

Eastry C of E Primary School Medium Term Plan: KS1 and KS2

<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships	<b>Democracy</b>
<b>Applying</b> Use info in a new situation			<b>Rule of Law</b>
<b>Understanding</b> Understand and make sense of info			<b>Cultures &amp; religion</b>
<b>Remembering</b> Remember and recall info			<b>Mutual respect</b>
			<b>Individual liberty</b>

**Topic:** Were the Vikings victorious in their struggle for England?

**Term:** 2

**Hooks:** Science investigation day – linked to forces.

**Texts:** Beowulf - Michael Morpurgo/The Walrus & The Carpenter by Lewis Carroll

Area of Learning	Skill/ Small steps	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Reading</b>	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
<b>Writing</b>	When discussing my /others' writing, I can explain why something works well. I am working to project my voice when I read my writing aloud, in order to inform the audience clearly. I can write legibly and fluently with increasing speed. I practise using different types of writing for different purposes e.g. labelling a diagram; artistic headings According to the genre I am writing, I aim to choose the right kind of words and language. I make sure my sentences make sense. I show many examples of expanded noun phrases in my writing, particularly through descriptive detail. I am working to select powerful verbs, particularly through my narrative writing or poetry. I am collecting appropriate verbs to use in information texts. My writing shows some independent word selection, which has impact on the reader. - 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	Poetry – classic poetry cautionary tale  LQ: Can I compare two versions of a poem.	Poetry – classic poetry cautionary tale  LQ: How do I use expanding noun phrases to develop a description of a dreadful character.	Poetry – classic poetry cautionary tale  LQ: Can I write a poem with a cautionary tale?	Stories with a historical setting - Beowulf	Stories with a historical setting - Beowulf	Stories with a historical setting - Beowulf	Stories with a historical setting - Beowulf
<b>GPS</b>	I am usually able to locate punctuation errors when I proof-read my own writing. I also practise this through mini dictations. I use a dictionary with reasonable confidence, knowing how to locate the word by using the first three letters.	LQ: Do I understand that when adding a suffix the word class may change?  Word classes	LQ: Can I use expanding noun phrases in my writing?  Word classes	LQ: Can I recognise adverbs to indicate a degrees of possibility?  Word classes	LQ: What is a comma and how do we use these to separate items in lists?  Word classes	LQ: How do we punctuate direct speech?  Word classes	LQ: How can brackets and dashes for parenthesis?  Word classes	LQ Recap on tenses  Word classes

	<p>In our class or group, we practise using a thesaurus to find other synonyms.</p> <p>I am learning to recognise the root word, prefix and suffix, when they can be found; I know how to apply some accurately to spell words e.g. -cious, -cial. I understand that adding certain suffixes can change the class of a word e.g. -ate, -ise.</p> <p>I can identify a pair of commas, brackets or dashes within a text and explain how they are used. I am practising punctuating parentheses myself.</p> <p>-</p>	Suffixes – ment, ant	Prefix – de, dis, mis	Suffix - Full, less	Prefix – re, over	Compound words	Homophones	Homophones
<b>Maths</b>	<p>Draw and interpret line graphs.</p> <p>Multiples</p> <p>Factors</p> <p>Common factors</p> <p>Prime numbers</p> <p>Square numbers</p> <p>Cube numbers</p> <p>Multiply by 10,100 and 1000.</p> <p>Divide by 10,100 and 1000</p> <p>Measure and calculate the perimeter of a rectangle.</p> <p>Counting squares.</p> <p>Finding the area of a rectangle, compound shape and an irregular shape.</p>	<p><u>Statistics</u></p> <p>LQ: Can we read and interpret tables?</p>	<p><u>Multiplication and division</u></p> <p>LQ: What are multiples and factors.</p>	<p><u>Multiplication and division</u></p> <p>LQ: Do I know my prime numbers and what a square number means?</p>	<p><u>Multiplication and division</u></p> <p>LQ: Can I multiply by 10,100 and 1000?</p>	<p><u>Multiplication and division</u></p> <p>LQ: Can I divide by 10, 100 and 1000?</p>	<p><u>Measurement, perimeter and area</u></p> <p>LQ: Can I calculate the perimeter?</p>	<p><u>Measurement, perimeter and area</u></p> <p>LQ: Can I find the area of a rectangle and a compound shape?</p>
<b>Science</b>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Plan different enquires.</p> <p>Identify different variables.</p> <p>Learn to use the most appropriate equipment.</p> <p>Collect data and choose how to record results in charts/graphs.</p> <p>Analise results and make improvements.</p>	<p>LQ: Why do unsupported objects fall to the earth?</p>	<p>LQ: Why might we repeat test?</p>	<p>LQ: What are the effects of air resistance that act between moving surfaces?</p>	<p>LQ: What are the effects of friction between moving surfaces?</p>	<p>LQ: Which forces are used on the journey of a plane?</p>	<p>LQ: What are the effects of water resistance that act between moving surfaces?</p>	<p>LQ: Can I recognise that some mechanisms, including gears, allow a smaller force to have a greater effect?</p>
<p>RE</p> <p><b>Incarnation –Was Jesus the Messiah?</b></p>	<p><b>Making sense of the text:</b></p> <p>-Identify some different types of Biblical texts, using technical terms accurately</p> <p>-Explain connections between biblical texts and Christian ideas of Jesus being the saviour, using theological terms.</p> <p><b>Understanding the impact:</b></p> <p>-Make clear connections between Bible texts studied and what Christians believe about Jesus as the messiah; for example, through celebrations.</p> <p>-Show how Christians put their beliefs into practice in worship.</p> <p><b>Making connections:</b></p> <p>-Weigh up how biblical ideas and teachings about Jesus transformation and him being</p>	<p>LQ: Why do Jewish followers believe Jesus was the saviour?</p>	<p>LQ: What is the evidence to suggest that Jesus was the Messiah?</p>	<p>LQ: Has Christmas lost its real meaning?</p>	<p>LQ: What is the transfiguration of Jesus?</p>	<p>LQ: Why was Jesus known as the peace maker?</p>	<p>LQ: how might Christians celebrate the Feast of the Transfiguration?</p>	<p>LQ: How can reaching out to others transform both those in need and those helping?</p>

	the peacemaker might make a difference in the world today, developing insights of their own.							
<b>Computing</b>	Create a formula in a spreadsheet to convert m to cm then apply this to creating a spreadsheet that converts miles to km and vice versa. Use a spreadsheet to work out which letters appear most often. Use the 'how many' tool. Use a spreadsheet to work out the area and perimeter of rectangles then use these calculations to solve a real-life problem. Using Text Variables to Perform Calculations Create simple formulae that use different variables. Create a formula that will work out how many days there are in x number of weeks or years. Event Planning with a Spreadsheet. Use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.	Computing: Purple Mash  Spreadsheets  LQ: Can I create a formula in a spreadsheet to convert m to cm?  Project evolve: Online relationships	Computing: Purple Mash  Spreadsheets  LQ: can I use a spreadsheet to work out which letters appear most often?  Project evolve: Online relationships	Computing: Purple Mash  Spreadsheets  LQ: How do I use a spreadsheet to work out the area and perimeter of rectangles?  Project evolve: Online relationships	Computing: Purple Mash  spreadsheets  LQ: Can I create simple formulae that use different variables?  Project evolve: Online relationships	Computing: Purple Mash  spreadsheets  LQ: How do I use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied?  Project evolve: Online relationships	Computing: Purple Mash  Project evolve: Online reputation	Computing: Purple Mash  Project evolve: Online reputation
<b>History</b>	<u>chronological understanding</u> -know and sequence key events of time studied - Use relevant terms and period labels -Make comparisons between different times in the past <u>Skills</u> Can I use historical language in my work? Place historical eras on a timeline showing periods of time? Begin to build up a picture of what main events happened in Britain/ the world during different centuries? Plot recent history on a timeline using centuries? Use correct dates in my work? Appreciate how historical artefacts have helped us to understand more about British lives in the past and present. Make comparisons between historical periods; explaining things that have changed and things that have stayed the same using different sources? Communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?	LQ: How did the Vikings settle in England and how did this effect the Anglo Saxons?	LQ: What was life like in Viking Britain?	LQ: What were the Viking raids?	LQ: What was the Dane law?	LQ: Why has Alfred been called Alfred the Great?	LQ: How did England become a unified country?	LQ: What did Vikings believe? Who were their Gods?
<b>Geography</b>	<u>Place knowledge</u> - Understand geographical similarities and differences through the study of human & physical geography of a region In the UK, a region in a European country	<u>LQ:</u> How does modern York compare to the modern city of Oslo?	<u>NA</u>	<u>NA</u>	NA	<u>NA</u>	<u>NA</u>	<u>NA</u>
<b>Art</b>	Create an accurate print design following criteria.  I explain some of the features of art from historical periods.  Develop their techniques, including their control and their use of materials, with	LQ: Can I design and sketch geometrical patterns?	LQ: Thinking about my geometrical sketches can I make and use my own monoprints?	LQ: Can I explain the features needed to make Viking jewellery?	LQ: Can I use geometric patterns to draw a Viking?	LQ: How can I contribute my ideas to a collective art project?	LQ: How can I contribute my ideas to a collective art project?	<u>NA</u>

	creativity, experimentation and an increasing awareness of different kinds of art, craft and design.							
D.T	<b>Designing-understanding users, contexts and Purposes</b> -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 and combine materials and components	NA	LQ: Can we evaluate and improve our model?  Does our model meet our design criteria?	NA	NA	NA	NA	NA
P.E	<b>Coaches</b> To develop action phrases which can be repeated  To develop variation and quality of movements  Individually perform a rhythmic sound pattern.  Compose action phrase.  Listen to the music  rhythmic movement of the whole body.  group' sequence  develop variation and quality of movements.  develop choreography for performance.  Appreciate dramatic qualities required in dance	Dance	Dance	Dance	Dance	Dance	Dance	Dance
PHSE	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.  I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	LQ: Do I understand that cultural differences sometimes cause conflict?	LQ: Do I understand what racism is?	LQ: Do I understand how rumour-spreading and name-calling can be bullying behaviours?	LQ: Can I explain the difference between direct and indirect types of bullying?	LQ: Can I compare my life with people in the developing world?	LQ: Can I understand a different culture from my own?	Team building and relationships focus – lesson planned to support the needs identified over the term for the class.
French	<b>Reading:</b> Numbers 1-100. New language to ask and answer the questions related to basic family. <b>Writing -</b> Written work that requires phrase level replies as well as word searches, word puzzles and crosswords <b>Speaking &amp; Listening:</b> 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. Introducing our family members and including details such as their age.  <b>Grammar:</b> Introduce the masculine and feminine words Il and Elle. Correctly using the possessive mon, ma and mes.	<b>En Famille</b>  LQ: Can I name family members in French?	<b>En Famille</b>  LQ: Can I correctly use the question elle/il s'appelle to show I understand the feminine and masculine words here?	<b>En Famille</b>  LQ: How to I ask 'do you have a brother/sister?	<b>En Famille</b>  LQ: Can I begin to say numbers to 100?	<b>En Famille</b>  LQ: Can I use the possessives mon, ma and mes to introduce my family?	<b>En Famille</b>  LQ: Can I say how old my family member is using - il a quel âge?/elle a quel âge? r	<b>En Famille</b>  Consolidation lesson

<p><b>Music</b></p>	<p><u>Term 1</u></p> <p><b>Taught by tutor</b></p> <p>Learnt correct posture and how to correctly hold the ukulele both in a 'playing' and 'rest' position.</p> <ul style="list-style-type: none"> <li>• Learnt the names of the various parts of the ukulele and the pitch names of the four strings ( G C E A ).</li> <li>• Been shown three right hand techniques in order to strum, stroke and pick the ukulele strings – 'thumb brush strum' [ both down and up strokes ], 'rest strokes' and 'banjo style' as well as varying the length of the sounds by dampening the strings.</li> <li>• Been shown how to use their left hand fingers in order to play two chord shapes, C major and A minor.</li> <li>• Been shown how to play melodies by playing open strings.</li> <li>• Learnt a number of songs and pieces of music – 'repertoire' - both to practice these skills and perform to an audience.</li> <li>• Experimented with chord sequences, using call and response techniques with a variety of rhythms. They have also composed their own short sequences.</li> <li>• Used rest strokes and banjo style to learn short melodies and ostinatos and to compose their own.</li> <li>• Looked at musical vocabulary, pulse, rhythm, pitch and tempo and how to use these musical techniques to enhance their playing and singing.</li> </ul>	<p><u>NA</u></p>	<p><u>Ukulele</u></p>	<p><u>Ukulele</u></p>	<p><u>Ukulele</u></p>	<p><u>Ukulele</u></p>	<p><u>Ukulele</u></p>	<p><u>Ukulele</u></p>
<p><b>Learning Environment in corridor displays</b></p>	<p><u>Forces Display</u></p> <p>Viking display</p>							