

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	Exceeding Skills
<b>Applying</b> Use info in a new situation			
<b>Understanding</b> Understand and make sense of info			
<b>Remembering</b> Remember and recall info			Emerging Skills

Topic: Why do I look like me?

Term: 2

Hooks: Mr Darwin's Thinking Path (meadow walk)

Texts: What Mr Darwin saw, Charles Darwin autobiography/biography/diary  
 (continue 'The Explorer' until finished as class reader)

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.	Focus on INFERENCE and VOCABULARY, followed by SUMMARISE.	<u>VOCABULARY</u>  <u>INFER</u>	<u>VOCABULARY</u>  <u>INFER</u>	<u>VOCABULARY</u>  <u>INFER</u>	<u>VOCABULARY</u>  <u>INFER</u>	<u>SUMMARISE</u>	<u>SUMMARISE</u>	<u>REVIEW</u>  <u>VIPERS</u>  <u>SKILLS</u>
<b>Writing-using genres of autobiography, biography and diary/journal</b>  <b>Poetry</b>  I can proof read for spelling and punctuation errors to improve my work.  I can use some cohesive devices within and across sentences  I can identify and explain how noun phrases convey precise information  I can use co-ordinating and subordinating conjunctions  I can develop ideas for writing, drawing on reading and secondary resources  - I can ensure the consistent and correct use of tense throughout a piece of writing	I can write for a range of purposes and audiences  I can use paragraphs to organise my ideas  I can select the appropriate form of writing after identifying the audience and purpose  I can draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning  I can use a wide range of clause structures, sometimes varying their position within the sentence	LQs: What is a biography?  Can I identify the key features of a biography?  Can I write a short biography, using key features identified?  I can select vocabulary and grammatical structures that reflect the level of formality required mostly correctly  -I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters	LQs: What is an autobiography?  What is the difference between a biography and an autobiography?  Which is most reliable?  Can I compare the style of language used in two different autobiographies?	LQs: Can I plan an extract from my own autobiography?  Can I write an extract from an autobiography, describing one significant event?	LQs: What are the key features of a diary entry?  Can I compare and contrast a range of diary entries?  Can I identify the differences in the style of language between a modern diary and a historical journal?	<i>Assessment week</i>  LQs: Can I write a diary entry in a formal style (like Darwin)?  Can I rewrite a diary entry in a modern colloquial style?	LQs: How can poetic language be used in prose?  How can I rewrite prose in the form of a poem?  Can I perform my poem with projection and intonation?	REVIEW and GPS FOCUS

<p><b>GPS</b></p> <p>- I can identify a semi-colon, colons and dashes within a text and explain how they are used (boundaries and lists).</p> <p>- I can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction, mostly correctly</p> <p>- I understand that an ellipsis is an omission of a word.</p> <p>- I can spell most 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>Main clause</p> <p>Subordinate clause</p> <p>Relative clause</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Conjunctions</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Standard English</p> <p>Formal/informal</p> <p>Prepositions</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Tenses</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Semi-colons</p> <p>Colons</p> <p>Dashes and hyphens- what is the difference?</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Review</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Review</p>
<p><b>Maths</b></p> <p>I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</p> <p>- I know multiples, factors, square numbers prime numbers</p> <p>- I can use brackets in simple calculations</p> <p>I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>- I can compare and order fractions, including fractions &gt;1.</p>	<p>- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>- I can multiply simple pairs of proper fractions, writing the answer in its simplest form.</p>	<p>Long division (1)</p> <p>Long division (2)</p> <p>Long division (3)</p> <p>Long division (4)</p>	<p>Factors</p> <p>Common factors</p> <p>Common multiples</p> <p>Primes to 100</p> <p>Squares and cubes</p>	<p>Order of operations</p> <p>Mental calculations and estimation</p> <p>Reason from known facts</p> <p>Mini assessment</p>	<p>Equivalent fractions</p> <p>Simplify fractions</p> <p>Improper fractions to mixed numbers</p> <p>Mixed numbers to improper fractions</p>	<p><i>Assessment week</i></p> <p>Fractions on a number line</p> <p>Compare and order (denominator)</p> <p>Compare and order (numerator)</p>	<p>Add and subtract fractions 1</p> <p>Add and subtract fractions activity</p> <p>Add and subtract fractions 2</p> <p>Add mixed numbers and fractions</p>	<p>Subtract mixed numbers</p> <p>Subtract fractions</p> <p>Mixed addition and subtraction</p> <p>Multiply fractions by integers</p>
<p><b>Science</b></p> <p><b>Pupils should be taught to:</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><b>LQ: How do we know about living things that have lived in the past?</b></p> <p><b>What do you think the fossil is? (study the evolution of ancestors related to the crocodile)</b></p>	<p><b>LQ: Are all siblings of living things identical?</b></p> <p>(create a family tree for an animal)</p>	<p><b>LQ: How is it that birds have the right features to help them survive where they live?</b></p> <p>Draw or use photographs different types of beaks and discuss and record their effectiveness for eating certain types of seeds)</p>	<p><b>LQ How do different animals use camouflage to survive?</b></p> <p>(‘The worms have escaped!’ experiment)</p>	<p><b>LQ: Which feature of a butterfly make it good at surviving where it lives?</b></p> <p>(record the life-cycle of a butterfly and show how each stage relates to the 7 life processes)</p>	<p><b>LQ: How are animals suited to where they live?</b></p> <p>(watch videos and choose a specific animal to research and record)</p> <p>(Non-chronological report)</p>	<p><b>LQ: How do plants make sure that they get lots of light?</b></p> <p>(observe plants in the school grounds and record the different ways they receive light)</p>

	<p><b>Planning enquires.</b> Children should plan different types of enquiry to answer questions.</p> <p><b>Identifying variables.</b> Children should recognize and control variables where necessary.</p> <p><b>Secondary sources.</b> Children should recognize when secondary sources will be most useful to research their ideas and begin to separate opinion from fact.</p> <p><b>Collecting data.</b> They should make their own decisions about what observations to make, what measurements to use, and how long make them for.</p> <p><b>Recording. They should choose how to record data.</b> Children should record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. They should report and present findings from enquires, including conclusions, causal relationships and explanations of</p>							
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	<p>results (in oral and written forms).</p> <p><b>Analysing data.</b> Children should use test results to make predictions to set up further comparative and fair test. They should use simple models to describe scientific ideas. They should identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><b>Making Improvements.</b> They should use their results to identify when further tests and observations might be needed</p>							
<p>RE</p> <p><b>Term 2 What would Jesus do?</b></p> <p>I can identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>I can suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>I can relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>	<p><b>Gospel: What would Jesus do?</b></p>	<p>LQ: What is the good news that Jesus offers in his teachings?</p>	<p>LQ: Can enemies become friends?</p>	<p>LQ: How is the local Christian community helping to secure the foundations of others?</p>	<p>LQ: How are values used to guide Christians in today's world?</p>	<p>LQ: How does the text from Matthew's gospel help Christians to have a better understanding of Jesus as God in the flesh and God living among human beings on earth?</p>	<p>LQ: What can Christians learn about how they should love their neighbour as they love themselves from the story of the Flight to Egypt?</p>	<p>Continue last week's LQ</p>
<p>Computing</p> <p><b>Quizzing</b></p> <p>Children can plan, design and create various quizzes using a variety of software- 2DIY, 2Quiz</p>	<p>Most children can create purposeful online quizzes for an intended audience using the 2DIY suite of applications. With ease, they combine</p>	<p>To create a picture-based quiz for young children.</p>	<p>To learn how to use the question types within 2Quiz.</p>	<p>To explore the grammar quizzes</p>	<p>To make a quiz that requires the player to search a database.</p>	<p>To make a quiz to test your teachers or parents</p>		



P.E	Elite coaching							
PHSE	Jigsaw	LQ: How can I understand that there are different perceptions about what 'normal' means?	LQ: How can having a disability affect someone's life?	LQ: How can a person, or group of people, have power over another?	LQ: Why might some people demonstrate bullying behaviour?	LQ: how can we show appreciation for who people are?	LQ: How can conflict be a source of conflict and a cause for celebration?	<u>LQ:</u>
French	Language Angels-	<b>What is the date?</b>						
Music	<b>Charanga!</b>	<b>Class room Jazz 2</b>			<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
Learning Environment in corridor displays	RE- Creation (Term 1) Main board- In what ways is Brazil a diverse country?							