

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

<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships	Exceeding Skills
<b>Applying</b> Use info in a new situation			
<b>Understanding</b> Understand and make sense of info			
<b>Remembering</b> Remember and recall info			Expected Skills  Emerging Skills

Topic: Heroes and Villains

Term: 1 Year 3

Hooks: 101 Dalmations Superheroes Supervillains Everyday life hero visitors

Texts: 101 Dalmations, My Brother is a Superhero, Pandora's Box, Little Red Riding Hood, The Owl who is afraid of the dark

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	<u>RWInc scheme</u>	<u>RWInc scheme</u>	<u>RWInc scheme</u>	<u>RWInc scheme</u>	<u>RWInc scheme</u>	<u>RWInc scheme</u>	<u>RWInc scheme</u>	<u>RWInc scheme</u>
GPS	Express time, place and cause using conjunctions, e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions,  Use 'a' or 'an' according to whether the next word begins with a consonant or a vowel, e.g. a rock, an open box  Spell homophones	<u>LQ: What is a vowel?</u>  <u>LQ- What is a consonant?</u>  <u>LQ – What is a verb?</u>	<u>LQ- Can I identify the adjectives?</u>  <u>LQ- What adjective could be included in the sentence?</u>	<u>LQ- Can I identify the adjectives?</u>  <u>LQ- Can I identify the verbs?</u>  <u>LQ- Can I identify the nouns?</u>	<u>LQ – Do I understand when to use their, they're and there in sentences?</u>  <u>LQ – Can I use there/their and they're correctly in sentences?</u>  <u>LQ- Can I identify adverbs in sentences?</u>  <u>LQ- Can I improve sentences by including adverbs?</u>	<u>LQ – Can I use time conjunctions correctly in sentences?</u>  <u>LQ- When do we use past and present tense?</u>	<u>LQ- Can I identify the past, present and future tense?</u>  <u>LQ: Can I identify a or an in a sentence?</u>  <u>LQ – Can I use a or an correctly in a sentence?</u>  <u>LQ-Do I understand when to use a or an in a sentence?</u>	
Writing	Use simple organisational devices in non-narrative material, e.g. headings  Make notes from several sources of information and turn them into sentences  Group information, often moving from general to more specific detail  Begin to use paragraphs to group related materials  Use organisational devices to aid conciseness, e.g. numbered lists or headings  Attempt to adopt a viewpoint	<u>LQ – What is onomatopoeia?</u>  <u>LQ –How are comic strips written?</u>  <u>LQ – Can I create and describe my own superhero?</u>  <u>LQ – Can I create and describe my own villain?</u>  <u>LQ – Can I create a comic strip?</u>	<u>LQ- Can I retell a story through drama?</u>  <u>LQ- Can I sequence a story?</u>  <u>LQ- Can I use adjectives to describe a character?</u>  <u>LQ- Can I use adjectives to describe a character?</u>  <u>LQ – Can I plan an alternative ending to a story?</u>	<u>LQ – Can I use punctuation correctly in a sentence?</u>  <u>LQ – Can I plan a story?</u>  <u>LQ – Can I write the beginning of a story?</u>  <u>LQ – Can I write the middle of a story?</u>  <u>LQ – Can I write an alternative ending to a story?</u>	<u>LQ – Do I understand when to use their, they're and there in sentences?</u>  <u>LQ – Can I use there/their and they're correctly in sentences?</u>  <u>LQ- Can I identify adverbs in sentences?</u>  <u>LQ- Can I improve sentences by including adverbs?</u>	<u>LQ – Can I use time conjunctions correctly in sentences?</u>  <u>LQ – Can I use role play to understand and sequence events?</u>  <u>LQ – Can I use time conjunctions in my speech?</u>  <u>LQ – Can I write in first person?</u>  <u>LQ – Can I identify the features of a diary entry?</u>  <u>LQ – Can I write a diary entry?</u>	<u>LQ – Can I improve a text using synonyms?</u>  <u>LQ – Can I edit and improve my writing?</u>	<u>LQ – Can I sequence a story?</u>  <u>LQ – Can I demonstrate an understanding of a myth?</u>  <u>LQ – Can I use descriptive language and phrases in my writing?</u>

	<p>Imitate authorial techniques gathered from reading</p> <p>Select and use formal and informal styles and vocabulary appropriate to the purpose/reader</p> <p>Create settings, characters and plot</p> <p>Identify a clear structure for the story (opening, dilemma, resolution, ending)</p> <p>Write an effective ending for a story</p> <p>Begin to use figurative language.</p>							
<p><b>Maths</b></p>	<p>Represent numbers to 100 Tens and ones using addition Hundreds</p> <p>Represent numbers to 1,000 100s, 10s and 1s (1) 100s, 10s and 1s (2) Number line to 1,000 Find 1, 10, 100 more or less than a given number Compare objects to 1,000 Compare numbers to 1,000 Order numbers Count in 50s</p> <p>Add and subtract multiples of 100 Add and subtract 1s Add and subtract 3-digit and 1-digit numbers - not crossing 10 Add a 2-digit and 1-digit number - crossing 10 Add 3-digit and 1-digit numbers - crossing 10 Subtract a 1-digit number from 2-digits - crossing 10 Subtract a 1-digit number from a 3-digit number - crossing 10 Add and subtract 3-digit and 2-digit numbers - not crossing 100 Add 3-digit and 2-digit numbers - crossing 100 Subtract a 2-digit number from a 3-digit number - crossing 100 Add and subtract 100s Spot the pattern - making it explicit Add two 2-digit numbers - crossing 10 - add ones &amp; add tens Subtract a 2-digit number from a 2-digit number - crossing 10</p>	<p><u>LQ – Can I represent numbers to 100 in different ways?</u></p> <p><u>LQ – Can I partition tens and ones in different ways?</u></p> <p><u>LQ – Can I count in multiples of 100?</u></p> <p><u>LQ – Can I recognise numbers to 1000?</u></p> <p><u>LQ – Can I represent numbers to 1000 using a place value grid?</u></p>	<p><u>LQ – Do I understand that a 3 digit number has hundreds, tens and ones?</u></p> <p><u>LQ –Can I accurately place numbers on a number line to 100?</u></p> <p><u>LQ –Can I accurately place numbers on a number line to 1000?</u></p> <p><u>LQ –Can I find 1, 10 or 100 more than a number?</u></p> <p><u>LQ –Can I find 1, 10 or 100 less than a number?</u></p>	<p><u>LQ –Can I compare amounts of objects?</u></p> <p><u>LQ –Can I compare numbers?</u></p> <p><u>LQ –Can I order numbers to 1000?</u></p> <p><u>LQ –Can I count forwards and backwards in multiples of 50?</u></p> <p><u>LQ –Can I apply my understanding of place value?</u></p>	<p><u>LQ – Can I add and subtract multiples of 100?</u></p> <p><u>LQ – Can I add and subtracts 1s?</u></p> <p><u>LQ – Can I add and subtract 3 digit and 1 digit numbers?</u></p> <p><u>LQ – Can I add 2 digit and 1 digit numbers crossing 10?</u></p> <p><u>LQ – Can I add 3 digit and 1 digit numbers crossing 10?</u></p>	<p><u>LQ – Can I subtract a 1 digit number from a 2 digit number, crossing 10?</u></p> <p><u>LQ – Can I subtract a 1 digit number from a 3 digit number crossing 10?</u></p> <p><u>LQ – Can I add and subtract 2 digit numbers from 3 digit numbers not crossing 100?</u></p> <p><u>LQ – Can I add 2 digit numbers and 3 digit numbers crossing 100?</u></p> <p><u>LQ – Can I subtract 2 digit numbers from 3 digit numbers crossing 100?</u></p>	<p><u>LQ – Can I add and subtract 100s?</u></p> <p><u>LQ – Can I use my understanding of place value to make links between numbers and calculations?</u></p> <p><u>LQ – Can I add 2 two digit numbers crossing 10?</u></p> <p><u>LQ – Can I subtract 2 two digit numbers crossing 10?</u></p> <p><u>LQ – Can I solve addition and subtraction problems?</u></p>	<p><u>LQ –Can I add and subtract 2 and 3 digit numbers not crossing 10 or 100?</u></p> <p><u>LQ –Can I add 2 digit and 3 digit numbers crossing 10 and 100?</u></p> <p><u>LQ –Can I subtract 2 digit and 3 digit numbers crossing 10 and 100?</u></p> <p><u>LQ – Can I add two 3 digit numbers not crossing 10 or 100?</u></p> <p><u>LQ –Can I add two 3 digit numbers crossing 10 or 100?</u></p>
<p><b>Science</b></p>	<p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p><u>LQ: What are the sources of light and what causes darkness?</u></p>	<p><u>LQ- Which surfaces reflect light?</u></p>	<p><u>LQ - Can I explain how mirrors work?</u></p>	<p><u>LQ- How can we protect ourselves from the sun?</u></p>	<p><u>LQ – How is a shadow formed?</u></p>	<p><u>LQ- Can I investigate the transparency of materials?</u></p>	<p><u>LQ – How do shadows change shape or size?</u></p>

<p><b>RE</b></p>	<p>Describe some ways</p> <p>Ask questions and suggest some of their own responses</p> <p>Suggest why</p> <p>Identify how</p> <p>Make connections between stories</p> <p>Give examples of how and suggest reasons why</p> <p>Discuss their own and others ideas</p> <p>Explore and suggest ideas</p> <p>Link up some questions and answers</p> <p><i>Identify some similarities and differences</i></p> <p><i>Discuss and present their own ideas about why</i></p> <p><i>Express their own understanding</i></p> <p><i>Present their own ideas about attitudes</i></p> <p><i>Make between key concepts and the big story of the Bible</i></p> <p><i>Consider and evaluate</i></p> <p><i>Suggest how and why</i></p> <p><i>Express ideas</i></p>	<p><u>LQ: How is the bible organised?</u></p>	<p><u>LQ: Who did God choose to lead his people?</u></p>	<p><u>LQ: What is the link between Noah and the covenant?</u></p>	<p><u>LQ: Why do Christians make promises when they get married?</u></p>	<p><u>LQ: How do people try to live the way God wants?</u></p>	<p><u>LQ: Who are the people of God?</u></p>	
<p><b>Computing</b></p>	<p>I can break an open- ended problem up into smaller parts.</p> <p>I can put programming commands into a sequence to achieve a specific outcome.</p> <p>I keep testing my program and can recognise when I need to debug it.</p> <p>I can use repeat commands.</p> <p>I can describe the algorithm I will need for a simple task.</p> <p>I can detect a problem in an algorithm which could result in unsuccessful programming.</p>	<p><u>LQ: Can I follow an algorithm to move my sprite?</u></p>	<p><u>LQ: Can I follow an algorithm to move my sprite?</u></p>	<p><u>LQ: Can I complete an algorithm to move my sprite?</u></p>	<p><u>LQ: Can I complete an algorithm to move my sprite?</u></p>	<p><u>LQ: Can I debug?</u></p>	<p><u>LQ: Can I debug?</u></p>	
<p><b>History</b></p>	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs,</p>				<p><u>LQ – Can I use historical sources to research a historic figure’s achievements?</u></p>	<p><u>LQ – Can I use historical sources to research the life of a historical figure?</u></p>	<p><u>LQ-Who are our war heroes?</u></p>	<p><u>LQ-Who are our war heroes?</u></p>

	music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.  Ask questions and find answers about the past.							
Geography		<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Art	Explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.  Create texture and pattern in drawing with a range of implements.  Create printing blocks using relief or impressed method  Develop print techniques i.e. mono-printing, block printing, relief or impressed method create repeating patterns  Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.  Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.  Create different effects and textures with paint	<u>LQ – Can I blend and mix colours to create a background?</u>	<u>LQ – Can I create a collage using chosen materials?</u>	<u>LQ – Can I explore the technique of screen printing using stencils to create a repeated pattern?</u>	<u>LQ – Can I choose colours for effect to create a background based on the style of pop art?</u>			
D.T	Use simple design criteria to help develop their ideas Designing –  Generate ideas by drawing on their own experiences  Use knowledge of existing products to help come up with ideas  Measure, mark out, cut and shape materials and components  Assemble, join and combine materials and components  Make simple judgements about their products and ideas against design criteria			<u>LQ – Can I use my ideas to design and create hero and villain top trump cards?</u>	<u>LQ – Can I plan and design a superhero mask?</u>	<u>LQ – Can I follow my plan to make a superhero mask using a variety of different materials?</u>	<u>LQ – Can I use my understanding of shadows to make a shadow puppet and theatre?</u>	<u>LQ – Can I use my understanding of shadows to make a shadow puppet and theatre?</u>

	Suggest how their products could be improved							
P.E	<p>Children learn how to outwit their opponents and score when playing invasion games.</p> <p>Children play competitive games, modified so appropriate for Year 3, for example tennis, netball and football.</p> <p>They develop skills in finding and using space to keep the ball.</p> <p>They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.</p>	<p><u>LQ- Can I follow rules to play a game safely?</u></p> <p><u>LQ- Can I play in a team?</u></p>	<p><u>LQ- Can I pass the ball accurately to my partner?</u></p> <p><u>LQ- Can I pass the ball using a chest pass?</u></p>	<p><u>LQ- Can I pass the ball using a bounce pass?</u></p> <p><u>LQ- Can I pass the ball using an overhead pass?</u></p>	<p><u>LQ: Can I use a range of passes accurately?</u></p> <p><u>LQ: Can I use a range of passes accurately?</u></p>	<p><u>LQ: Can I use a range of passes accurately?</u></p> <p><u>LQ- Can I use a range of skills to defend?</u></p>	<p><u>LQ- Can I use a range of skills to defend with greater accuracy?</u></p> <p><u>LQ- Can I attack and defend safely in a small team game?</u></p>	<p><u>LQ- Can I follow the rules of netball to play a game?</u></p> <p><u>LQ- Can I follow the rules of netball to play a game?</u></p>
PHSE	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>	<p><u>LQ: How does your body feel when you feel proud? What makes you feel proud?</u></p>	<p><u>LQ: Can I recognise how my body feels when I am sad, scared or happy?</u></p>	<p><u>LQ: What are our rights and responsibilities to help everyone one in our school?</u></p>	<p><u>LQ: Why do we need rewards and consequences in school?</u></p>	<p><u>LQ: How does what I do affect others?</u></p>	<p><u>LQ: How does what I do affect others?</u></p>	
French	<p>Repeat accurately using the correct pronunciation and copy French accent.</p> <p>Communicate using single words, phrases and short sentences.</p> <p>Recognise some familiar words in written form.</p> <p>Read aloud some familiar sounds, phonemes and words.</p> <p>Listen carefully and respond.</p>	<p><u>LQ: Where is France and how do French people live?</u></p>	<p><u>LQ: Can I say simple greetings in French?</u></p>	<p><u>LQ: Can I ask how someone is feeling in French?</u></p>	<p><u>LQ: Can I have a simple conversation in French using simple phrases I have learnt?</u></p>	<p><u>LQ: Can I have a simple conversation in French using simple phrases I have learnt?</u></p>	<p><u>LQ: Can I count to 10 in French?</u></p>	<p><u>LQ: Can I count to 10 in French?</u></p>
Music	<p>Sing songs from memory with accurate pitch and in tune.</p>	<p><u>LQ: Can I learn the correct lyrics to a song and sing in tune with others?</u></p>	<p><u>LQ: Can I listen to film music and describe what I hear and how it makes me feel?</u></p>	<p><u>LQ: Can I understand and use musical dimensions such as pitch and dynamics</u></p>	<p><u>LQ: Can I represent sounds on a graphic score?</u></p>	<p><u>LQ: Can I compose a melody using a range of tuned and untuned instruments?</u></p>	<p><u>LQ: Can I use a change of dynamics or tempo in my composition to add effect?</u></p>	<p><u>LQ: Can I perform my composition to an audience?</u></p>

	<p>Show control in voice and pronounce the words in a song clearly (diction).</p> <p>Create and repeat extended rhythmic patterns, vocally or by clapping</p> <p>Start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>Use musical dimensions together to compose music.</p> <p>Recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow)</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>			<p><u>when describing music that I hear?</u></p>				
<p><b>Learning Environment in corridor displays</b></p>		<p><u>Heroes and Villains</u></p>	<p><u>Heroes and Villains</u></p>	<p><u>Heroes and Villains</u></p>	<p><u>Heroes and Villains</u></p>	<p><u>Heroes and Villains</u></p>	<p><u>Heroes and Villains</u></p>	<p><u>Heroes and Villains</u></p>