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
Applying Use info in a new situation		
Understanding Understand and make sense of info		
Remembering Remember and recall info		

Democracy

Rule of Law

Cultures & religion

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.
Texts: Cosmic by Frank Cottrell Boyce. 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	Autobiographies/ Biographies 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 when writing a biography?	Recounts LQ: What do we mean by a recount and what are the common features of 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?	Narrative LQ: Can I use expanded noun phrases across writing to convey complicated information concisely?	Narrative LQ: Can I use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
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 Revisit year 3 / 4 spellings	LQ: Pronouns Spellings: **adding –ed, –ing, –er and –est**	LQ: What is an adverbial and how do these create flow in our writing? Spellings: **adding –ed, –ing, –er and –est**	LQ: What different types of sentences do we use in writing? Spellings: **the suffixes –ment, –ness, –ful, –less and –ly**	LQ: Can I recognise a relative clause? Spellings: **the suffixes –ment, –ness, –ful, –less and –ly**	LQ How can we use expanded noun phrases to convey precise information? Spellings: **Words with 'silent' letters**	LQ: Can I use Fronted adverbials of time place and position. Spellings: **use a dictionary to check the first 3 and 4 letters of words**

Maths	1000s 100s 10s & 1s Numbers to 10,0000 Rounding to the nearest 10 Rounding to the nearest 100 Rounding to the nearest 10,100 & 1000 Numbers to 100,000 Compare and order numbers to 100,000 Round numbers within 100,0000 Numbers to a million Counting in 10s,100s,1000s,10 0000s & 100,0000s Compare & order nos, to 1million Round nos. to 1 million Negative numbers]Roman numerals to 1,000	Place Value LQ: How can we represent numbers up to 10,000 and how do we round numbers to the nearest 10,100 and 1000?	Place Value LQ: How know what each digit is worth in numbers up to 100,000 and how do we use this to compare numbers?	Place Value LQ: What do we mean by counting in powers of 10? How can we compare and round numbers to one million?	Addition and subtraction LQ: How can we add and subtract 4 digit numbers exchanging more than once?	Addition and subtraction LQ: How can we subtract whole numbers with more than 4 digits? LQ: What is the inverse? LQ: Can we solve multi-step addition and subtraction word problems?	Statistics LQ: Can we read and interpret line graphs? LQ: Can we draw a line graph?	Statistics LQ: Can we read and interpret tables?
Science Space	Working scientifically:- -identifying scientific evidence that has been used to support or refute ideas or arguments -explore and talk about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. -recognize that scientific ideas change and develop over time. -draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. -read, spell and pronounce scientific vocabulary correctly.	LQ: Can I create a model to mimic the eruption of a volcano and lava flow on Mars? LQ: Can I compare Mars' key landscape features with similar features on Earth to help us to understand their formation?	LQ :What makes up the solar system & how can we remember the order of the planets? LQ: What's it like on other planets in the solar system?	LQ: What evidence can we use to prove that the Earth and the moon are spherical in shape?	LQ: How can we explain how does the moon appear to be a different shape at different times of the month?	LQ: How can we use the idea of the Earth's rotation to explain day and night & the apparent movement across the sky	LQ: How can we use the movement of the sun to tell the time?	LQ: How does the length of shadows change over the course of the day?
RE God	**Making sense of the text:** -Identify some different types of Biblical texts, using technical terms accurately -Explain connections between biblical texts and Christian ideas of God, using theological terms. **Understanding the impact:** -Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.	LQ: What does it mean if God is holy and loving?	LQ: How do Christians know what God is like?	LQ: How do Christians respond to the idea of God as omnipotent, eternal etc?	LQ: How do Christians respond to the idea of God as omnipotent, eternal etc?	LQ: Why is it important that God is both holy and loving?	LQ: Can we create our own 10 commandments to make a difference in the world today?	LQ: What have we learnt about God being holy and loving?

	-Show how Christians put their beliefs into practice in worship. **Making connections:** -Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.							
Computing Game creator	Children can review and analyse a computer game. • Children can describe some of the elements that make a successful game. • Children can begin the process of designing their own game. • Children can design the setting for their game so that it fits with the selected theme. • Children can upload images or use the drawing tools to create the walls, floor, and roof. Children can design characters for their game. • Children can decide upon, and change, the animations and sounds that the characters make. Children can make their game more unique by selecting the appropriate options to maximise the playability. • Children can write informative instructions for their game so that other people can play it. Children can evaluate their own and peers' games to help improve their design for the future.	Online safety Project evolve - Bullying	Computing: Purple Mash Game creator: LQ: Can I review and analyse a computer game? Project evolve - Bullying	Computing: Purple Mash Game creator: LQ: Can I create a setting that fits with a theme? Project evolve – Managing online information	Computing: Purple Mash Game creator: LQ: How do I design a character for my game, changing the animation and sounds? Project evolve – Managing online information	Computing: Purple Mash Game creator: LQ: Can I write informative instructions, so others can play my game? Project evolve – Managing online information	Computing: Purple Mash Game creator: LQ: Can I evaluate my game and a peers? Project evolve – Managing online information	Online safety - Project evolve – Managing online information
History	**chronological understanding** -know and sequence key events of time studied - Use relevant terms and period labels -Make comparisons between different times in the past	LQ: Where do the Vikings fit in the history of Great Britain?	LQ:	LQ:	LQ:	LQ:	LQ:	LQ:
Geography	Geography & enquiry skills -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] Locational knowledge -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.	NA	LQ: Where were the Viking homelands and what were their key physical characteristics?	LQ: How can we use maps to identify the parts of the world to where the Vikings travelled? Pinpoint on maps places in the world that the Vikings travelled to.	LQ: Why did the Vikings settle in Jorvik? Explore why the geography of York – rivers, coastline etc was an attractive location for a Viking city.	LQ: What is modern York like?	LQ: How does modern York compare to the modern city of Oslo?	LQ: What have we learned about Viking travels?

	-linking with history compare land use maps of UK from past with the present. - 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 **Geographical skills & fieldwork** -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. Human & physical geography. -Be able to describe & understand key aspects of -physical geography incl coasts, rivers - distribution of natural resources Place knowledge - 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	**Designing-understanding users, contexts and Purposes** -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 **Designing - Generating, developing, modelling and communicating ideas-** -use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas Making - Planning -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 Making – Practical skills and techniques -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 **Technical Knowledge – Making products work**	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?

	-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	**Football (With Elite)** 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, control and fluency. Takes part in competition with a strong understanding of tactics and improvise in game situations. Compares and comments on skills using technical vocabulary and provides suggestions to improve performance. Can make suggestions to differentiate games with resources or changing factors (e.g. space). Apply attacking and defending to improve performance. Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations. Skills to be advised by coaches Cricket	Cricket and Football LQ: Can I travel with the ball using the inside and outside of my foot?	Cricket and Football LQ: How do I best control a moving ball?	Cricket and Football LQ: Can I suggest ways to improve my ball skills and movement within a game?	Cricket and Football LQ: Can I use skills and positioning to play in an attacking role?	Cricket and Football LQ: Can I use skills, positioning to play in a defensive role?	Cricket and Football LQ: Can I use technical vocabular linked to football and evaluate a game?	Cricket and Football LQ: Can I play competitively, understanding the rules of the game and showing respect?
PHSE Being Me in my world	**Knowledge:** Know how to face new challenges positively Understand how to set personal goals Understand the rights and responsibilities associated with being a citizen in the wider community and their country Know how an individual's behaviour can affect a group and the consequences of this Understand how democracy and having a voice benefits the school community	LQ: What do I value most about my school? And what are my hopes for the year ahead?	LQ: What are my rights and responsibilities as a British citizen?	LQ: What are my rights and responsibilities as a British citizen and as a member of my school?	LQ: How do my actions affect me and others?	LQ: How do my actions affect others? cont from lesson 4	LQ: How does our school community benefit from a learning charter?	LQ: What have we learned from our term's work about our rights and responsibilities?

	Understand how to contribute towards the democratic process **Social and emotional skills** Be able to identify what they value most about school Identify hopes for the school year Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions							
French **Presenting myself**	Reading: 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). Writing - Written work that requires phrase level replies as well as word searches, word puzzles and crosswords Speaking & Listening: 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 we are called, how old we are, where we live and our nationality. 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 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	**Je Me Presente** **Presenting myself.** LQ: Can I ask and answer questions on how I am?	**Je Me Presente** **Presenting myself.** LQ: Can I learn how to say my name and ask somebody their name in French?	**Je Me Presente** **Presenting myself.** LQ: Can I say numbers 1-20 in French?	**Je Me Presente** **Presenting myself.** LQ: Can I use role play and introduce a new question où habites-tu? and answer with j'habit?	**Je Me Presente** **Presenting myself.** LQ: Can I begin to see and identify feminine and masculine French words?	**Je Me Presente** **Presenting myself.** Consolidation lesson	
Music	Term 1 Taught by tutor	Brass band	Brass band	Brass band	Brass band	Brass band	Brass band	Brass band
Learning Environment in corridor displays	Earth and Space Display Recounts of hoaxes together with fact files of planets & pictures of DT learning							