Eastry C of E Primary School Medium Term Plan: KS1 and KS2

Creating	Evaluating	Analysing
Use info to create something new	Critically examine info and make judgements	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:

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
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.	VOCABULARY INFER	VOCABULARY INFER	VOCABULARY INFER	SUMMARISE	SUMMARISE	SUMMARISE	REVIEW VIPERS SKILLS
Writing-using genres of **letter writing,** 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 use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens	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	**LQ: What themes and ideas can be depicted in an illustration?** **LQ: How can an author's language choices build the drama in a text and reveal detail about character?** **LQ: What are the key features of dystopian novels?** **LQs: How is language used to develop character traits?** **LQ How is vocabulary used by an author to create mood or a sense of place?**	**LQ: How can I use hot-seating with open-ended questions to develop my understanding of a character?** **LQ: How should I structure a letter to *engage* the intended reader and ensure a response?** **LQ How can I use emotive language to**	LQs: How can language choices, punctuation and structure alter the tone and purpose of a letter? LQ What language features can I use to write a letter with an advisory tone? LQs: How can I use my targets and editing skills to improve my writing?	LQs: What are the key features I should include to build a powerful and persuasive speech? LQs: How can I use peer evaluation when reading aloud to help me improve my speech writing?	LQ What are the features of an explanation text? LQ Can I plan and select key information to include in an explanation text? (on climate change) LQ Can I write an explanation text, including key features taught?		

		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**	**show my understanding of a character?** **LQ How can I use language choices to introduce an advisory tone in a letter?**	LQs: What do you think makes a good speech? 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?				
GPS - 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.	A range of skills will also be revisited via GPS starter activities to recap on skills already learnt and introduce some new concepts	Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words Revisit conjunctions- what is the difference between connectives and conjunctions?	Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words Colons Dashes and hyphens- what is the difference?	Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words Speech marks and inverted commas	Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words Active and passive voice- what is the difference? How are they used?	Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words Semi- colon, colon or comma?	Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words Review of grammatical terminology	Year 6 word list and spelling 'families' eg common suffixes and prefixes and high frequency words
Maths 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. - I know multiples, factors, square numbers prime numbers - I can use brackets in simple calculations I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination. - I can compare and order fractions, including fractions >1.	- 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.	Revisit fraction unit from end of term 2 (home learning)	Subtract mixed numbers Subtract fractions Mixed addition and subtraction Multiply fractions by integers ——————— PM- The first quadrant -Four quadrants	Divide fractions by integers (1) Divide fractions by integers (2) Four rules with fractions Fraction of an amount ——————— PM- Translations -Reflections	Fraction of an amount- find the whole Mini assessment Decimals up to 2 d.p. Understand thousandths Three decimal places	Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply decimals by integers Divide decimals by integers	Division to solve problems Decimals as fractions Fractions to decimals (1) Fractions to decimals (2) Mini-assessment	

Science Electricity **Pupils should be taught to:** *Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit* *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*	*Use recognised symbols when representing a simple circuit in a diagram.*	LQ Can I recognise and use symbols when representing a simple circuit in a diagram**?**	LQ Why bother repeating measurements in an investigation? (Science skills)	Illustrative fair-test – LQ How will the number of batteries (amounts of Volts) affect the brightness of the bulb?	Investigative Fair-test LQ What affects the brightness of a bulb in a circuit?	**Problem-solving - Making an electrical scarecrow** 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.		
RE	**RE: Islam: What does it mean to be a Muslim in Britain today?**	LQ: What helps Muslims through the journey of life?	(two sessions, including introductory activity and establishing what children think they already know about Muslims- time to address misconceptions)	LQ: What connections are there between Muslim practice of the *Five Pillars and their beliefs about God and the Prophet Muhamad?	LQ Why do Muslims fast?	LQ Where do people get advice and guidance from?	Review unit learning	
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.	LO: To plan the theme and content for a blog. (continued from Term 2 as year 6 isolated for 2 weeks)	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. (2 sessions)	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: (Term 4)								
Geography- ⬚ 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	⬚ 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.	LQs: What are the key elements of a map and how is a map used? Can I use 'Mapzone' to discuss and identify key elements of a map and practise map-reading skills?	LQ: How can I use images of my local area to build an understanding of the key features of that area? Can I link key features to their specific grid references?	LQs: Can I plot human and physical features of my local area on a blank map? Can I use digital technology to record evidence of key features? (Will require field trip- walk around the village and school field)	LQ Can I use digital technology to recreate a map of my local area? (map to be shared with school- this activity may require 2 sessions))	(see last week-2 sessions required)		
Art Term 4								
D.T								
P.E	ELITE PE	Hockey						
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		Places in town and getting around	(continued)	Variety shops	(continued)	Learning directions (asking and giving)	(continued)	The 'on' sound
Learning Environment in corridor displays	Floodland- a dystopian future? (English)							