>
<p>French</p> <p>French: Days of the week. Months of the year.</p> <p>Language Angels scheme of work</p>		<p>LQ: Can you learn the days of the week?</p>	<p>LQ: Can you identify days of the week?</p>	<p>LQ: Can you create sentences with days of the week?</p>	<p>LQ: Can you learn the months of the year?</p>	<p>LQ: Can you identify the months of the year?</p>	<p>Can you create sentences with months of the year?</p>
<p>Music</p> <p>Listening to music from around the world and the history;</p>		<p>LQ: Can I appraise a piece of music?</p>	<p>LQ: Can I explore how tempo and rhythm affect a piece of music?</p>	<p>LQ: Can I check my predictions?</p>	<p>LQ: Can I plan a situation to add music to?</p>	<p>LQ: Can I record my setting to add music to?</p>	<p>LQ: Can I add music to the setting to show atmosphere?</p>

<p>understanding how music has changed through the years. Appreciate a wide range of recorded music. Compose and improvise a range of music. Play instruments with increasing accuracy.</p>							
<p>Learning Environment in corridor displays</p>							

INSPIRE DAYS –

Making our own tambourines

Collecting sounds in the surrounding areas

7th May – NSPCC Maths day

14th May – Eid Al Fitr