

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			Expected Skills
Remembering Remember and recall info			Emerging Skills

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

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 Poetry 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 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?	Assessment week 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>- I can ensure the consistent and correct use of tense throughout a piece of writing</p>								
<p>GPS</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>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> <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 >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 (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><u>Assessment week</u></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>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 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</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 discuss and record their effectiveness for eating certain types of seeds)</p>	<p>LQ How do different animals use camouflage to survive?</p> <p>(‘The worms have escaped!’ experiment)</p>	<p>LQ: Which feature of a butterfly make it good at surviving where it lives?</p> <p>(record the life-cycle of a butterfly and show how each stage relates to the 7 life processes)</p>	<p>LQ: How are animals suited to where they live?</p> <p>(watch videos and choose a specific animal to research and record)</p>	<p>LQ: How do plants make sure that they get lots of light?</p> <p>(observe plants in the school grounds and record the different ways they receive light)</p>

	adaptation may lead to evolution.						(Non-chronological report)	
RE Term 2 What would Jesus do? I can identify features of Gospel texts (for example, teachings, parable, narrative). 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. I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. 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.	Gospel: What would Jesus do?	LQ: What is the good news that Jesus offers in his teachings?	LQ: Can enemies become friends?	LQ: How is the local Christian community helping to secure the foundations of others?	LQ: How are values used to guide Christians in today's world?	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?	LQ: What can Christians learn about how they should love their neighbour as they love themselves from the story of the Flight to Egypt?	Continue last week's LQ
Computing Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Information technology/create a blog Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	(CT time to set individual logins for children)	LO: To identify the purpose of writing a blog. To identify the features of successful blog writing.	LO: To plan the theme and content for a blog.	LO: To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog. To understand the importance of regularly updating the content of a blog.	LO: To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher.	LO: To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria.	
History: Charles Darwin- a significant figure in the history of science and nature Use a range of sources to find out about an aspect of time past. Evaluate the usefulness and accurateness of different sources of evidence.	Know names and dates of any significant event studied from past and place it correctly on a timeline Give reasons why some events, people or developments are seen as more significant than others Begin to offer explanations about why people in the past acted as they did	LQ: Can I learn about and understand the impact of Darwin's contribution and continued relevance on today's world?	LQ: Can I analyse the impact of Darwin's contribution and continued relevance on today's world?	GEOGRAPHY	GEOGRAPHY	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?	GEOGRAPHY	LQ: Can I communicate knowledge/ understanding orally and in writing, and offer points of view based upon what I have found out?

Geography- The Voyage of the Beagle and the Galapagos Islands Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Use maps, atlases, globes and computer technology to locate countries and describe features studied Understand 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.	<u>HISTORY</u>	<u>HISTORY</u>	LQ: Can I use maps, atlases, globes and digital/computer mapping to locate the Galapagos Islands and describe features studied?	LQ: Can I describe and understand key aspects of physical geography (in the Galapagos Islands) including climate biomes, vegetation belts, mountains, volcanoes, and earthquakes?	<u>HISTORY</u>	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)	Continue last week's session
Art Self-portraits		LQ: How do facial features all fit together?	LQ: How should the face be divided up into the basic proportions for a self-portrait?	LQ: What materials should I experiment with to create my self-portrait?	LQ: How can I organise line, tone, shape and colour to represent my facial features?	LQ: How can I successfully use shading to create mood and feeling in my self-portrait?	<u>LQ:</u>	<u>LQ:</u>
D.T	Completed Term 1	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
P.E	I can plan, choose, and apply tactics and strategy to different situations. I can choose, combine and perform skills effectively in all types of games. I can work as required in a variety of groups and as an individual.	LQ: What are the key passes I can use in a netball game? Can I execute at least 2 accurate passes with a partner?	LQ: Can I use running, jumping, throwing and catching in isolation and in combination?	LQ: How can I use the whole court to find a clear space to receive a ball?	LQ: What skills do I need to use, to be able to defend and attack in a ball game?	LQ: How can I begin to use my skills to make an accurate shot towards a target?	LQ: Can I create my own game using the knowledge and skills I have learnt?	LQ: Can I use the skills I have learnt and apply to a real game situation?
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		Places in town and getting around	(continued)	Variety shops	(continued)	Learning directions (asking and giving)	(continued)	The 'on' sound'
Music	Continue from Term 1 - listening to and reproducing a range of South American music and samba rhythms.	LQ What are the key rhythms and tempo I can hear in carnival samba music?	LQ What body parts can I use to recreate samba rhythms?	LQ: What instruments can I use to create an ensemble of samba rhythms?	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>	<u>LQ:</u>
Learning Environment in corridor displays	Charles Darwin- images and observations from his voyage on 'The Beagle' and the 'Theory of Evolution'.							