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

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	RWInc scheme listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied	RWInc scheme LQ – Can I make a prediction about what a book might be about? LQ – Can I listen to and discuss what has been read? LQ – Can I use my understanding of a text read to answer questions? LQ – Can I explain the meaning of words in context? LQ – Can I listen to a story with sustained interest and concentration? LQ – Can I describe a character based on a text read? LQ – Can I infer and understand what I have read?	RWInc scheme LQ – Can I infer and understand what I have read? LQ – Can I read unknown words with greater fluency? LQ – Can I find the meaning of words read? LQ – Can I read unknown words with greater fluency?	RWInc scheme LQ – Can I give my ideas and opinions of characters based on what I have read? LQ – Can I take notice of punctuation when I read? LQ – Can I find the meaning of unknown words read?	RWInc scheme LQ – Can I use my understanding of what I have read to respond to questions? LQ – Can I make a prediction based on what I have read so far? LQ – Can I read with expression?	RWInc scheme LQ – Can I read with expression? LQ – Can I discuss the author's choice of words and phrases? LQ – Can I explain the meaning of words and phrases? LQ- Can I find words and phrases in the text to support my understanding of characters?	RWInc scheme LQ – Can I read with expression, taking notice of punctuation? LQ – Can I infer and understand what I have read by giving written responses to questions? LQ – Can I summarise what I have read?	RWInc scheme LQ- Can I identify the features of a non-fiction text? LQ – Can I retrieve facts from a non-fiction text? LQ- Can I answer questions based on an information text? LQ – Can I summarise a text?

	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction							
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	LQ: What is a vowel? LQ- What is a consonant? LQ – What is a verb?	LQ- Can I identify the adjectives? LQ- What adjective could be included in the sentence?	LQ- Can I identify the adjectives? LQ- Can I identify the verbs? LQ- Can I identify the nouns?	LQ – Do I understand when to use their, they're and there in sentences? LQ – Can I use there/their and they're correctly in sentences? LQ- Can I identify adverbs in sentences? LQ- Can I improve sentences by including adverbs?	LQ – Can I use time conjunctions correctly in sentences? LQ- When do we use past and present tense?	LQ- Can I identify the past, present and future tense?	LQ: Can I identify a or an in a sentence? LQ – Can I use a or an correctly in a sentence? LQ-Do I understand when to use a or an in a sentence?
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 Imitate authorial techniques gathered from reading Select and use formal and informal styles and vocabulary appropriate to the purpose/reader Create settings, characters and plot	LQ – What is onomatopoeia? LQ –How are comic strips written? LQ – Can I create and describe my own superhero? LQ – Can I create and describe my own villain? LQ – Can I create a comic strip?	LQ- Can I retell a story through drama? LQ- Can I sequence a story? LQ- Can I use adjectives to describe a character? LQ- Can I use adjectives to describe a character? LQ – Can I plan an alternative ending to a story?	LQ – Can I use punctuation correctly in a sentence? LQ – Can I plan a story? LQ – Can I write the beginning of a story? LQ – Can I write the middle of a story? LQ – Can I write an alternative ending to a story?	LQ – Do I understand when to use their, they're and there in sentences? LQ – Can I use there/their and they're correctly in sentences? LQ- Can I identify adverbs in sentences? LQ- Can I improve sentences by including adverbs?	LQ – Can I use time conjunctions correctly in sentences? LQ – Can I use role play to understand and sequence events? LQ – Can I use time conjunctions in my speech? LQ – Can I write in first person? LQ – Can I identify the features of a diary entry? LQ – Can I write a diary entry?	LQ – Can I improve a text using synonyms? LQ – Can I edit and improve my writing?	LQ – Can I sequence a story? LQ – Can I demonstrate an understanding of a myth? LQ – Can I use descriptive language and phrases in my writing?

	Identify a clear structure for the story (opening, dilemma, resolution, ending)\n\nWrite an effective ending for a story\n\nBegin to use figurative language.							
Maths	Represent numbers to 100\nTens and ones using addition\nHundreds\nRepresent numbers to 1,000\n100s, 10s and 1s (1)\n100s, 10s and 1s (2)\nNumber line to 1,000\nFind 1, 10, 100 more or less than a given number\nCompare objects to 1,000\nCompare numbers to 1,000\nOrder numbers\nCount in 50s\nAdd and subtract multiples of 100\nAdd and subtract 1s\nAdd and subtract 3-digit and 1-digit numbers – not crossing 10\nAdd a 2-digit and 1-digit number - crossing 10\nAdd 3-digit and 1-digit numbers - crossing 10\nSubtract a 1-digit number from 2-digits - crossing 10\nSubtract a 1-digit number from a 3-digit number – crossing 10\nAdd and subtract 3-digit and 2-digit numbers - not crossing 100\nAdd 3-digit and 2-digit numbers - crossing 100\nSubtract a 2-digit number from a 3-digit number - crossing 100\nAdd and subtract 100s\nSpot the pattern – making it explicit\nAdd two 2-digit numbers - crossing 10 - add ones & add tens\nSubtract a 2-digit number from a 2-digit number - crossing 10	LQ – Can I represent numbers to 100 in different ways?\n\nLQ – Can I partition tens and ones in different ways?\n\nLQ – Can I count in multiples of 100?\n\nLQ – Can I recognise numbers to 1000?\n\nLQ – Can I represent numbers to 1000 using a place value grid?	LQ – Do I understand that a 3 digit number has hundreds, tens and ones?\n\nLQ –Can I accurately place numbers on a number line to 100?\n\nLQ –Can I accurately place numbers on a number line to 1000?\n\nLQ –Can I find 1, 10 or 100 more than a number?\n\nLQ –Can I find 1, 10 or 100 less than a number?	LQ –Can I compare amounts of objects?\n\nLQ –Can I compare numbers?\n\nLQ –Can I order numbers to 1000?\n\nLQ –Can I count forwards and backwards in multiples of 50?\n\nLQ –Can I apply my understanding of place value?	LQ – Can I add and subtract multiples of 100?\n\nLQ – Can I add and subtracts 1s?\n\nLQ – Can I add and subtract 3 digit and 1 digit numbers?\n\nLQ – Can I add 2 digit and 1 digit numbers crossing 10?\n\nLQ – Can I add 3 digit and 1 digit numbers crossing 10?	LQ – Can I subtract a 1 digit number from a 2 digit number, crossing 10?\n\nLQ – Can I subtract a 1 digit number from a 3 digit number crossing 10?\n\nLQ – Can I add and subtract 2 digit numbers from 3 digit numbers not crossing 100?\n\nLQ – Can I add 2 digit numbers and 3 digit numbers crossing 100?\n\nLQ – Can I subtract 2 digit numbers from 3 digit numbers crossing 100?	LQ – Can I add and subtract 100s?\n\nLQ – Can I use my understanding of place value to make links between numbers and calculations?\n\nLQ – Can I add 2 two digit numbers crossing 10?\n\nLQ – Can I subtract 2 two digit numbers crossing 10?\n\nLQ – Can I solve addition and subtraction problems?	LQ –Can I add and subtract 2 and 3 digit numbers not crossing 10 or 100?\n\nLQ –Can I add 2 digit and 3 digit numbers crossing 10 and 100?\n\nLQ –Can I subtract 2 digit and 3 digit numbers crossing 10 and 100?\n\nLQ – Can I add two 3 digit numbers not crossing 10 or 100?\n\nLQ –Can I add two 3 digit numbers crossing 10 or 100?
Science	Recognise that they need light in order to see things and that dark is the absence of light\n\nNotice that light is reflected from surfaces\n\nRecognise that light from the sun can be dangerous and that there are ways to protect their eyes\n\nRecognise that shadows are formed when the light from a light source is blocked by a solid object\n\nFind patterns in the way that the size of shadows change.	LQ: What are the sources of light and what causes darkness?	LQ- Which surfaces reflect light?	LQ - Can I explain how mirrors work?	LQ- How can we protect ourselves from the sun?	LQ – How is a shadow formed?	LQ- Can I investigate the transparency of materials?	LQ – How do shadows change shape or size?
RE	Describe some ways\n\nAsk questions and suggest some of their own responses\n\nSuggest why\n\nIdentify how\n\nMake connections between stories	LQ: How is the bible organised?	LQ: Who did God choose to lead his people?	LQ: What is the link between Noah and the covenant?	LQ: Why do Christians make promises when they get married?	LQ: How do people try to live the way God wants?	LQ: Who are the people of God?	

	Give examples of how and suggest reasons why Discuss their own and others ideas Explore and suggest ideas Link up some questions and answers *Identify some similarities and differences* *Discuss and present their own ideas about why* *Express their own understanding* *Present their own ideas about attitudes* *Make between key concepts and the big story of the Bible* *Consider and evaluate* *Suggest how and why* *Express ideas*							
Computing	I can break an open- ended problem up into smaller parts. I can put programming commands into a sequence to achieve a specific outcome. I keep testing my program and can recognise when I need to debug it. I can use repeat commands. I can describe the algorithm I will need for a simple task. I can detect a problem in an algorithm which could result in unsuccessful programming. I can explain what is meant by trusting someone online I can give examples of what 'liking' someone online means and how it can be done I understand and can explain the difference between trusting and liking someone online. I understand that there are places online that are for sharing	LQ: Can I write a code for a program (2chart)? LQ – Can I explain what is meant by the term, 'identity'?	LQ: Can I design and write a program that simulates a physical system? LQ – Can I explain how people can represent themselves online in different ways?	LQ: Can I use the 'if' command in programming? LQ – Can I explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an **avatar**; social media)?	LQ: Can I use a variable to create a timer? LQ-Can I describe ways people who have similar likes and interests can get together online?	LQ: Can I explore the use of the 'repeat' command? LQ - Can I explain what it means to 'know someone' online and why this might be different from knowing someone offline?	LQ: Can I debug simple programs? LQ- Can I explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with?	

		interests and can name at least an example. I understand what it means to communicate online I know that when communicating online some people use a different 'language' to when they are speaking face to face I can explain what is meant by the term 'identity'. I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an **avatar**; social media).							
	History	Use evidence to describe the culture and leisure activities from the past. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, 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.				LQ – Can I use historical sources to research a historic figure's achievements?	LQ – Can I use historical sources to research the life of a historical figure?	LQ-Who are our war heroes?	LQ-Who are our war heroes?
	Geography		N/A	N/A	N/A	N/A	N/A	N/A	N/A
	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.	LQ – Can I blend and mix colours to create a background?	LQ – Can I create a collage using chosen materials?	LQ – Can I explore the technique of screen printing using stencils to create a repeated pattern?	LQ – Can I choose colours for effect to create a background based on the style of pop art?			

	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							
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 Suggest how their products could be improved			LQ – Can I use my ideas to design and create hero and villain top trump cards?	LQ – Can I plan and design a superhero mask?	LQ – Can I follow my plan to make a superhero mask using a variety of different materials?	LQ – Can I use my understanding of shadows to make a shadow puppet and theatre?	LQ – Can I use my understanding of shadows to make a shadow puppet and theatre?
P.E	Children learn how to outwit their opponents and score when playing invasion games. Children play competitive games, modified so appropriate for Year 3, for example tennis, netball and football. They develop skills in finding and using space to keep the ball. 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.	LQ- Can I follow rules to play a game safely? LQ- Can I play in a team?	LQ- Can I pass the ball accurately to my partner? LQ – Can I pass the ball using a chest pass?	LQ – Can I pass the ball using a bounce pass? LQ – Can I pass the ball using a overhead pass?	LQ: Can I use a range of passes accurately? LQ: Can I use a range of passes accurately?	LQ: Can I use a range of passes accurately? LQ – Can I use a range of skills to defend?	LQ – Can I use a range of skills to defend with greater accuracy? LQ – Can I attack and defend safely in a small team game?	LQ – Can I follow the rules of netball to play a game? LQ – Can I follow the rules of netball to play a game?

PHSE	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals 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 To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement	LQ: How does your body feel when you feel proud? What makes you feel proud?	LQ: Can I recognise how my body feels when I am sad, scared or happy?	LQ: What are our rights and responsibilities to help everyone one in our school?	LQ: Why do we need rewards and consequences in school?	LQ: How does what I do affect others?	LQ: How does what I do affect others?		
French	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. Communicate with others using simple words and short phrases covered in the units. Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language. Write familiar words & short phrases using a model or vocabulary list. **EG**: 'I play the piano'. 'I like apples'. Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. **EG**: 'I like...' 'I play...' 'I am called...'	LQ: Where is France and how do French people live?	LQ: Can I say how I feel or ask how someone feels in French?	LQ: Can I say what my name is in French?	LQ: Can I ask your name is in French?	LQ – Can I listen to and recognise familiar French words learnt?	LQ: Can I count to 10 in French?	LQ: Can I read and identify numbers to 10 in French?	
Music	Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction).	LQ: Can I learn the correct lyrics to a song and sing in tune with others?	LQ: Can I listen to film music and describe what I hear and how it makes me feel?	LQ: Can I understand and use musical dimensions such as pitch and dynamics when describing music that I hear?	LQ: Can I represent sounds on a graphic score?	LQ: Can I compose a melody using a range of tuned and untuned instruments?	LQ: Can I use a change of dynamics or tempo in my composition to add effect?	LQ: Can I perform my composition to an audience?	

	Create and repeat extended rhythmic patterns, vocally or by clapping Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure. Use musical dimensions together to compose music. Recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow) Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations							
Learning Environment in corridor displays		Heroes and Villains Science : Light RE: The People of God	Heroes and Villains Science : Light RE: The People of God	Heroes and Villains Science : Light RE: The People of God	Heroes and Villains Science : Light RE: The People of God	Heroes and Villains Science : Light RE: The People of God	Heroes and Villains Science : Light RE: The People of God	Heroes and Villains Science : Light RE: The People of God