

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	Democracy
Applying Use info in a new situation			Rule of Law
Understanding Understand and make sense of info			Cultures & religion
Remembering Remember and recall info			Mutual respect
			Individual liberty

Topic: Is there anybody out there – Earth & Space & UFO hoaxes

Term: 1

Hooks: Investigate and compare volcanoes on earth and mars. Make a volcano and watch it erupt. To end topic. Making and designing 3D Viking ships.

Texts: The Jamie Drake Equation by Christopher Hill UFO Diary by Satoshi Kitamura & UFOs and Aliens: Investigating Extra-terrestrial Visitors – Extreme by Paul Mason

Area of Learning	Skill/ Small steps	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our Earth and Space topic	Prediction/ retrieval/skimming/ inference/ explanation/context	characterisation/ inference explanation/ author's intent	vocabulary/prediction/ explanation/	explanation/prediction/ innovation/context	prediction/ summarising	retrieval/inference/ vocabulary	explanation/ vocabulary/ inference
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	Recounts LQ: What do we mean by a recount and what are the common features of recounts?	Recounts LQ: How can we write a recount in a diary format?	Recounts LQ: Can we create a UFO hoax and write a convincing recount ?	Autobiographies LQ: What is the difference between a biography and an autobiography?	Biographies LQ: How can we analyse different texts to find the key features of biographies?	Biographies LQ: What information do we need to include in our own autobiographies?	Biographies LQ: What information do we need to create an interesting biography of a famous British astronaut?
GPS	-Using adverbials of time, space and number, using commas correctly; using expanded noun phrases. -Creating a range of compound and complex sentences; recognising vocabulary and structures appropriate for formal speech and writing; using expanded noun phrases.	Recovery GPS 1.verbs, nouns, adjectives and adverbs 2. basic punctuation 3.pronouns	LQ: What is a comma and how do we use these to separate items in lists? What is a noun phrase and how do these improve our writing?	LQ: What is an adverbial and how do these create flow in our writing?	LQ: How can we use other punctuation for parenthesis?	LQ: How do we punctuate direct speech ?	LQ: What different types of sentences do we use in formal writing?	LQ: How can we use expanded noun phrases to convey precise information?

	<ul style="list-style-type: none"> - Be able to use the SMART rules as a source of guidance when online. -Be able to design a programme -Be able to create a code that conforms to create code that conforms to their design. - -Be able to explain how the program simulates a physical system. -be able to select the relevant features of a situation by using decomposition & abstraction. -Be able to select the relevant features of a situation to incorporate into their simulation by using decomposition and abstraction. -Be able to reflect upon the effectiveness of their simulation. Be able to explain what a variable is in programming. - Be able to set/change the variable values appropriately. -Know some ways that text variables can be used in coding. -Be able to create a game which has a timer and score pad. -Be able to use variables to control the objects in the game. - Children can create loops using the timer and If/else statements. -Children can include buttons and objects that launch windows to websites and programs. - Children can code a program that informs others. 	<p>LQ: What are the risks online & how can we protect ourselves?</p> <p>Online safety: Self-image and identity.</p>	<p>LQ: How can we create a story board or diagram for an algorithm for a space game?</p> <p>Online safety: Self-image and identity.</p>	<p>LQ: How can we design and write a programme that simulates a physical system?</p> <p>Online safety: Online relationships</p>	<p>LQ: Can we use number variables in 2Code?</p> <p>Online safety: Online relationships</p>	<p>LQ: Can we create a playable competitive game</p> <p>Online safety: Online relationships</p>	<p>LQ: How can we evaluate and improve our game?</p> <p>Online safety: Online relationships</p>	<p>LQ: What can we remember about keeping safe online?</p> <p>Online safety: Online reputation</p>
History	<p>chronological understanding</p> <ul style="list-style-type: none"> -know and sequence key events of time studied - Use relevant terms and period labels -Make comparisons between different times in the past 	<p>LQ: Where do the Vikings fit in the history of Great Britain?</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>	<p>LQ:</p>
Geography	<p>geography & enquiry skills</p> <ul style="list-style-type: none"> -Ask geographical questions -Use geographical vocabulary [i.e. temperature, transport, industry] -Use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids] -Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images] -Draw plans and maps at a range of scales [i.e. a sketch map of a locality] <p>locational knowledge</p> <ul style="list-style-type: none"> -locate main countries in Europe & North America. -Locate & name principal cities. -compare 2 different regions in UK -locate & name the main counties & cities in England. -linking with history compare land use maps of UK from past with the present. 	<p>LQ:</p>	<p>LQ: Where were the Viking homelands and what were their key physical characteristics?</p>	<p>LQ: How can we use maps to identify the parts of the world to where the Vikings travelled?</p> <p>Pinpoint on maps places in the world that the Vikings travelled to.</p>	<p>LQ: Why did the Vikings settle in Jorvik?</p> <p>Explore why the geography of York – rivers, coastline etc was an attractive location for a Viking city.</p>	<p>LQ: What is modern York like?</p>	<p>LQ: How does modern York compare to the modern city of Oslo?</p>	<p>LQ: What have we learned about Viking travels?</p>

	<ul style="list-style-type: none"> - Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day -develop use of geographical knowledge, understanding & skills to enhance locational & place knowledge <p>Geographical skills & fieldwork</p> <ul style="list-style-type: none"> -use maps, atlases, globes & Geographical skills and computer mapping(Google Earth) to locate countries& describe features studied -use the 8 points of a compass, 4 figure grid references, symbols & key (incl use of O.S.maps to build knowledge of UK past and present. <p>Human & physical geography.</p> <ul style="list-style-type: none"> -Be able to describe & understand key aspects of -physical geography incl coasts, rivers - distribution of natural resources <p>Place knowledge</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human & physical geography of a region In the UK, a region in a European country 							
Art	NA	LQ: NA	LQ: NA	LQ: NA	LQ: NA	LQ: NA	LQ: NA	LQ: NA
D.T	<p>Designing-understanding users, contexts and Purposes</p> <ul style="list-style-type: none"> -describe purpose of product -indicate the design features of their products that will appeal to intended users -explain how particular parts of their products work <p>Designing - Generating, developing, modelling and communicating ideas-</p> <ul style="list-style-type: none"> -use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas <p>Making - Planning</p> <ul style="list-style-type: none"> -select tools and equipment suitable for the task -explain their choice of tools and equipment in relation to the skillsand techniques they will be using -select materials and components suitable for the task <p>Making – Practical skills and techniques</p> <ul style="list-style-type: none"> -follow procedures for safety and hygiene -use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components -accurately measure, mark out, cut and shape materials and components -accurately assemble, join and combine materials and components <p>Technical Knowledge – Making products work</p>	LQ: How can we use our knowledge of the sun to create a sundial?	LQ: How can we design make and evaluate our own sun dials?	LQ: What were the design features of the Mars Curiosity Rover?	LQ: What will be our design criteria for our own motorised models of rovers?	LQ: Can we follow instructions to make a simple moveable chassis?	LQ: How can we incorporate a circuit including a motor?	LQ: Can we evaluate and improve our model? Does our model meet our design criteria?

	<ul style="list-style-type: none"> -how to use learning from science and maths to help design and make products that work -that materials have both functional properties and aesthetic qualities -that materials can be combined and mixed to create more useful characteristics -that mechanical and electrical systems have an input, process and output -the correct technical vocabulary for the projects they are undertaking how mechanical systems such as cams or pulleys or gears create movement -how more complex electrical circuits and components can be used to create functional products - how to reinforce and strengthen a 3D framework 							
P.E	<p><u>Coaches</u></p> <p><u>Skills to be advised by coaches</u></p> <p>Cricket and Netball</p>	Cricket and Netball	Cricket and Netball	Cricket and Netball	Cricket and Netball	Cricket and Netball	Cricket and Netball	Cricket and Netball
PHSE	<p>-to understand :</p> <ul style="list-style-type: none"> -why and how rules & laws that protect us & others are made & enforced. - that different rules are needed in different situations& and how to take part in making and changing rules -that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child - that these universal rights are there to protect everyone and have primacy both over national law and family and community practices -that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities - to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom -how to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others 	<p><u>LQ: What do I value most about my school? And what are my hopes for the year ahead?</u></p>	<p><u>LQ: What are my rights and responsibilities as a British citizen?</u></p>	<p><u>LQ: What are my rights and responsibilities as a British citizen and as a member of my school?</u></p>	<p><u>LQ: How do my actions affect me and others?</u></p>	<p><u>LQ: How do my actions affect others? cont from lesson 4</u></p>	<p><u>LQ: How does our school community benefit from a learning charter?</u></p>	<p><u>LQ: What have we learned from our term's work about our rights and responsibilities?</u></p>
French	<p><u>Reading:</u> Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality).</p> <p><u>Writing</u> - Written work that requires phrase level replies as well as word searches, word puzzles and crosswords</p> <p><u>Speaking & Listening:</u> To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what</p>	<p>Je Me Presente</p> <p>Presenting myself.</p> <p><u>LQ: Can I ask and answer questions on how I am?</u></p>	<p>Je Me Presente</p> <p>Presenting myself.</p> <p><u>LQ: Can I learn how to say my name and ask somebody their name in French?</u></p>	<p>Je Me Presente</p> <p>Presenting myself.</p> <p><u>LQ: Can I say numbers 1-20 in French?</u></p>	<p>Je Me Presente</p> <p>Presenting myself.</p> <p><u>LQ: Can I use role play and introduce a new question où habites-tu?</u></p>	<p>Je Me Presente</p> <p>Presenting myself.</p> <p><u>LQ: Can I begin to see and identify feminine and masculine French words?</u></p>	<p>Je Me Presente</p> <p>Presenting myself.</p> <p><u>Consolidation lesson</u></p>	

	<p>we are called, how old we are, where we live and our nationality.</p> <p>Intercultural Understanding: Introduce aim of lesson - introducing French as a language and France as a country (as well as other French speaking countries). Introduce the reasons why the children should learn French</p> <p>Grammar: introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female</p>				and answer with j'habit?			
Music	<p><u>Term 1</u></p> <p>Taught by tutor</p>	<u>Ukulele</u>	<u>Ukulele</u>	<u>Ukulele</u>	<u>Ukulele</u>	<u>Ukulele</u>	<u>Ukulele</u>	<u>Ukulele</u>
Learning Environment in corridor displays	<p><u>Earth and Space Display</u></p> <p>Recounts of hoaxes together with fact files of planets & pictures of DT learning</p>							