

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

<p>-I can use different verb forms mostly accurately</p>			<p>to develop a character's traits?</p>					<p>others to change their everyday choices?</p>
<p>GPS-</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>Introduce common exception words / words from the statutory word list (4 per day)</p> <p><i>accompany, accommodate, according, apparent, committee, correspond, determined, embarrass, harass, interrupt, marvellous necessary, occupy, occur, opportunity, programme, recommend, sufficient, suggest</i></p> <p>What is a noun?</p> <p>Singular to plural nouns (no apostrophe!)</p> <p>Irregular plural nouns</p>	<p>the /i/ sound spelt y other than at the end of words Y4-5</p> <p><i>Revise e.g. myth, Egypt; add rhythm (& rhyme), symbol, system</i></p> <p>Apostrophe for possession (singular and plural)</p> <p>Apostrophes for contraction</p>	<p>words ending in –able and –ible</p> <p>Revisit words ending -ible/-able; ably and –ibly: e.g., <i>horrible, terrible, possible, edible, reversible, invincible, legible; and adorable, available, forgivable, disposable, enjoyable, valuable, vegetable, breakable, identifiable; and incredibly, sensibly, reliably, respectably, agreeably, enviably</i></p> <p>What is an adjective?</p> <p>What is an expanded noun phrase?</p> <p>Commas for lists</p>	<p>adding suffixes beginning with vowel letters to words ending in –fer</p> <p><i>refer, referring, referred, referral; preferred, preferring; transferred, transferring; but reference, referee, preference, transference</i></p> <p>What is a verb?</p> <p>What is an adverb?</p> <p>What is a passive verb?</p>	<p>use of the hyphen (to spell words)</p> <p>Revisit: <i>co-operate, co-ordinate, co-exist, co-own, re-emerge, re-enter, re-ignite, re-invent</i></p> <p>What is a modal verb?</p>	<p>the apostrophe (assessed in Grammar Test Paper 1)</p> <p>Revisit: apostrophes for contraction and possession, singular and plural</p> <p>What is a preposition?</p>	<p>use a dictionary to check the first 3 and 4 letters of words</p> <p>Revisit dictionary skills</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 1,000,000</p> <p>Numbers to 10,000,000</p> <p>Read and write numbers to 10,000,000</p> <p>Powers of 10</p> <p>Number line to 10,000,000</p>	<p>Compare and order any integers</p> <p>Round any integer</p> <p>Negative numbers</p> <p>End of block assessment</p> <p>Add and subtract integers</p>	<p>Common factors</p> <p>Common multiples</p> <p>Rules of divisibility</p> <p>Primes to 100</p> <p>Square and cube numbers</p>	<p>Multiply up to a 4-digit number by a 2- digit number</p> <p>Solve problems with multiplication</p> <p>Short division</p> <p>Division using factors</p> <p>Introduction to long division</p>	<p>Long division with remainders</p> <p>Solve problems with division</p> <p>Solve multi-step problems</p> <p>Order of operations</p> <p>Mental calculations and estimation</p>	<p>Reason from known facts</p> <p>End of unit assessment</p>	<p>Consolidation of units 1 and 2</p>

<p>Science Knowledge: 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>Skills: To be able to make a key to classify plants. To be able to identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Knowledge: 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? (field work)</p>	<p>LQ Classification – How can we classify trees? (recording)</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> <p>I know the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>I know what type of text some Christians say Genesis 1 is, and understand its purpose.</p> <p>I can suggest what Genesis 1 might mean, and compare my ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>I know how to make clear connections between Genesis 1 and Christian beliefs about God as Creator.</p>	<p>I know why many Christians find science and faith go together.</p> <p>I know, and can identify, key ideas arising from my study of Genesis 1 and comment on how far these are helpful or inspiring.</p> <p>I know how to use what I have learnt to weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>	<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 PROJECT EVOLVE</p> <p>I can identify benefits and risks of mobile devices broadcasting the location of the user/device. I can identify secure sites by looking for privacy seals of approval. I know the benefits and risks of giving personal information.</p>	<p>I know the meaning of a digital footprint. I have a clear idea of appropriate online behaviour. I understand the importance of balancing game and screen time with other parts of their lives. I know the positive and negative influences of technology on</p>	<p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser)</p> <p>Strand: digital literacy E- safety</p>	<p>I can explain what to do if a password is shared, lost or stolen.</p> <p>Strand: digital literacy E-safety</p>	<p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>Strand: digital literacy E-safety</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>Strand: digital literacy</p>	<p>I can explain how someone would report online bullying in different contexts.</p> <p>Strand: digital literacy E-safety</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>Strand: digital literacy</p>	<p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p>

	health and the environment				<u>E-safety</u>		<u>E-safety</u>	
<p>Geography- Brazil</p> <p>Brazilian cities, exports and the rainforest, the tropics of Cancer, Capricorn and the Equator</p> <p>I know the position and significance of latitude, longitude, equator, N hemispheres, S hemisphere, Tropics of Cancer and Capricorn</p> <p>I know about the key aspects of physical geography including climate biomes, biomes and vegetation belts</p> <p>I can discuss the distribution of natural resources, including energy, of the key places that I study.</p>	<p>I know how to use maps, atlases, globes and computer technology to locate countries and describe features studied</p> <p>I know geographical similarities and differences through the study of human and physical geography of a region within North or South America. I know the settlements and land use of the key places that I study.</p> <p>I know about economic activity, including trade links, of the key places that I study.</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</p> <p>‘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>
<p>D.T.- Can I design a bridge to cross the Amazon?</p> <p>I know how to research user’s individual needs, wants, requirements for design</p> <p>I know how to identify features of design that will appeal to the intended user</p> <p>I know how to create own design criteria and specification</p> <p>I know how to use annotated sketches, cross-sectional planning and exploded diagrams</p> <p>I know how parts of design will work, and how they are fit for purpose and can explain this</p>	<p>I know how to use research to come up with innovative design ideas</p> <p>I know how to follow and refine a logical plan.</p> <p>I know how to independently model and refine design ideas by making prototypes and using pattern pieces</p> <p>I know how to make design decisions, considering, resources and cost</p>		<p>LQ: How do different types of bridges work to support weight?</p>	<p>LQ: How can I select the appropriate structure and materials to build a bridge that will support a specific weight?</p>	<p>LQ: What must I include in a plan to design a bridge?</p>	<p>LQ How can I build a bridge to hold maximum weight with minimum resources?</p>	<p>LQ How effective was my bridge design?</p>	

<p>P.E • Vary skills, actions and ideas in a way which suits the game.</p> <ul style="list-style-type: none"> •Shows confidence in ball skills in various ways and can link them together. •Maintains possession during game situations. •Uses skills with coordination, control and fluency. 	<p>Football</p> <p>Elite</p> <p>Takes part in competition with a strong understanding of tactics and improvise in game situations.</p> <p>Compares and comments on skills using technical vocabulary and provides suggestions to improve performance.</p>	<p>ELITE</p> <p>LQ Can I revise basic skills and develop co-operation and teamwork?</p>	<p>ELITE</p> <p>LQ Can I revise basic skills and develop co-operation and teamwork?</p>	<p>ELITE</p> <p>LQ Can I revise basic skills and develop co-operation and teamwork?</p>	<p>ELITE</p> <p>LQ Can I apply my revisited skills to mini-game situations? Can I work as a team player?</p>	<p>ELITE</p> <p>LQ Can I apply my revisited skills to mini-game situations? Can I work as a team player?</p>	<p>ELITE</p> <p>LQ Can I apply my revisited skills to mini-game situations? Can I work as a team player?</p>	
<p>PHSE • Know how to set goals for the year ahead</p> <p>‘Being me in my world’ Jigsaw</p> <ul style="list-style-type: none"> •Understand what fears and worries are •Know about children’s universal rights (United Nations Convention on the Rights of the Child) •Know about the lives of children in other parts of the world 	<ul style="list-style-type: none"> •Understand that their own choices result in different consequences and rewards •Understand how democracy and having a voice benefits the school community •Understand how to contribute towards the democratic process 	<p>My year ahead</p>	<p>Being a global citizen 1</p>	<p>Being a global citizen 2</p>	<p>The learning charter</p>	<p>Our learning charter</p>	<p>Owning our learning charter</p>	

<ul style="list-style-type: none"> • Know that personal choices can affect others locally and globally <p>SEL:</p> <ul style="list-style-type: none"> • Be able to make others feel welcomed and valued • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others 	<p>SEL:</p> <ul style="list-style-type: none"> • Can demonstrate attributes of a positive role model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions 							
<p>French</p> <p>Language Angels</p> <ul style="list-style-type: none"> • I know how to ask somebody how they are feeling and give an appropriate response back. • I know how to ask somebody their age, name, where they live and reply • I know and can recall the 12 months of the year in French. 	<p>‘Presenting myself’</p> <ul style="list-style-type: none"> • I know what the date is and say the date in French. • I know how to ask somebody when their birthday is and say when their own birthday is in French 	<p>Can I learn how to ask someone how they are feeling as well as answer the question themselves in French?</p>	<p>Can I learn how to ask and answer the question ‘Comment tu t’appelles?’ (What is your name?) in French?</p>	<p>Can I consolidate my knowledge of numbers 1-10 and start to learn numbers 11-20 in French?</p>	<p>Can I consolidate my knowledge of numbers 1-20 in French and to learn how to ask and answer the question ‘Quel âge as-tu?’ (How old are you?)?</p>	<p>Can I consolidate all my previous knowledge from the unit?</p> <p>Can I learn how to ask and answer the question ‘Où habites-tu?’ (Where do you live?)?</p> <p>Can I learn the basics of adjectival agreement in French?</p>	<p>Revise all knowledge of unit this term.</p>	
<p>Music- Charanga</p> <p>Listen and appraise, musical activities, perform-</p> <p>Identify the structure of the songs.</p> <p>Name some of the instruments used in the songs.</p> <p>I know the style of the songs and to name other songs from the Units in</p>	<p>‘Happy’</p> <p>I know how to compare 2 songs in the same style, talking about what stand out musically in each of them, their similarities and differences.</p>	<p>Can I begin to recognise the style indicators of Pop music with a Soul influence?</p>	<p>Can I begin to recognise the style indicators of a Pop song with a Country groove?</p> <p>Can I learn to sing a song?</p>	<p>Can I begin to recognise the style indicators of a cappella Pop music?</p> <p>Can I continue to learn to sing a song?</p>	<p>Can I begin to recognise the style indicators of Soft Rock from the 1980s?</p> <p>Can I continue to learn to sing a song and perform with instruments?</p>	<p>Can I begin to recognise the style indicators of Big Band music from the 1940s and 1950s?</p> <p>Can I perform the song?</p>	<p>Can I begin to recognise the style indicators of Soul with a Latin groove?</p> <p>Can I perform a song to the class?</p>	

<p>those styles. The lyrics: what the songs are about.</p> <p>-identify the structure of the songs.</p> <p>Name some of the instruments used in the songs.</p> <p>The historical context of the songs. What else was going on at the time, musically and historically?</p> <p>I know how pulse, rhythm pitch and tempo, dynamics, texture and structure work together and how they connect in a song.</p>	<p>I know and am able to talk about:</p> <p>.</p> <p>I know how to keep an internal pulse.</p>							
<p>Learning Environment in corridor displays</p>	<p>How is Brazil a diverse country?</p>							
<p>Inspire Day</p>	<p>17.10.22</p> <p>Black history</p>							