

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

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><i>VIPERS skills to be consistently taught and revisited throughout the term, on a daily basis, as part of reading skills lessons and English- not in isolation.</i></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>	<p>Making comparisons within and across books</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary (conscience alley- 'Floodland')</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 write for a range of purposes and audiences</p>	<p>LQ: What themes and ideas can be depicted in an illustration?</p>	<p>LQ: How can I use hot-seating with open-ended</p>	<p>LQs: How can language choices, punctuation and structure alter the</p>	<p>LQs: What are the key features I should include to build a</p>	<p>LQ What are the features of an explanation text?</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 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: 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>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>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>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>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 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>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 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>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>-I can use punctuation for speech, accurately</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><u>Introduce common exception words / words from the statutory word list (4 per day)</u></p> <p>aggressive, appreciate, awkward, especially, thorough, cemetery, controversy, frequently, immediately,</p> <p>marvellous, soldier, mischief/ mischievously, recognise, sincerely, yacht</p> <p>Revisit conjunctions</p> <p>Brackets, dashes and commas to indicate parenthesis</p>	<p><u>Investigate prefixes and their meanings, revisiting some from Y3-4: aero, anti-, aqua-, auto-, bi-, circum-, extra-, pro-, semi-, super, trans-</u></p> <p>Colons</p> <p>Dashes and hyphens- what is the difference?</p>	<p><u>The suffix -ly (Year 5)</u></p> <p>frequently, definitely, immediately, sincere/ly</p> <p><u>Words containing the letter-string -ough</u></p> <p>e.g. bough, plough, drought; dough, although; cough, enough, tough; ought, brought, thought, sought; thorough</p> <p>Speech marks and inverted commas</p> <p>Figurative language</p>	<p><u>The suffix -ous</u></p> <p>Revisit adding -ous/ly mischievous/ly, conscious/ly, courageous/ly, disastrous/ly, marvellous, etc</p> <p><u>Words with silent letters:</u></p> <p>check: doubtful, island, solemn, bristle, knight, knowledge, twelfth, yacht</p> <p>ctive and passive voice- what is the difference? How are they used</p> <p>Modal verbs</p>	<p><u>Words with the /k/ sound spelt ch</u></p> <p>Check: chemist, stomach, chorus, scheme, echo, character</p> <p><u>Words with the // sound spelt ch</u></p> <p>Check: chef, brochure, machinery</p> <p>Semi- colon, colon or comma?</p>	<p><u>Endings which sound like /ə/ spelt cial and tial</u></p> <p>official, commercial, glacial, special, facial, social, artificial, financial, racial; partial, confidential, essential, influential, substantial, torrential, preferential, residential</p> <p>Know when, and when not to use an apostrophe for possession, in given examples</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 use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>Divide proper fractions by whole numbers</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p>	<p>Associate a fraction with division and calculate decimal fraction equivalents</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places</p>	<p>Fractions B</p> <p>Step 1 Multiply fractions by integers</p> <p>Step 2 Multiply fractions by fractions</p> <p>Step 3 Divide a fraction by an integer</p> <p>Step 4 Divide any fraction by an integer</p>	<p>Step 5 Mixed questions with fractions</p> <p>Step 6 Fraction of an amount</p> <p>Step 7 Fraction of an amount – find the whole</p> <p>End of unit assessment</p>	<p><u>Converting measures</u></p> <p>Step 1 Metric measures</p> <p>Step 2 Convert metric measures</p> <p>Step 3 Calculate with metric measures</p> <p>Step 4 Miles and kilometres</p>	<p>Step 5 Imperial measures</p> <p>End of unit assessment</p> <p><u>Ratio</u></p> <p>Step 1 Add or multiply?</p> <p>Step 2 Use ratio language</p>	<p>Step 3 Introduction to the ratio symbol</p> <p>Step 4 Ratio and fractions</p> <p>Step 5 Scale drawing</p> <p>Step 6 Use scale factors</p>	<p>Step 7 Similar shapes</p> <p>Step 8 Ratio problems</p> <p>Step 9 Proportion problems</p> <p>Step 10 Recipes</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><i>Use recognised symbols when representing a simple circuit in a diagram.</i></p>	<p>Planning enquiries. Children should plan different types of enquiry to answer questions.</p> <p>Identifying variables. Children should recognise and control variables where necessary.</p> <p>Collecting data. They should make their own decisions about what observations to make, what measurements to use, and how long to make them for.</p> <p>Recording. They should choose how to record data.</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>Digging deeper questions: degrees of trust</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>Digging deeper questions</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>LQ Can I construct a device that contains a circuit with a rotating motor, a bulb that lights and one buzzer that sounds, when activated by a switch?</p>		

<p>RE- ISLAM</p> <p>What does it mean to be a Muslim?</p> <p>I know some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam especially Sawm (fasting) and Hajj (pilgrimage) and can analyse their importance within the Muslim faith</p> <p>I know how to find out about and respond with my own ideas about these beliefs and practices</p> <p>I know how to describe and reflect on the significance of the Holy Qur'an to Muslim people</p> <p>I know some of the forms of guidance that Muslim people use and compare them to the forms of guidance that I follow</p> <p>I know that the five pillars of Islam are practised by Muslim people including by Muslim people living in Britain today</p>	<p>I know that Muslim people believe that they must fast during daylight hours during the month of Ramadan in order to understand more about self-discipline, self-restraint and generosity and to spend time in prayer (Sawm)</p> <p>I know that 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>I know 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>Maths (afternoons)</p> <p>Additional unit 'Area, perimeter and volume'</p>		<p><u>Step 1 Shapes - same area</u></p> <p><u>Step 2 Area and perimeter</u></p>	<p><u>Step 3 Area of a triangle</u></p> <p><u>Step 4 Area of a right-angled triangle</u></p>	<p><u>Step 5 Area of any triangle</u></p> <p><u>Step 6 Area of a parallelogram</u></p>	<p><u>Step 7 Volume - counting cubes</u></p> <p><u>Step 8 Volume of a cuboid</u></p>	<p><u>End of unit assessment</u></p>		
<p>History:</p> <p>(Term 4)</p>								
<p>Geography-</p> <p>I know how to use the 8-point compass, 4 figure grid references, symbols and keys (including the use of Ordnance</p>	<p>I know and understand the skills involved in fieldwork: to observe and measure</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</p>	<p>LQ: How can I use images of my local area to build an understanding of the key features of that area?</p>	<p>LQs: Can I plot human and physical features of my local area on a blank map?</p>	<p>LQ Can I use digital technology to recreate a map of my local area?</p>	<p>(see last week-2 sessions required)</p>		

Survey maps) to build knowledge of the UK and the wider world	and to record and present the human and physical features in the local area, using a wide range of methods including sketch maps, plans, graphs and digital technologies	elements of a map and practise map-reading skills? cc English LQ What are some of the possible consequences of climate change in UK coastal areas?	Can I link key features to their specific grid references?	Can I use digital technology to record evidence of key features? (Will require field trip-walk around the village and school field)	(map to be shared with school- this activity may require 2 sessions))			
Art Term 4								
D.T. I know about seasonality of foods and food processing methods I know some types of food that are grown, reared or caught in the UK or wider world I know how to adapt recipes to change appearance, taste, texture or aroma. I know some of the different substances in food and drink, and how they can affect health	I know how to prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. I know a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.				LQ What are the 5 food groups and how can they affect health? LQ What are the origins of some popular dishes? LQ Which foods are grown, reared and caught in the UK, and abroad?	LQ Can I design a healthy survival meal that contains the 5 food groups? LQ Can I confidently use a range of techniques to prepare ingredients? LQ Can I evaluate my finished product?		
PE- Dance Develop flexibility, strength, technique, control and balance; perform dances using a range of movement patterns; and compare their performances with previous ones, demonstrating improvement to achieve their personal best.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and direction. Perform difficult actions showing	LQ Can I listen to a piece of music and feel the pulse? LQ Can I interpret the pulse through individual movements or actions?	LQ Can I link ideas and movements together to create a short sequence? LQ Can I use repetition effectively to develop a dance sequence?	LQ Can I link two different sequences of movement with a partner/group?	LQ Can I create and combine two dance sequences, with variations in speed and direction?	LQ Can I perform more difficult dance movements, and show control and fluency?	LQ Can I perform my composition to the class? LQ Can I evaluate my own, and others' performances?	

<p>Gradually increase the length of sequences with a partner to make a sequence using the floor, mats and apparatus showing clarity of movement.</p> <p>Draw on what they know about composition when performing and evaluating.</p>	<p>extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p>							
<p>PHSE Jigsaw</p> <p>‘Dreams and goals’</p> <ul style="list-style-type: none"> • Know how to set realistic and challenging goals • Know what the learning steps are they need to take to achieve their goal • Know a variety of problems that the world is facing • Know how to work with other people to make the world a better place • Know some ways in which they could work with others to make the world a better place 	<ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances • Empathise with people who are suffering or living in difficult situations • Be able to give praise and compliments to other people when they recognise that person’s achievements 	<p>LQ What are my personal learning goals?</p>	<p>LQ What are my steps to success?</p>	<p>LQ What is my dream for the world?</p>	<p>LQ How can I make a difference?</p>	<p>What are my achievements?</p>		
<p>French</p> <p>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</p>		<p>Revisit les mois et les journées (months and days)</p>	<p>Quelle est la date aujourd’hui?</p>	<p>C’est quand ton anniversaire?</p>				

birthday is but I may need to hear the French choices first as a model for my own answer.								
<p>Music – Learn to play the recorder</p> <p>I know and can talk about different ways in which music is written down- e.g. staff notation, symbols.</p> <p>I know the notes A, B and G (recorder context)</p> <p>I know how to keep an internal pulse.</p> <p>I know improvisation is about making up tunes on the spot.</p> <p>I know about and can recognise the connection between sound and symbol.</p>	<p>Children learn how to play and read the notes B A G, exploring them in varied short pieces of increasing complexity.</p> <p>Time signatures covered are: 4/4, 3/4.</p> <p>Minimal dynamic changes are introduced.</p> <p>The pieces cover a range of tempos, styles and keys (although the key signatures in the score generally do not change at this stage).</p>	<p>LQ What is pulse, rhythm, pitch and tempo?</p> <p>LQ How do these create different dynamics in music?</p>		<p>LQ Can I learn to play B and A?</p> <p>LQ Can I learn to play G?</p>		<p>LQ Can I bring together and play B, A and G?</p> <p>LQ Can I revisit and play B, A and G, together?</p>		
Learning Environment in corridor displays	<p>Charles Darwin – his significance and impact on society, then and now</p>							
<p>Inspire Day</p> <p>3rd Feb 2023</p> <p>NSPCC Number Day</p>								