

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 did the Anglo-Saxons change Britain?

Term: 6

Hooks: *Dress up like an Anglo-Saxon, make your own Anglo-Saxon artifacts, create our own Bayeux Tapestry, making poo.*

Texts: Fiction: Anglo-Saxon Boy – Tony Bradman

Non-fiction – Viking Voyagers – Jack Tite

Area of Learning	Skill/ Small steps	Week 1 Wb 07.06.21	Week 2/ lesson 2 Wb 14.06.21	Week 3 Wb 21.06.21 (4 days)	Week 4 Wb 28.06.21 (sports day)	Week 5 Wb 05.07.21	Week 6 Wb 12.07.21
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our topic.	<p>Anglo-Saxon Boy</p> <p>Genre: diary writing</p> <p>LQ: Can you make predictions about a text? (P)</p> <p>LQ: Can you summarise what you have just read? (S, R)</p> <p>LQ. Can you explain the layout of the text? (E)</p> <p>LQ: Can you explain why the author has used certain words? (E, V)</p> <p>LQ: Can you explain your opinion? (E)</p>	<p>Anglo-Saxon Boy</p> <p>Genre: diary writing</p> <p>LQ: Can you use inference to explain a character’s motives? (I)</p> <p>LQ: Can you explain how the setting and vocabulary adds to the mood? (V,I)</p> <p>LQ; Can you retrieve information? (R)</p> <p>LQ: Can you use inference to describe a character’s feelings? (I)</p> <p>LQ: Can you summarise text? (S)</p>	<p>Anglo-Saxon Boy</p> <p>Genre: diary writing</p> <p>LQ. Can you use a dictionary to write definitions for new vocabulary? (V)</p> <p>LQ: Can you locate key information? (R)</p> <p>LQ. Can you use inference when retrieving key information? (I, R)</p> <p>LQ: Can evaluate a text? (E)</p>	<p>Viking Voyagers</p> <p>Genre: newspaper report</p> <p>LQ: Can you make predictions about a text? (P)</p> <p>LQ: Can you explain the genre of the text? (E)</p> <p>LQ. Can you explain why the text is presented how it is? (E)</p> <p>LQ: Can you summarise information in each paragraph? (S)</p>	<p>Viking Voyagers</p> <p>Genre: newspaper report</p> <p>LQ: Can you retrieve facts to evidence an argument? (R)</p> <p>LQ: Can you skim a text to find important vocabulary? (V, R)</p> <p>LQ: Can you summarise key information (S, R) (headline)</p> <p>LQ: Can you summarise to write a ‘blurb’? (S)</p> <p>LQ. Can you explain what emotive language has been used and why (E,V,I)</p>	<p>Viking Voyagers</p> <p>Genre: Newspaper report</p> <p>LQ; Can you innovate new ideas based on the text given? (V)</p> <p>LQ: Can you summarise a text? (S)</p> <p>LQ: Can you explain how the author has presented their work? (E)</p> <p>LQ: Can you identify ambitious vocabulary? (V)</p> <p>LQ. Can you explain your opinion on the text? (E)</p>

<p>Writing English: Debate, persuasive writing, creative writing</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: Diary writing LQ: Can you write a diary entry about something that happened over the holiday? LQ: Can you identify the key features of a diary? LQ: Can you annotate the key parts of a diary? LQ: Can you use informal language and personal tone? LQ: Can you use self reflection?</p>	<p>Genre: Diary writing LQ: Can you develop ambitious vocabulary to describe a scene using senses? LQ: Can you compose a setting description? LQ: Can you empathise with a character? LQ: Can you use adjectives to develop emotive language? LQ: Can you create a plan for your diary entry?</p>	<p>Genre: Diary writing LQ: Can you draft the beginning of your diary? L.O Can you draft the end of your diary? LQ: Can you edit and improve your work? LQ: Can you write and present your work in neat?</p>	<p>Genre: Newspaper report LQ: Can you make your own Anglo-Saxon artifacts? LQ: Can you identify and label the key features of a newspaper report? (1/2 days) LQ: Can you identify paragraphs? LQ: Can you use paragraphs?</p>	<p>Genre: Newspaper report LQ: Can you interview for a quote? LQ: Can you write a quote within a piece of text? LQ: Can you write a brief newspaper report (with quote?) LQ: Can you use exaggeration? LQ: Can you create an opening paragraph?</p>	<p>Genre: Newspaper report LQ: Can plan your writing? LQ: Can you write the beginning of a newspaper report? LQ: Can you write the end of a newspaper report? LQ: Can edit and improve your work? LQ: Can you present your work in neat?</p>
<p>GPS</p>	<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? LQ: Can you write sentences with pronouns? LQ: Can you write sentences with ambitious adjectives? LQ: Can you use ambitious nouns and pronouns in text? (LQ: Can you explain your learning about nouns and adjectives?)</p>	<p>LQ: Can you edit and improve sentences? LQ: Can you use apostrophes for contraction? LQ: Can you use singular possessive apostrophes? LQ: Can you use possessive apostrophes? LQ: Can you accurately use your/you're and there/their/they're?</p>	<p>LQ: Can you edit and improve sentences? LQ: Can you use adverbs for how something is done? LQ: Can you use adverbs for when something is done? LQ: Can you use adverbs for how often something is done?</p>	<p>LQ: Can you edit and improve sentences? LQ: Can you identify root words? LQ: Can you use the prefix 'dis'? LQ: Can you use the prefixes 're' and 'mis'</p>	<p>LQ: Can you edit and improve sentences? LQ: Can you use the prefixes 'sub' and 'in'? LQ: Can you use the suffixes 'able' and 'ation'? LQ: Can you use the suffixes 'tial' and 'cial'? LQ: Can you use the suffixes 'cious' and 'tious'?</p>	<p>LQ: Can you edit and improve sentences? LQ: Can you use present perfect tense? LQ: Can you use fronted adverbials? LQ: Can you identify subordinate clauses? LQ: Can you use commas to separate clauses?</p>

<p>Maths Maths: White Rose Scheme</p>	<p>W.R. Small Steps Progression – Summer Block 2 (statistics)</p> <ul style="list-style-type: none"> Interpret charts Comparison, sum and difference Introducing line graphs Line graphs <p>W. R. Small Steps Progression – Summer Block 2 (geometry and properties of shape)</p> <ul style="list-style-type: none"> Turns and angles Right angles in shapes Compare angles Identify angles Compare and order angles Recognise and describe 2-D shapes Triangles Quadrilaterals Horizontal and vertical Lines of symmetry Complete a symmetric figure <p>W. R. Small Steps Progression – Summer Block 3 (position and direction)</p> <ul style="list-style-type: none"> Describe position Draw on a grid Move on a grid Describe movement on a grid 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can I interpret charts? 2. Can I understand comparison, sum and difference? 3. Can I use comparison, sum and difference? 4. Can I understand line graphs? 5. Can I use line graphs? 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can I explain turns and angles? 2. Can I identify right angles in shapes? 3. Can I compare angles? 4. Can I identify angles 5. Can I compare and order angles? 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can I recognise and describe 2D shapes? 2. Can I learn about triangles? 3. Can I learn about quadrilaterals? 4. Can I explain what is horizontal and what is vertical? 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can I use lines of symmetry? 2. Can I complete a symmetrical figure? 3. Can I describe position? 4. Can I use a grid to draw? 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can I use a grid to move? 2. Can I describe movement on a grid? 3. Can I use my learnings to help me solve problems? 4. Can I assess my understanding? 5. Can I consolidate my learning? 	<p>LQs</p> <ol style="list-style-type: none"> 1. Can I use addition and subtraction in context? 2. Can I use addition and subtraction in context? 3. Can I use multiplication and division in context? 4. Can I use multiplication and division in context? 5. Can I use all four operations to solve problems?
<p>Science Animals including humans</p>		<p>Reason raisin: Do all teeth do the same thing?</p>	<p>Reason raisin: Does the digestive system make energy from food?</p>	<p>Reason raisin: Does food digestion begin in the stomach?</p>	<p>Reason raisin: Which is bigger? The small intestine or the large intestine?</p>	<p>Reason raisin: Does a food chain start with the consumer?</p>	<p>LQ: Can you put your learning into practice?</p>
		<p>LQ: Can you identify different teeth and what they are used for?</p>	<p>LQ: Can you explain what happens to the food you eat?</p>	<p>LQ: Can you identify and label parts of the digestive system?</p>	<p>LQ: Can you explain about how the body produces waste?</p>	<p>LQ: Can you develop simple food chains?</p>	

<p>RE</p> <p>Why do some people think that life is a journey and what significant experiences mark this?</p>		<p>LQ: Can you describe a journey you have been on?</p>	<p>LQ: Can you explain about why baptisms are important to Christians?</p>	<p>LQ: Can you explain how Jews mark becoming an adult?</p>	<p>LQ: Can you explain about Hindu life celebration ceremonies?</p>	<p>LQ: Can you explain why people choose to get married?</p>	<p>LQ: Can you compare the journeys of Christians Jews and Hindus?</p>
<p>Computing</p> <p>Computing: Digital literacy: Stop frame animations.</p> <p>Safety starter: online relationships</p>		<p>LQ: Can you research stop motion animations?</p> <p>Safety starter: I can describe strategies for safe and fun experiences in a range of online social environments.</p>	<p>LQ: Can you plan your animation?</p> <p>Safety starter: I can describe strategies for safe and fun experiences in a range of online social environments.</p>	<p>LQ: Can you resource your animation?</p> <p>Safety starter: I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p>	<p>LQ: Can you create your animation?</p> <p>Safety starter: I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p>	<p>LQ: Can you record your animation?</p> <p>Safety starter: I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.</p>	<p>LQ: Can you evaluate your work?</p> <p>Safety starter: I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.</p>
<p>History</p> <p>Anglo Saxon settlement and the impact on Britain.</p>		<p>LQ: Can you explain how artifacts can help us explain what happened in the past?</p>	<p>LQ: Can you explain why the Anglo-Saxons came and invaded Britain?</p>	<p>LQ: Can you explain what Anglo-Saxon life looked like (4)?</p>	<p style="text-align: center; font-size: 24px;">Geography</p>		
<p>Geography</p> <p>Study a region of the UK- Anglo Saxon settlement.</p>	<p>Focus on physical and human features.</p> <p>Fieldwork study to observe, measure and record.</p>	<p style="text-align: center; font-size: 24px;">History</p>			<p>LQ: Can you identify where the Anglo-Saxons came from?</p>	<p>LQ: Can you explain where the Anglo-Saxons settled?</p>	<p>LQ: Can create your own fieldwork study?</p>
<p>Art</p> <p>Art: Pointillism – Georges Seurat</p>		<p>LQ: Can you find out what pointillism is?</p>	<p>LQ: Can you research the life and work of Georges Seurat?</p>	<p>LQ: Can you plan a pointillism design?</p>	<p>LQ: Can you create your pointillism painting?</p>	<p>LQ: Can you evaluate your painting and suggest improvements?</p>	<p>LQ: Can you create your own Bayeux tapestry?</p>
<p>D.T</p>		<p style="text-align: center; font-size: 24px;">Art Focus</p>					

P.E PE: Athletics		LQ: Can you work on your sprinting ability? Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish.	LQ: Can you work as part of a relay team? Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.	LQ: Can you learn about the triple jump? 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.	LQ: Can you consolidate your triple jump skills? 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.	LQ: Can you practise your throwing skills? Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	LQ: Can you evaluate your performance and suggest improvements? Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.
P.E DANCE –		PE Focus					
PHSE PSHE/SRE: Jigsaw Scheme	RSE / changing me	LQ: Can you understand what makes you unique?	LQ: Can you identify parts of the body?	LQ: Can you describe female changes when having a baby?	LQ: Can you identify changes?	LQ: Can you understand to accept changes out of your control?	LQ: Can you think about what you're looking forward to in your new class?
French French: The classroom Language Angels scheme of work		LQ: Can you name items found in the classroom?	LQ: Can you apply your knowledge to other classroom items?	LQ: Can you say 'I have' and 'I don't have' in French?	LQ: Can you put your learning into practice in a context?	LQ: Can you understand classroom commands?	LQ: Can you identify and give classroom commands?
Music Learn a new song. Learn the levels of the song. Learn to sing in an ensemble		LQ: Can I sing in tune?	LQ: Can I change pitch and dynamics?	LQ: Can I perform with control and awareness of others?	LQ: Can I perform significant parts from memory?	LQ: Can I maintain a simple part in an ensemble?	LQ: Can I evaluate my own progress and suggest changes?
Learning Environment in corridor displays							

INSPIRE DAYS –

- Dress up like an Anglo-Saxon and make your own Anglo-Saxon artifacts - 28th June 2021
- Create our own Bayeux Tapestry – week commencing 12th July 2021
- Make poo – week commencing 12th July 2021