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 do we make a practically, perfect potion?
Term: 4
Hooks: ***Dress up day – Mad Hatter's tea party -cake making. Visit supermarket/shop and budget for foods and taste and purchase foods; preparation for Mad Hatter's tea party.***
Texts: Fiction: Alice in Wonderland – Lewis Carroll
Non-fiction – Potions, poisons and pills – grisly history of medicine – John Farndon

Area of Learning	Skill/ Small steps	Week 1 Wb 19.04.22 (4 days)	Week 2 Wb 25.04.22	Week 3 Wb 02.05.22 (4 days)	Week 4 Wb 09.05.22	Week 5 Wb 16.05.22	Week 6 Wb 23.05.22
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our Potions topic. Alice in Wonderland – Lewis Carroll	Alice in Wonderland Genre: story writing LQ: Can you make predictions about a text? (P) LQ: Can you use evidence to make a short-term prediction? (P) LQ: Can you explain what happened before? (P,E) LQ: Can you recall events in a story? (S)	Alice in Wonderland Genre: story writing LQ: Can you express your opinion? (E) LQ. Can you predict what may happen when the book finishes? (P) LQ: Can you explain your reasons? (E) LQ: Can you infer information about a character? (I) LQ: Can explain how the setting adds to the mood? (I)	Lewis Carroll poems Genre: poetry LQ. Can you use a dictionary to write definitions for new vocabulary? (V) LQ. Can you use new vocabulary in context? (V) LQ: Can you identify key vocabulary? (V) LQ: Can you use retrieval to answer questions? (R)	Potions, poisons and pills Genre: instructional writing LQ: Can you make predictions about a text? (P) LQ: Can you explain the genre of the text? (E) LQ. Can you explain the layout of the text? (E) LQ: Can you identify new vocabulary? (V) LQ: Can you summarise what you have just read? (S,R)	Potions, poisons and pills Genre: instructional writing LQ: Can you explain what are the important parts of this text? (E) LQ: Can you identify new vocabulary? (V) LQ: Can you use headings to retrieve information? (R, V) LQ: Can you use inference? (I) LQ. Can you retrieve key parts from a text? (R)	Potions, poisons and pills Genre: instructional writing LQ: Can you infer how a character is feeling? (I) LQ: Can you use inference to explain a story setting? (I) LQ; Can you express your opinion when comparing texts? (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: Story Writing LQ: Can you identify words that develop a setting?	Genre: Story writing LQ: Can you identify figurative language?	Genre: Poetry LQ: Can you appreciate a range of poems?	Genre: Instructional text LQ: Can you follow instructions?	Genre: Instructional text LQ: Can you identify headings and subheadings?	Genre: Instructional text LQ: Can you write the start to your instructional text?

	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	LQ: Can you develop descriptive vocabulary? LQ: Can you describe a picture using ambitious vocabulary? LQ: Can you use adverbs / adverbial phrases to add detail a character?	LQ: Can you apply figurative language? LQ: Can you use your senses to describe a setting? LQ: Can you draft a narrative? LQ: Can you write a narrative based on a picture?	LQ: Can you identify a rhyming pattern? L.O Can you generate ideas? LQ: Can you create your own poem?	LQ: Can you identify the key parts of an instructional text? LQ: Can you find and label the features of a set of instructions? LQ: Can you introduce and conclude your instructions? LQ: Can you summarise key steps?	LQ: Can you accurately use headings and subheadings? LQ: Can you use imperative verbs? LQ: Can you plan your ideas? LQ: Can you plan your ideas?	LQ: Can you write the end of your instructional text? LQ: Can you edit and improve your work? LQ: Can you present your work in neat? LQ: Picnic time.
GPS	The grammatical difference between **plural** and **possessive** –*s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, *later that day*, *I heard the bad news.*] 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: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials** determiner pronoun, possessive pronoun adverbial	LQ: Can you edit and improve sentences? LQ: Can you accurately use there/their/they're? LQ: Can you accurately use there/their/they're?	LQ: Can you edit and improve sentences? LQ: Can you accurately use your/you're? LQ: Can you accurately use our/are? LQ: Can you accurately use our/are?	LQ: Can you edit and improve sentences? LQ: Can you use ambitious adjectives? LQ: Can you use ambitious adjectives? LQ: Can you use expanded noun phrases?	LQ: Can you edit and improve sentences? LQ: Can you identify fronted adverbials? LQ: Can you identify fronted adverbials? LQ: Can you add commas with fronted adverbials? LQ: Can you add commas with fronted adverbials?	LQ: Can you edit and improve sentences? LQ: Can you identify subordinate conjunctions? LQ: Can you identify subordinate conjunctions? LQ: Can you use subordinating conjunctions? LQ: Can you use subordinating conjunctions?	LQ: Can you edit and improve sentences? LQ: Can you identify co-ordinating? LQ: Can you identify co-ordinating conjunctions? LQ: Can you use co-ordinating conjunctions? LQ: Can you use co-ordinating conjunctions?
Maths **Maths: White Rose Scheme**	W.R. Small Steps Progression– Spring Block 4 - decimals Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2-digits by 100	LQs **Decimals (Spring Block 1)** 1. Can you identify hundredths?	LQs **Decimals (Summer Block 1)** 1. Can you make bonds to 10 and 100?	LQs **Decimals (Summer Block 1)** 1. Can you Can you round decimals?	LQs **Money (Summer Block 2)** 1. Can you order money?	LQs **Money (Summer Block 2)** 1. Can you find change?	LQs **Statistics (Summer Block 4)** 1. Can you interpret charts?

	W. R. Small Steps Progression – Summer Block 1 - decimals Bonds to 10 and 100 Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and quarters W. R. Small Steps Progression – Summer Block 2 - money Pounds and pence Ordering money Estimating money Convert pounds and pence Add money Subtract money Find change Four operations W. R. Small Steps Progression – Summer Block 4 – statistics? Interpret charts Comparison, sum and difference Introducing line graphs Line graphs	2. Can you explain hundredths as decimals? 3. Can you place hundredths on a place value grid? 4. Can you divide 1 and 2-digit numbers by 100?	2. Can you make a whole? 3. Can you write decimals? 4. Can you compare decimals? 5. Can you order decimals?	2. Can you show halves and quarters as decimals? 3. Can you consolidate your learning on decimals? **Money (Summer Block 2)** 4. Can you learn pounds and pence?	2. Can you estimate money? 3. Can you convert pounds and pence? 4. Can you add money? 5. Can you subtract money?	2. Can you find change? 3. Can you complete four operations using money? 4. Can you complete four operations using money? 5. Can you consolidate your learning on money?	2. Can you use comparison, sum and difference? 3. Can you use a line graph? 4. Can you interpret line graphs? 5. Can you consolidate your learning on statistics?
Science **Science: Electricity**	**Working scientifically:** **Asking questions –** **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 **Monitoring and recording -** **Observation**s. They should help to make decisions about what observations to make, how long to make them for. They should make systematic and careful observations. **Choosing equipment.** They should help to make decisions about the type of simple equipment that might be used. They should learn how to use new equipment, such as a data loggers and thermometers, appropriately. **Recording**. They should make decisions as to how to record. They should record in notes, drawings, labelled diagrams, bar charts and simple tables. Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences	LQ: Can you identify common appliances that use electricity? Reason raisin: Does all power come from the same place?	LQ: Can you construct a simple electrical circuit? Reason raisin: Does electricity flow in different directions?	LQ: Can you include light in a simple circuit? Reason raisin: Do all lightbulbs need electricity?	LQ: Can you explore insulators and conductors? Reason raisin: Can electricity flow through all solids?	LQ: Can you identify and use switches to close a circuit? Reason raisin: Do switches cut off electrical flow?	LQ: Can you use scientific evidence to answer questions? Reason raisin: Does a dim light = an incomplete circuit?

	Concluding – **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 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. **Evaluation-** **Making improvements**. They should find ways of improving what they have already done. **Unit of work Electricity:** • I can identify common appliances that run on electricity • I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • I can recognise some common conductors and insulators, and associate metals with being good conductors.						
RE **What does it mean to be a Hindu in Britain today?**	I can describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life I can describe some ways in which Hindus express their faith through puja, aarti and bhajans I can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others	LQ: Can we think about world religions?	LQ: Can you understand how Hindus show their faith?	LQ: Can you explain what is important in a Hindu's life?	LQ: Can you explain what is important in a Hindu's life?	LQ: Can you explain why Mahatma Gandhi was a hero?	LQ: Can you explain what it is like to be a Hinud in Britain today?
Computing **Computing: Coding: Sharing and retrieving information from variables.** Safety starter: self-image and identity	• 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	LQ: Can I begin to code? Safety starter: I can explain how my online identity can be different to my online identity	LQ: Can I vary my coding by adding in variables? Safety starter: I can explain how my online identity can be different to my offline identity.	LQ: Can I test out the effect of variables on code? 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: Can I create more advanced code? 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: Can I use my coding skills? 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: Can I solve increasingly complex coding? 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.

	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) <u>Online safety</u> • 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.						
History **History of medicine; local historical figure- William Harvey**	**<u>chronological understanding:</u>** **(sequencing/timelines):** • Can I use a timeline within a specific period in history to set out the order things happened? **(dates)** • Can I use mathematical knowledge to work out how long-ago events happened? • Can I describe events from the past using dates when things happened? **<u>knowledge and interpretation:</u>** **(events)** • Can I suggest why certain events happened as they did in history? • Can I explain and reason about how events from the past have helped shape our lives – e.g. place names / feudal system? • Can I explain and reason about how events from the past have helped shape our lives – William Harvey discovery? **(people)** • Can I suggest reasons why certain people acted as they did in history noting the pros and cons of their actions? • What makes them important / significant? • Can I, through research, identify similarities and	LQ: Can you explore the history of medicines to the Victorian ages?	LQ: Can you explore the history of medicines to the present day?	LQ: Can you create a timeline of medicines?	LQ: Can you explore the history of anaesthetics?	LQ: Can you explain the importance of William Harvey's discoveries that affect / influence our life today?	LQ: Can you write a biography about a local famous historical figure?

	differences between given periods in history? **historical enquiry** **(my own research):** • Can I use my information finding skills to write historical information – e.g., diary entry as King Alfred in the marshes / biography?						
Geography **n/a**	History focus						
Art **Salvador Dali illustrations based on Alice in Wonderland.** **Record and develop ideas for mastery: blending and mixing different colours and shades; sunset. Record and evaluate ideas.**	Art: explore the work of a range of great artists, use language of and mix primary and secondary colours and use tints and shade experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. explore ideas using digital sources	LQ: Can you explore the work of Salvador Dali and plan an illustration?	LQ: Can you create an illustration inspired by Salvador Dali?	D and T Focus			
D.T **Sandwiches, prepare and cook savoury dishes, research and evaluate existing products to improve and plan work.** **'Mad Hatter's Tea Party.'**	DT:describe the purpose of their products indicate the design features of their products that will appeal to intended users explain how particular parts of their products work gather information about needs and wants of particular individuals and groups develop their own design criteria and use these to inform their ideas select tools and equipment suitable for the task explain their choice of tools and equipment in relation to the skills and techniques they will be using select materials and components suitable for the task explain their choice of materials and components according to functional properties and aesthetic qualities order the main stages of making share and clarify ideas through discussion model their ideas using prototypes and pattern pieces use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas that materials can be combined and mixed to create more useful characteristics that food ingredients can be fresh, pre-cooked and processed how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source	Art Focus		LQ: Can you identify and gather information about products?	LQ: Can you plan what tools and equipment you will need for the task?	LQ: Can you order the main stages of making the product as well as dross dimensional drawings?	LQ: Can you create and evaluate?

	how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking identify the strengths and areas for development in their ideas and products consider the views of others, including intended users, to improve their work refer to their design criteria as they design and make use their design criteria to evaluate their completed products						
P.E **PE: Elite / Athletics**	• Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component (Triple jump). • Demonstrates accuracy in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.	LQ: Can you refine techniques learned in previous Athletics Modules? LQ: Can you record performances and measure personal improvement? Shuttle run Standing long jump Standing vertical jump		LQ: Can you refine techniques learned in previous Athletics Modules? LQ: Can you record performances and measure personal improvement? Shuttle run Shot Put Javelin throw		LQ: Can you refine techniques learned in previous Athletics Modules? LQ: Can you record performances and measure personal improvement? Shuttle run Standing long jump Standing vertical jump Shot Put Javelin throw	
PHSE **PSHE/SRE: Jigsaw Scheme** Hopes and dreams	**Knowledge:** • 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 **Social and Emotional Skills:** • 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	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?

French **Language** **Angels** **Shape**	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.	LQ: Can you learn the names to 5 shapes?	LQ: Can you further learn names of shapes?	LQ: Can you revise the name of shapes?	LQ: Can you consolidate your learning?	LQ: Can you revisit learning on numbers and shape?	LQ: Can you revise vocabulary?
Music **Ukulele tuition.**	**Knowledge:** • I know and can talk about: • -different ways in which music is written down- e.g. staff notation, sympbols. • I know the notes C,D,E,F,G,A,B,C on the treble stave. • -the instruments that they might play in a band or orchestra or by their friends. **Skills:** • Can I play an instrument with the correct technique within the context of the Unit song? • Can I select and learn a musical part that matches my challenge. Using one of the differentiated parts – one note, simple or medium part of the melody or the melody of the song from memory or using notation. • Can I rehearse and perform my part in context of the unit song? • Can I listen to and follow musical instructions from a leader? • Can I lead a rehearsal session?	LQ: Ukulele tuition	LQ: Ukulele tuition	LQ: Ukulele tuition	LQ: Ukulele tuition	LQ: Ukulele tuition	LQ: Ukulele tuition
Learning Environment in corridor displays		Topic: History of medicines. Science: Electricity RE: Hinduism	Topic: History of medicines. Science: Electricity RE: Hinduism	Topic: History of medicines. Science: Electricity RE: Hinduism	Topic: History of medicines. Science: Electricity RE: Hinduism	Topic: History of medicines. Science: Electricity RE: Hinduism	Topic: History of medicines. Science: Electricity RE: Hinduism

<u>INSPIRE DAYS –</u>

- Tasting Day
- Thursday 26th May – Dressing up and Mad Hatter's Tea Party
- Friday 27th May – Inspire Day - Pride