

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: 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>
Writing-using genres of autobiography, biography and diary/journal and poetry I can proof read for spelling and punctuation errors to improve my work eg missing apostrophes for contraction/possession, commas instead of semi-colons, inaccurate use of speech marks I can use some cohesive devices within and across sentences eg fronted adverbials, repetition, order and sequence I can identify and explain how noun phrases convey precise information I can use co-ordinating and subordinating conjunctions I can ensure the consistent and correct use of tense throughout a piece of writing eg past tense for autobiographies and biographies, switch between tenses for diary entries	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 develop ideas for writing, drawing on reading and secondary resources I can select vocabulary and grammatical structures that reflect the level of formality required mostly correctly eg diary as opposed to scientific journal (Darwin) 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>GPS</p> <ul style="list-style-type: none"> - I can identify a semi-colon, colons and dashes within a text and explain how they are used (boundaries and lists). - I can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction, mostly correctly - I understand that an ellipsis is an omission of a word. - I can spell most words correctly, including common exception words on the year 5 and 6 word list. - I can independently use a dictionary to check the spelling and meaning of words. <p>=</p>		<p>Introduce common exception words / words from the statutory word list (4 per day)</p> <p>available, queue, average, community, language, privilege, signature, temperature, amateur, familiar, leisure, physical, shoulder, foreign, definite, environment, persuade, profession, various/variety</p> <hr/> <p>Main clause</p> <p>Subordinate clause</p> <p>Relative clause</p>	<p>the /ʌ/ sound spelt ou Y4-5</p> <p>Revise and check: e.g. country, young, touch and continue with common exception words from week one</p> <hr/> <p>Conjunctions</p>	<p>words with endings sounding like /zə/ or /tʃə/ homophones and other words that are often confused</p> <p>quick check: e.g. adventure /pleasure</p> <p>new: signature, leisure</p> <p>ce and se: advice/advise; device/devise; practice/practise; licence/license; prophecy/prophesy</p> <hr/> <p>Standard English</p> <p>Formal/informal</p> <p>Prepositions</p>	<p>endings that sound like /zən/</p> <p>the apostrophe (assessed in Grammar Test Paper 1)</p> <p>quick check: division, decision, collision</p> <p>Revisit: apostrophes for contraction and possession, singular and plural</p> <hr/> <p>Tenses</p> <p>Ellipsis</p>	<p>words ending with -gue and -que</p> <p>Use a dictionary to check the first 3 and 4 letters of words</p> <p>Revisit: league, tongue, antique, unique, & guarantee</p> <p>Revisit dictionary skills</p> <hr/> <p>Semi-colons</p> <p>Colons</p> <p>Dashes and hyphens-what is the difference?</p>	<p>words with the /ei/ sound spelt ei, eigh, or ey Y3-5</p> <p>endings which sound like /jəs/ spelt -cious or -tious (see Year 6)</p> <p>Check: neighbour, obey, weigh, weight, vein vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious</p> <hr/> <p>Review grammar and punctuation</p>	<p>Review</p>
<p>Maths</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> <ul style="list-style-type: none"> - I know multiples, factors, square numbers prime numbers - I can use brackets in simple calculations <p>I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <ul style="list-style-type: none"> - I can compare and order fractions, including fractions >1. 	<ul style="list-style-type: none"> - I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. - I can multiply simple pairs of proper fractions, writing the answer in its simplest form. 	<p>Consolidation of long division from Term 1</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>Equivalent fractions and simplifying</p> <p>Equivalent fractions on a number line</p> <p>Compare and order (denominator)</p> <p>Compare and order (numerator)</p>	<p>Add and subtract simple fractions</p> <p>Add and subtract any two fractions</p> <p>Add mixed numbers</p> <p>Subtract mixed numbers</p>	<p><u>Assessment week</u></p> <p>Multi-step problems</p> <p>End of unit assessment</p> <p>and SATs practise assessment</p>	<p>Multiply fractions by integers</p> <p>Multiply fractions by fractions</p> <p>Divide a fraction by an integer</p> <p>Divide any fraction by an integer</p>	<p>Mixed questions with fractions</p> <p>Fraction of an amount</p> <p>Fraction of an amount- find the whole</p>
<p>Science</p> <p>Pupils should be taught to:</p> <p>Recognise that living things have changed over time and that fossils provide information about living</p>	<p>Skills:</p> <p>To be able to record data in a table</p>	<p>LQ: How do we know about living things that have lived in the past?</p> <p>What do you think the fossil is? (study the evolution of ancestors related to the crocodile)</p>	<p>LQ: Are all siblings of living things identical?</p> <p>(create a family tree for an animal)</p>	<p>LQ: How is it that birds have the right features to help them survive where they live?</p> <p>Draw or use photographs different types of beaks and</p>	<p>LQ: How do different animals use camouflage to survive?</p>	<p>LQ: Which feature of a butterfly make it good at surviving where it lives?</p>	<p>LQ: How are animals suited to where they live?</p>	<p>LQ: How do plants make sure that they get lots of light?</p> <p>(observe plants in the school grounds)</p>

<p>things that inhabited the Earth millions of years ago.</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>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p>To be able to present findings from an enquiry.</p> <p>To be able to identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>To be able to plan an enquiry that will answer a question.</p>			<p>discuss and record their effectiveness for eating certain types of seeds)</p>	<p>(‘The worms have escaped!’ experiment)</p>	<p>(record the life-cycle of a butterfly and show how each stage relates to the 7 life processes)</p>	<p>(watch videos and choose a specific animal to research and record)</p> <p>(Non-chronological report)</p>	<p>and record the different ways they receive light)</p>
<p>RE • Gospel: What would Jesus do?</p> <p>I know features of Gospel texts (for example, teachings, parable, narrative).</p> <p>I know how to 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 know how to make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives. Eg through charities such as Tearfund, Crisis at Christmas</p>	<p>I know how to relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of my own life and the life of my own community in the world today, offering insights of my own.</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 - Quizzing</p> <p>Children can plan, design and create various quizzes using a</p>	<p>Most children can create purposeful online quizzes for an intended audience using the 2DIY suite</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</p>	<p>To make a quiz to test your</p>		

<p>variety of software- 2DIY, 2Quiz and 2Investigate.</p> <p>Throughout the unit, children consider their audience, their ability and interests and make decisions based upon this.</p> <p>Children choose appropriate software for the questions that they want to ask.</p> <p>Children give and respond to feedback; they edit and redesign their quizzes accordingly</p>	<p>of applications. With ease, they combine text with images and audio to enhance their quizzes. The question types used are fit for audience and serve to add additional enhancements for the intended user. Extra features such as using the instruction window and time limit are applied aptly.</p>	<p><u>Unit knowledge:</u></p> <p>I know how to create a picture-based quiz for young children.</p> <p>I know how to learn how to use the question types within 2Quiz.</p> <p>I know how to make a quiz that requires the player to search a database. I know how to make a quiz to test your teachers or parents.</p>			<p>to search a database.</p>	<p>teachers or parents</p>		
<p>History: Charles Darwin- a significant figure in the history of science and nature</p> <p>I know how to use a range of sources to find out about an aspect of time past.</p> <p>I know how to evaluate the usefulness and accurateness of different sources of evidence.</p> <p>I know how to look at more than 1 version of events and say how the author may be attempting to persuade or give a specific viewpoint</p> <p>I know how to summarise and analyse the pros and cons of main events from a specific period in history, explaining the key events and giving my own opinions about these events eg Darwin's revelation of his Theory of Evolution.</p> <p>I know a number of reasons I can use to support an historical argument (eg Darwin's theory of evolution)</p>	<p>I know names and dates of any significant event studied from past and can place it correctly on a timeline</p> <p>I know how to analyse the impact, contribution and continued relevance of a historic figure on today's world eg Darwin</p> <p>I know how to communicate my knowledge and understanding of an event (orally and in writing) and can offer points of view based upon what I have found out</p> <p>Give reasons why some events, people or developments are seen as more significant than others</p> <p>Begin to offer explanations about why people in the past acted as they did</p>	<p>LQ: Can I learn about and understand the impact of Darwin's contribution and continued relevance on today's world?</p>	<p>LQ: Can I analyse the impact of Darwin's contribution and continued relevance on today's world?</p>	<p><u>GEOGRAPHY</u></p>	<p><u>GEOGRAPHY</u></p>	<p>LQ: Can I look at more than 2 version of events and say how the authors may be attempting to persuade or give a specific viewpoint?</p>	<p><u>GEOGRAPHY</u></p>	<p>LQ: Can I communicate knowledge/ understanding orally and in writing, and offer points of view based upon what I have found out?</p>

<p>Geography- The Voyage of the Beagle and the Galapagos Islands</p> <p>I know the key aspects of physical geography including climate biomes, biomes and vegetation belts, mountains, volcanoes, earthquakes</p> <p>I know how to use maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries and major cities. (Brazil and bordering countries, Galapagos Islands)</p>	<p>I know how to use maps, atlases, globes and computer technology to locate countries and describe features studied</p> <p>I know how to identify geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p><u>HISTORY</u></p>	<p><u>HISTORY</u></p>	<p>LQ: Can I use maps, atlases, globes and digital/computer mapping to locate the Galapagos Islands and describe features studied?</p>	<p>LQ: Can I describe and understand key aspects of physical geography (in the Galapagos Islands) including climate biomes, vegetation belts, mountains, volcanoes, and earthquakes?</p>	<p><u>HISTORY</u></p>	<p>LQ: Can I identify similarities and differences through the study of physical geography of a region of the UK, a region in a European country, and a region in South America? (Using 3 areas Darwin visited)</p>	<p>Continue last week's session</p>
<p>Art</p> <p>Self-portraits</p> <p>I know the style I am using and how it has been influenced by a famous artist (portrait styles eg Cubism, realism, abstract)</p> <p>I know how to use feedback to make amendments and improvement to my art (amendments, without erasing-art as a process)</p>	<p>I know why I have used different tools to create art</p> <p>I know why I have chosen specific techniques to create my art</p> <p>I know how to use a range of resources to create art</p>	<p>LQ: How do facial features all fit together?</p>	<p>LQ: How should the face be divided up into the basic proportions for a self-portrait?</p>	<p>LQ: What materials should I experiment with to create my self-portrait?</p>	<p>LQ: How can I organise line, tone, shape and colour to represent my facial features?</p>	<p>LQ: How can I successfully use shading to create mood and feeling in my self-portrait?</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>
<p>D.T</p>	<p>Completed Term 1</p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>	<p><u>LQ:</u></p>
<p>PE- Basketball (Elite)</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. 	<ul style="list-style-type: none"> Can make suggestions to differentiate games with resources or changing factors (e.g. space). 	<p>ELITE</p> <p>LQ Can I revise basic ball skills and develop co-operation and teamwork?</p>	<p>ELITE</p> <p>LQ Can I revise basic ball 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?</p> <p>Can I work as a team player?</p>	<p>ELITE</p> <p>LQ Can I apply my revisited skills to mini-game situations?</p> <p>Can I work as a team player?</p>	<p>ELITE</p> <p>LQ Can I apply my revisited skills to mini-game situations?</p> <p>Can I work as a team player?</p>	

<ul style="list-style-type: none"> •Uses skills with coordination, control and fluency. •Takes part in competition with a strong understanding of tactics and improvise in game situations. •Compares and comments on skills using technical vocabulary and provides suggestions to improve performance. 	<ul style="list-style-type: none"> •Apply attacking and defending with fluent transitioning to improve performance demonstrating strong communication skills. •Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations. 							
<p>PHSE- Jigsaw</p> <p>Celebrating difference</p> <p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that being different could affect someone's life</p> <p>Know why some people choose to bully others</p> <p>Know that power can play a part in a bullying or conflict situation</p> <p>Know that people can hold power over others individually or in a group</p> <p>Know that people with disabilities can lead amazing lives</p> <p>Know that difference can be a source of celebration, as well as conflict</p>	<p>SEL</p> <p>Empathise with people who are different and be aware of my own feelings</p> <ul style="list-style-type: none"> •Identify feelings associated with being excluded •Be able to recognise when someone is exerting power negatively in a relationship •Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict •Identify different feelings of the bully, bullied and bystanders in a bullying scenario 	<p>LQ: How can I understand that there are different perceptions about what 'normal' means?</p>	<p>LQ: How can having a disability affect someone's life?</p>	<p>LQ: How can a person, or group of people, have power over another?</p>	<p>LQ: Why might some people demonstrate bullying behaviour?</p>	<p>LQ: how can we show appreciation for who people are?</p>	<p>LQ: How can difference be a source of conflict and a cause for celebration?</p>	<p><u>LQ:</u></p>

	<ul style="list-style-type: none"> •Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens •Appreciate people for who they are •Show empathy 							
<p>French</p> <p>I know and can recall the 12 months of the year in French.</p> <p>I know what the date is and say the date in French.</p> <p>I know how to ask somebody when their birthday is and say when their own birthday is in French</p>	<p>Language Angels-</p>	LQ Can I recognise, recall and spell the days of the week?	LQ Can I recognise, recall and spell the 12 months of the year, in French?	LQ Can I start to learn numbers from 21-31?	LQ Can I say the full date in French?	LQ Can I ask and answer the question 'C'est quand ton anniversaire?'	Consolidation of this unit's learning	
<p>Music</p>	<p>Charanga!</p>	<p>Class room Jazz 2</p>	LQ Can I listen to and appraise a piece of jazz music?	LQ Can I learn to play the tune head and middle 8 by ear and notes (on the glockenspiel)? Can I use the notes ACDEFG?	LQ Can I play the whole song, including an improvisation using CDAFGEB?	LQ Can I perform a song, to the class, on the glockenspiel?	LQ Can I compare and contrast an alternative piece of jazz music?	
<p>Learning Environment in corridor displays</p>	<p>RE- Creation (Term 1)</p> <p>Main board- In what ways is Brazil a diverse country?</p>							
<p>Inspire Day</p> <p>25.11.22</p>	<p>Starfish Malawi</p>							