

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: 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

and Loki by Louie Stowell

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	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
GPS	I am usually able to locate punctuation errors when I proof-read my own writing. I also practise this through mini dictations.	LQ: Can I use apostrophise for contraction?	LQ: Can I use apostrophise to show possession?	<u>LQ:</u> What is a comma and how do we use	_ LQ: Can I use commas to separate clauses to make meaning clear	LQ: Can I recognise adverbs to indicate a	LQ: How can brackets and	Proof reading practise

	<p>I use a dictionary with reasonable confidence, knowing how to locate the word by using the first three letters. 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. -ly . I understand that adding certain suffixes can change the class of a word</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>	<p>Poetic features- rhyme, similes and metaphors.</p> <p>Spellings: Introduce common exception words / words from the statutory word list (4 per day)</p> <p>Suffix ent and ant</p>	<p>Poetic features- rhyme, similes and metaphors.</p> <p>Spellings:</p> <p>Homophones and other words that are often confused.</p>	<p>these to separate items in lists?</p> <p>Conjunction use and selection.</p> <p>Spellings: the suffix -ly</p>	<p>Past and present tense.</p> <p>Spellings: the suffix -ly with root words ending 'le' or 'ic'</p>	<p>degrees of possibility?</p> <p>Using a dictionary and thesauruses</p> <p>Spellings: Words with 'silent' letters</p> <p>revise previous words</p>	<p>dashes for parenthesis?</p> <p>Expanding noun phrases</p> <p>Spelling: The rule when to double a consonant.</p>	<p>Spellings: prefixes:</p> <p>(revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-)</p>
<p>Maths</p>	<p>Multiplication Multiplres Factors Common factors Prime numbers Square numbers Cube numbers Multiply by 10,100 and 1000. Divide by 10,100 and 1000 Fractions Understanding and recognising equivalent fractions. Converting improper fraction and mixed numbers. Adding and subtracting fractions. Adding mixed number (crossing the whole).</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 and divide by 10,100 and 1000?</p>	<p><u>Fractions</u></p> <p>LQ: Can I find and recognise equivalent fractions?</p>	<p><u>Fractions</u></p> <p>LQ: Can I convert improver fractions and mixed numbers?</p>	<p><u>Fractions</u></p> <p><u>LQ: Can I add and subtract fractions?</u></p>	<p><u>Fractions</u></p> <p><u>LQ: Can I add and subtract fractions including mixed numbers?</u></p>	<p><u>Multiplication and division</u></p>
<p>Science</p>	<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. Identify different variables. Learn to use the most appropriate equipment. Collect data and choose how to record results in charts/graphs. Analise results and make improvements.</p>	<p>LQ: What is air resistance and can I invent an outfit to slow a racer down?</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 friction between moving surfaces?</p>	<p>LQ: What are the effects of water resistance that act between moving surfaces? (Testing lesson)</p>	<p>LQ: What are the effects of water resistance that act between moving surfaces? (Evaluating lesson)</p>	<p><u>LQ: Can I recognise that some mechanisms, including gears, allow a smaller force to have a greater effect?</u></p>
<p>RE</p> <p>Incarnation –Was Jesus the Messiah?</p>	<p>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 Jesus being the saviuor, using theological terms. Understanding the impact: -Make clear connections between Bible texts studied and what Christians</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 Jesue 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>

	<p>believe about Jesus as the messiah; for example, through celebrations. -Show how Christians put their beliefs into practice in worship.</p> <p>Making connections: -Weigh up how biblical ideas and teachings about Jesus transformation and him being the peacemaker might make a difference in the world today, developing insights of their own.</p>							
Computing	<p>Pupils know what the 2Design and Make tool is for. • Pupils have explored the different viewpoints in 2Design and Make whilst designing a building.</p> <p>Pupils have adapted one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form.</p> <p>Pupils have explored how to edit the polygon 3D models to design a 3D model for a purpose</p> <p>Pupils have refined one of their designs to prepare it for printing. • Pupils have printed their design as a 2D net and then created a 3D model. • Pupils have explored the possibilities of 3D printing.</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To be introduced to 2Design and Make.</p> <p>Online safety</p> <p>Managing online information.</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To explore the effect of moving points when designing.</p> <p>Online safety</p> <p>Managing online information.</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To understand designing for a purpose.</p> <p>Online safety</p> <p>Managing online information.</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To understand designing for a purpose.</p> <p>Online safety</p> <p>Health, well-being and lifestyle.</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To understand printing and making.</p> <p>Online safety</p> <p>Health, well-being and lifestyle.</p>	NA	NA
History	<p>chronological understanding -know and sequence key events of time studied - Use relevant terms and period labels -Make comparisons between different times in the past</p> <p>Skills 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?</p>	<p>LQ: How did the Vikings settle in England and how did this effect the Anglo Saxons?</p>	<p>LQ: What was life like in Viking Britain?</p>	<p>LQ: What were the Viking raids?</p>	<p>LQ: What was the Dane law?</p>	<p>LQ: Why has Alfred been called Alfred the Great?</p>	<p>LQ: How did England become a unified country?</p>	<p>LQ: What did Vikings believe? Who were their Gods?</p>

Geography		NA	NA	NA	NA	NA	NA	NA
Art	<p>Create an accurate print design following criteria.</p> <p>I explain some of the features of art from historical periods.</p> <p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	LQ: Can I sketch Viking patterns and understand the different styles of Viking art over time?	LQ: Thinking about Viking art and my Viking sketches can I make and use my own monoprints?	LQ: Can I show my choice of Viking art on a long boat or shield?	LQ: Can I show my choice of Viking art on a long boat or shield?	LQ: Can I design a Viking stone to show Viking history?	LQ: How can I contribute my ideas to a collective art project?	LQ: How can I contribute my ideas to a collective art project?
D.T	<u>Designing-understanding users, contexts and Purposes</u>	NA	NA	NA	NA	NA	NA	NA
P.E	Elite Coaches	Basketball	Basketball	Basketball	Basketball	Basketball	Basketball	Basketball
PHSE Celebrating differences	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Know what culture means Know that differences in culture can sometimes be a source of conflict Know what racism is and why it is unacceptable Know that rumour spreading is a form of bullying on and offline Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know how their life is different from the lives of children in the developing world <p>Social and emotional skills</p>	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.

	<ul style="list-style-type: none"> Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied Appreciate the value of happiness regardless of material wealth <p>Develop respect for cultures different from their own</p>							
French	<p>Reading: Numbers 1-100. New language to ask and answer the questions related to basic family.</p> <p>Writing: Written work that requires phrase level replies as well as word searches, word puzzles and crosswords</p> <p>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. Introducing our family members and including details such as their age.</p> <p>Grammar: Introduce the masculine and feminine words Il and Elle. Correctly using the possessive mon, ma and mes.</p>	<p>En Famille</p> <p>LQ: Can I name family members in French?</p>	<p>En Famille</p> <p>LQ: Can I correctly use the question elle/il s'appelle to show I understand the feminine and masculine words here?</p>	<p>En Famille</p> <p>LQ: How to I ask 'do you have a brother/sister?'</p>	<p>En Famille</p> <p>LQ: Can I begin to say numbers to 100?</p>	<p>En Famille</p> <p>LQ: Can I use the possessives mon, ma and mes to introduce my family?</p>	<p>En Famille</p> <p>LQ: Can I say how old my family member is using - il a quel âge?/elle a quel âge? r</p>	<p>En Famille</p> <p>Consolidation lesson</p>
Music								
Learning Environment in corridor displays								