

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			
Remembering Remember and recall info			Emerging Skills

Topic: How would YOU survive in the rainforest?

Term: 1

Hooks: Forest School Survival Day and 'The Explorer' text

Texts: Inspire curriculum information texts on the rainforest, range of other information texts, Katherine Rundell 'The Explorer'

Area of Learning	Skill/ Small steps	Week 1 / lesson 1	Week 2/ lesson 2	Week 3/ lesson 3	Week 4/ lesson 4	Week 5/ lesson 5	Week 6/ lesson 6	Week 7/lesson 7
<p>Reading</p> <p>VIPERS skills to be consistently taught and revisited throughout the term, on a daily basis, as part of reading skills lessons- not in isolation.</p>	<p>REINTRODUCE</p> <p>VIPERS SKILLS</p>	<p><u>VOCABULARY</u></p> <p><u>PREDICT</u></p>	<p><u>VOCABULARY</u></p> <p><u>EXPLAIN</u></p>	<p><u>VOCABULARY INFER</u></p>	<p><u>VOCABULARY</u></p> <p><u>PREDICT</u></p>	<p><u>SUMMARISEEXPLAIN</u></p>	<p><u>SUMMARISE</u></p> <p><u>INFER</u></p>	<p><u>REVIEW</u></p> <p><u>VIPERS</u></p> <p><u>SKILLS</u></p>
<p>Writing- narrative text (adventure story) and information texts</p> <p>-I can spell most words correctly, including common exception words (years 3 & 4)</p> <p>-I can spell some words correctly including common exception words (years 5 & 6)</p> <p>-I can use further prefixes and suffixes.</p> <p>- I can spell many words with silent letters.</p> <p>- I can always distinguish between more complex homophones.</p> <p>-I can produce legible joined writing</p> <p>I can write for a range of purposes and audiences</p> <p>-I can use paragraphs to organise my ideas</p> <p>-I can describe setting and characters</p> <p>-I can use different verb forms mostly accurately</p>	<p>- I can select the appropriate form of writing after identifying the audience and purpose of the writing.</p> <p>- I can draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.</p> <p>-I can create atmosphere, and integrate dialogue to convey character and advance the action</p> <p>- I can proof read for spelling and punctuation errors and to improve my work.</p> <p>--I can use some cohesive devices within and across sentences and paragraphs</p>	<p>LQs: What devices can an author use to provide a detailed description of setting?</p> <p>Why is setting so important in the development of a story?</p> <p>How can I write an effective description of setting, to engage my reader?</p>	<p>LQs: What information does an author provide to develop the characters in their story?</p> <p>What devices do they use to tell the reader more about a character and create empathy?</p> <p>How can I build reader empathy with a character I am describing in a 'dangerous/scary' situation?</p> <p>How can I use speech and dialogue correctly to develop a character's traits?</p>	<p>LQs: What key information should I include in a letter to describe a particular character's thoughts and feelings?</p> <p>What are the key conventions for writing an informal letter?</p> <p>Why is it important to plan and draft a piece of writing?</p> <p>What devices can I use to organise and link my ideas and provide interesting detail in a letter?</p>	<p>LQs: How can I organise my ideas and select powerful vocabulary to provide character detail in a letter?</p> <p>How can I identify ways to improve my own, and others, writing?</p> <p>What do we know about adventure texts that may give us a clue to how it will end?</p>	<p>LQs: What are the key elements I need to include to plan an exciting ending to a story?</p> <p>What devices can I use to create suspense in my writing?</p> <p>What strategy could I use to add an additional element of excitement to my story?</p> <p>What detail should I include in an effective epilogue?</p>	<p>LQs: How can I use information retrieved from a non-fiction text to participate in a debate?</p> <p>Can I clearly record how the life of a Yanamamo child differs to my own?</p> <p>Can I explain what deforestation means and how it affects the Amazon rainforest?</p>	<p>LQs: Can I use evidence from a range of sources to create my own information text?</p> <p>How can I use persuasive language to explain consequences , from a range of perspectives?</p> <p>How can I present information and ideas that will encourage others to change their everyday choices?</p>

<p>GPS- working towards skills below</p> <p>- I can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction and possession, mostly correctly</p> <p>- I can spell some words correctly, including common exception words, on the year 5 and 6 word list.</p> <p>- I can independently use a dictionary to check the spelling and meaning of words.</p>	<p>A range of skills will also be revisited via GPS starter activities to recap on skills already learnt and introduce some new concepts</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>What is a noun?</p> <p>Singular to plural nouns (no apostrophe!)</p> <p>Irregular plural nouns</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Apostrophe for possession (singular and plural)</p> <p>Apostrophes for contraction</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>What is an adjective?</p> <p>What is an expanded noun phrase?</p> <p>Commas for lists</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>What is a verb?</p> <p>What is an adverb?</p> <p>What is a passive verb?</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>What is a modal verb?</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>What is a preposition?</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>What is a main clause?</p> <p>Commas to separate clauses</p> <p>What is a subordinate clause?</p>
<p>Maths</p> <p>- I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit</p> <p>- I can round any whole number to a required degree of accuracy.</p> <p>- I can use negative numbers in context, and calculate intervals across 0.</p> <p>- I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p>	<p>- I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>- I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division</p>	<p>Numbers to 10,000</p> <p>Numbers to 100,000</p> <p>Numbers to a million</p> <p>Numbers to 10 million</p> <p>Compare and order any number</p>	<p>Round numbers to 10, 100 and 1,000</p> <p>Round any number</p> <p>Negative numbers (in context)</p> <p>Negative numbers (more abstract)</p>	<p>Mini-assessment</p> <p>Add whole numbers with more than 4 digits</p> <p>Subtract whole numbers with more than 4 digits</p> <p>Inverse operations (addition and subtraction)</p>	<p>Multi-step addition and subtraction problems</p> <p>Add and subtract integers</p> <p>Multiply 4-digits by 1-digit</p> <p>Multiply 2-digits (area model)</p>	<p>Multiply 2-digits by 2-digits</p> <p>Multiply 3-digits by 2-digits</p> <p>Multiply up to a 4 digit number by a two digit number</p> <p>Divide 4 digits by 1 digit</p>	<p>Divide with remainder</p> <p>Short division</p> <p>Division using factors</p> <p>Long division (1)</p>	<p>Long division (2)</p> <p>Long division (3)</p> <p>Long division (4)</p>
<p>Science</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p>	<p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>LQ How can we classify living things?</p>	<p>LQ: How are plants classified?</p>	<p>LQ: How can I use identification keys to classify and sort plants?</p>	<p>LQ Classification – How can we classify trees?</p>	<p>LQ Classification – How can we classify trees?</p>	<p>LQ Survey – How many different flowering plants can we identify?</p>	<p>LQ Survey – How many different flowering plants can we identify?</p>

<p>RE- Creation and Science: Conflicting or complementary?</p> <ul style="list-style-type: none"> Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. 	<ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. 	<p>LQ How is Creation represented in the 'Big Frieze'? What is 'Creation'?</p>	<p>LQ What is the sequence of the Creation story?</p>	<p>LQ: How might Christians interpret and explain the Creation story?</p>	<p>LQ: Why was Genesis written? (for a science text book, for use in a church service, to explain who we are, to explain why the world is beautiful or to explain that God is good?)</p>	<p>LQ: How has the story of Creation influenced art and music?</p>	<p>LQ: What are Christians views on religion and science?</p>	<p>LQ: Creation and Science: Conflicting or complimentary?</p>
<p>Computing – Online Safety</p> <p>PROJECT EVOLVE</p>		<p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p>	<p>I can explain what to do if a password is shared, lost or stolen.</p>	<p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p>	<p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p>	<p>I can explain how someone would report online bullying in different contexts.</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p>	<p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p>
<p>Geography- Brazil</p> <p>Brazilian cities, exports and the rainforest, the tropics of Cancer, Capricorn and the Equator</p>	<p>Use maps, atlases, globes and computer technology to locate countries and describe features studied</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p>	<p>LQ: What do we already know about South America (specifically Brazil) and where is it in the world? (Refer to our Term 1 question 'How would you survive in the rainforest?'</p> <p>How does it relate to Brazil? Is Brazil only rainforest?)</p>	<p>LQ: What are the major cities in Brazil?</p> <p>What are the physical and human features of those cities?</p>	<p>LQ: How does my typical day compare to that of a Brazilian child?</p>	<p>LQ: How is the landscape of Brazil diverse?</p> <p><i>Using natural resources maps provided identify what physical contrast is evident across the country?</i></p>	<p>LQ Can I describe the climatic conditions associated with tropical rainforests?</p> <p><input type="checkbox"/>How can I locate the global position of the rainforest vegetation belt?</p>	<p>LQ How are plants arranged in the rainforest?</p>	<p>LQ How would you survive in the rainforest?</p>

D.T.- Can I design a bridge to cross the Amazon?			LQ: How do different types of bridges work to support weight?	LQ: How can I select the appropriate structure and materials to build a bridge that will support a specific weight?	LQ: What must I include in a plan to design a bridge?	LQ How can I build a bridge to hold maximum weight with minimum resources?	LQ How effective was my bridge design?	
P.E	Netball Cricket	<u>ELITE</u> <u>Cricket coaches</u>						
PHSE	'Being me in my world' Jigsaw	My year ahead	Being a global citizen 1	Being a global citizen 2	The learning charter	Our learning charter	Owning our learning charter	
French Language Angels	'Presenting myself'	(see scheme of learning on Language Angels)						
Music- Charanga Listen and appraise, musical activities, perform	'Happy'	Listen and appraise, musical activities, perform	Listen and appraise, musical activities, perform	Listen and appraise, musical activities, perform	Listen and appraise, musical activities, perform	Listen and appraise, musical activities, perform	Listen and appraise, musical activities, perform	
Learning Environment in corridor displays	Brazil							