

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: Will the fittest survive?

Term: 3

Hooks: Images of floods (REFLECT and DISCUSS) and Chapter One of 'Floodland'- Who is Zoe?

Texts: Floodland by Marcus Sedgwick

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>Focus on INFERENCE and VOCABULARY, followed by SUMMARISE.</p>	<p><u>VOCABULARY</u></p> <p><u>INFER</u></p>	<p><u>VOCABULARY</u></p> <p><u>INFER</u></p>	<p><u>VOCABULARY</u></p> <p><u>INFER</u></p>	<p><u>SUMMARISE</u></p>	<p><u>SUMMARISE</u></p>	<p><u>SUMMARISE</u></p>	<p><u>REVIEW</u></p> <p><u>VIPERS</u></p> <p><u>SKILLS</u></p>
<p>Writing-using genres of letter writing,</p> <p>I can proof read for spelling and punctuation errors to improve my work.</p> <p>I can use some cohesive devices within and across sentences</p> <p>I can identify and explain how noun phrases convey precise information</p> <p>I can use co-ordinating and subordinating conjunctions</p> <p>I can develop ideas for writing, drawing on reading and secondary resources</p> <p>- I can ensure the consistent and correct use of tense throughout a piece of writing</p> <p>--I can use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens</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 select the appropriate form of writing after identifying the audience and purpose</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 use a wide range of clause structures, sometimes varying their position within the sentence</p>	<p>LQ: What themes and ideas can be depicted in an illustration?</p> <p>LQ: How can an author's language choices build the drama in a text and reveal detail about character?</p> <p>LQ: What are the key features of dystopian novels?</p> <p>LQs: How is language used to develop character traits?</p> <p>LQ How is vocabulary used by an author to create mood or a sense of place?</p>	<p>LQ: How can I use hot-seating with open-ended questions to develop my understanding of a character?</p> <p>LQ: How should I structure a letter to engage the intended reader and ensure a response?</p>	<p>LQs: How can language choices, punctuation and structure alter the tone and purpose of a letter?</p> <p>LQ What language features can I use to write a letter with an advisory tone?</p> <p>LQs: How can I use my targets and editing skills to improve my writing?</p>	<p>LQs: What are the key features I should include to build a powerful and persuasive speech?</p> <p>LQs: How can I use peer evaluation when reading aloud to help me improve my speech writing?</p>	<p>LQ What are the features of an explanation text?</p> <p>LQ Can I plan and select key information to include in an explanation text? (on climate change)</p> <p>LQ Can I write an explanation text, including key features taught?</p>		

		<p>I can select vocabulary and grammatical structures that reflect the level of formality required mostly correctly</p> <p>-I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters</p>	<p>LQ How can I use emotive language to show my understanding of a character?</p> <p>LQ How can I use language choices to introduce an advisory tone in a letter?</p>	<p>LQs: What do you think makes a good speech?</p> <p>LQs: What are the differences between choices made for punctuation specifically to support oral readings versus punctuation choices made for a text to be read silently?</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>Revisit conjunctions- what is the difference between connectives and conjunctions?</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</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>Speech marks and inverted commas</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Active and passive voice- what is the difference? How are they used?</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Semi- colon, colon or comma?</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</p> <p>Review of grammatical terminology</p>	<p>Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words</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>Revisit:</p> <p>Compare and order fractions (denominator)</p> <p>New:</p> <p>Compare and order fractions (numerator)</p>	<p>Subtract mixed numbers</p> <p>Subtract fractions</p> <p>Mixed addition and subtraction</p> <hr/> <p>PM- The first quadrant</p> <p>-Four quadrants</p> <hr/> <p>PM- Translations</p> <p>-Reflections</p>	<p>Multiply fractions by integers</p> <p>Divide fractions by integers (1)</p> <hr/> <p>Divide fractions by integers (2)</p> <hr/> <p>Four rules with fractions</p> <hr/> <p>Fraction of an amount</p> <hr/> <p>PM- Translations</p> <p>-Reflections</p>	<p>Fraction of an amount- find the whole</p> <p>Mini assessment</p> <hr/> <p>Decimals up to 2 d.p.</p> <hr/> <p>Understand thousandths</p> <hr/> <p>Three decimal places</p>	<p>Multiply by 10, 100 and 1,000</p> <hr/> <p>Divide by 10, 100 and 1,000</p> <hr/> <p>Multiply decimals by integers</p> <hr/> <p>Divide decimals by integers</p>	<p>Division to solve problems</p> <hr/> <p>Decimals as fractions</p> <hr/> <p>Fractions to decimals (1)</p> <hr/> <p>Fractions to decimals (2)</p> <hr/> <p>Mini-assessment</p>	

<p>Science</p> <p>Electricity</p> <p>Pupils should be taught to:</p> <p><i>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i></p> <p><i>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</i></p>	<p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>LQ Can I recognise and use symbols when representing a simple circuit in a diagram?</p>	<p>LQ Why bother repeating measurements in an investigation?</p> <p>(Science skills)</p>	<p>Illustrative fair-test –</p> <p>LQ How will the number of batteries (amounts of Volts) affect the brightness of the bulb?</p>	<p>Investigative Fair-test</p> <p>LQ What affects the brightness of a bulb in a circuit?</p>	<p>Problem-solving - Making an electrical scarecrow</p> <p>The children must now apply what they know about electricity and circuits to make a scarecrow that has at least: one rotating motor, one bulb that lights, and one buzzer that makes a sound. You might also request that the circuit needs to be turned on when a bird lands on a switch in a field/on a fence.</p>		
<p>RE- ISLAM</p> <p>What does it mean to be a Muslim in Britain today? (Part 2)</p> <p>Identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam especially Sawm (fasting) and Hajj (pilgrimage) and analyse their importance within the Muslim faith</p> <p>Find out about and respond with their own ideas about these beliefs and practices</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslim people</p> <p>Describe the forms of guidance that Muslim people use and compare them to the forms of guidance that they follow</p> <p>The five pillars of Islam are practised by Muslim people including by Muslim people living in Britain today</p>	<p>Muslim people believe that it is their duty to perform hajj (pilgrimage) to Mecca, the most sacred Muslim site, at least once in their lifetime if they are able</p> <p>That the five pillars of Islam are both valuable and challenging for Muslim people and that they make a difference to individuals but also to the whole of the Muslim community (Ummah).</p>	<p>LQ: What helps Muslims through the journey of life?</p>	<p>(two sessions, including introductory activity and establishing what children think they already know about Muslims- time to address misconceptions)</p>	<p>LQ: What connections are there between Muslim practice of the *Five Pillars and their beliefs about God and the Prophet Muhamad?</p>	<p>LQ Why do Muslims fast?</p>	<p>LQ Where do people get advice and guidance from?</p>	<p>Review unit learning</p>	

<p>Computing</p> <p>Quizzing</p> <p>Children can plan, design and create various quizzes using a variety of software- 2DIY, 2Quiz and 2Investigate. Throughout the unit, children consider their audience, their ability and interests and make decisions based upon this. Children choose appropriate software for the questions that they want to ask. Children give and respond to feedback; they edit and redesign their quizzes accordingly</p>	<p>Most children can create purposeful online quizzes for an intended audience using the 2DIY suite 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>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>History: (Term 4)</p>								
<p>Geography-</p> <p>☑ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>LQs: What are the key elements of a map and how is a map used?</p> <p>Can I use 'Mapzone' to discuss and identify key elements of a map and practise map-reading skills?</p> <p>cc English</p> <p>LQ What are some of the possible consequences of climate change in UK coastal areas?</p>	<p><u>LQ:</u> How can I use images of my local area to build an understanding of the key features of that area?</p> <p>Can I link key features to their specific grid references?</p>	<p>LQs: Can I plot human and physical features of my local area on a blank map?</p> <p>Can I use digital technology to record evidence of key features?</p> <p>(Will require field trip-walk around the village and school field)</p>	<p>LQ Can I use digital technology to recreate a map of my local area?</p> <p>(map to be shared with school- this activity may require 2 sessions))</p>	<p><u>(see last week-2 sessions required)</u></p>		
<p>Art Term 4</p>								
<p>D.T</p>								

P.E	ELITE PE Hockey (to replace gym)							
PHSE	Jigsaw	LQ What are my personal learning goals?	LQ What are my steps to success?	LQ What is my dream for the world?	LQ How can I make a difference?	What are my achievements?		
French Quelle est la date? I can repeat most of the months in French with good pronunciation, and attempt to spell some of them from memory but I work better with a gap fill exercise. • I can ask the date in French and can attempt to give the date in French if I have a bank of words to choose from. • I can ask somebody when their birthday is and say when my birthday is but I may need to hear the French choices first as a model for my own answer.		Revisit 'Je me presente' (end of unit lesson)	Quelle est la date? Les mois	Les mois 2	Quelle est la date aujourd'hui??	C'est quand ton anniversaire??		
Music – Listen & Appraise: What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions? 2 – Musical Activities using glocks and/or recorders Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C Improvise using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C. Did you do both? Which notes did you use?	<u>Charanga! Classroom Jazz 2 (continued as not completed in Term 2)</u>	Listen and Appraise - Speaking My Peace by Jesper Lundfaard: Play the music and find the pulse. After listening, talk about the music and answer the questions together building on musical vocabulary. Listen and Appraise – 'Bacharach Anorak'. How is it different to 'Speaking My Peace'? How is it similar? Learn the Piece: a. Continue to Play/Learn the Tune/Head b. Improvise using Instruments	Section 1 - Listen and Appraise – 'Take The 'A' Train' and on the screen there is an option to listen to 'Bacharach Anorak' again. How are the songs similar, how do they differ? Learn the piece: a. Continue to Play/Learn the Tune/Head b. Continue to Improvise with the Tune/Head using Instruments	1. Listen and Appraise • Listen and Appraise – 'Meet The Blues' by Ian Gray: Play the music and find the pulse. After listening, talk about the music and answer the questions together building on musical vocabulary 2. Musical Activities (embed with increasing depth over time) Learn the Piece: a. Compose your own Tune/Head b. Improvise using the Notes of the Tune/Head 3. Perform/Share • Perform the Piece – 'Meet The Blues': Perform and share what	1. Listen and Appraise • L'isten and Appraise - Back O' Town Blues' by Earl 'Fatha' Hines: Play the music and find the pulse. After listening, talk about the music and answer the questions together building on musical vocabulary. • Listen and Appraise – 'Meet The Blues' (if you want to). How is it different to the Back O' Town Blues? How is it similar? 2. Musical Activities (embed with increasing depth over time) Learn the Piece: a. Continue to Compose your own			

				has taken place in today's lesson.	Tune/Head b. Improvise using the Notes of the Tune/Head 3. Perform/Share ● Perform the Piece – 'Meet The Blues' : Perform and share what has taken place in today's lesson.			
Learning Environment in corridor displays	Charles Darwin – his significance and impact on society then and now							