

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  Expected Skills  Emerging 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			

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

**Topic:** Mighty Metals

**Term:** 1 Year 3

**Hooks:** The Iron Giant/The Iron Man, Recycling metals

**Texts:** The Iron Man, The Tin Forest, Poetry,

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
<b>Reading</b>	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 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	<u>LQ- Can I identify the features of a non-fiction text?</u>  <u>LQ – Can I retrieve facts from a non-fiction text?</u>  <u>LQ- Can I answer questions based on an information text?</u>  <u>LQ – Can I summarise a text?</u>	<u>LQ- Can I discuss the genre of a book?</u>  <u>LQ – Can I make predictions about what a text might be about?</u>  <u>LQ – Can I identify words and phrases used to capture interest?</u>  <u>LQ – Can I identify literary devices in a text?</u>	<u>LQ – Can I answer questions based on what I have read?</u>  <u>LQ- Can I find evidence in the text to justify my responses to questions?</u>	<u>LQ – Can I summarise what I have read?</u>  <u>LQ – Can I make a prediction based on what I have read?</u>  <u>LQ – Can I read with sustained interest and concentration (ch3)?</u>  <u>LQ – Can I explain why the author has chosen to use specific words and phrases?</u>	<u>LQ- Can I draw inferences from a text read (ch 4 question)?</u>  <u>LQ- Can I explain what words mean and why the author has used them in the text?</u>  <u>LQ – Can I read with expression and fluency (ch 4)?</u>  <u>LQ- Can I draw inferences from a text read (ch 4 questions)?</u>	<u>LQ- Can I read with expression and fluency (ch 5)</u>  <u>LQ – Can I draw inferences from a text read (ch 5 question)?</u>  <u>LQ- Can I summarise a story read?</u>  <u>LQ- Can I give my opinions of a story read?</u>	<u>LQ - Can I explain the meaning of a poem?</u>  <u>LQ – Can I identify features of a poem?</u>  <u>LQ – Can I give my opinions of a poem read?</u>

GPS	<p>Spell homophones</p> <p>Understand the spelling rules for changing singular nouns to plurals.</p> <p>Understand how direct speech is written.</p>			<p><u>LQ- Can I punctuate direct speech correctly?</u></p>	<p><u>LQ – When do we use where, we’re wear and were?</u></p>	<p><u>LQ- Can I make a noun a plural by adding s, es and ies?</u></p> <p><u>LQ – Can I spell plurals using ves?</u></p> <p><u>LQ – Can I spell irregular plurals?</u></p>		
Writing	<p>Use simple organisational devices in non-narrative material, e.g. headings</p> <p>Make notes from several sources of information and turn them into sentences</p> <p>Group information, often moving from general to more specific detail</p> <p>Begin to use paragraphs to group related materials</p> <p>Use organisational devices to aid conciseness, e.g. numbered lists or headings</p> <p>Attempt to adopt a viewpoint</p> <p>Imitate authorial techniques gathered from reading</p> <p>Create settings, characters and plot</p> <p>Identify a clear structure for the story (opening, dilemma, resolution, ending)</p> <p>Begin to use figurative language.</p> <p>Write poems using the features of poetic forms studied</p> <p>create settings, characters and plot</p> <p>identify a clear structure for the story (opening, dilemma, resolution, ending)</p> <p>organise paragraphs around a theme</p>	<p><u>LQ – What is a simile?</u></p> <p><u>LQ – How are instructions written?</u></p> <p><u>LQ – Can I plan a set of instructions using the features correctly?</u></p> <p><u>LQ – Can I write a set of instructions using the features correctly?</u></p> <p><u>LQ – Can I use a thesaurus to create a word bank to describe a character?</u></p>	<p><u>LQ – Can I describe a character using a range of language for effect?</u></p> <p><u>LQ – Can I read and identify key features and content in a text?</u></p> <p><u>LQ – Can I use role play to generate ideas based on a text?</u></p> <p><u>LQ – Can I plan and describe my own ideas?</u></p> <p><u>LQ – Can I write for effect?</u></p> <p><u>LQ- Can I edit and improve my writing?</u></p>	<p><u>LQ – Can I role play a scene from a story?</u></p> <p><u>LQ – Can I plan a suspense story?</u></p> <p><u>LQ – Can I write a narrative for effect?</u></p> <p><u>LQ- Can I edit and improve my writing?</u></p>	<p><u>LQ – Can I expand my vocabulary to help me create new ideas?</u></p> <p><u>LQ – Can I rehearse and perform a scene from a book?</u></p> <p><u>LQ – Can I critically evaluate a performance?</u></p>	<p><u>LQ- Can I understand and sequence a story?</u></p> <p><u>LQ- Can I begin to use paragraphs?</u></p>	<p><u>LQ – Can I read a variety of poems and discuss how they are written and what they are about?</u></p> <p><u>LQ- Can I perform a poem?</u></p> <p><u>LQ- Can I create a word bank of rhyming words and descriptive language based on a theme?</u></p> <p><u>LQ- Can I write a rhyming poem?</u></p>	<p><u>LQ- Do I understand how a shape poem is written?</u></p> <p><u>LQ – Can I develop a word bank using a thesaurus based on a Christmas theme?</u></p> <p><u>LQ- Can I write a Christmas shape poem?</u></p>

<p><b>Maths</b></p>	<p>Three addition and subtraction problems</p> <p>Add and subtract 2-digit &amp; 3-digit numbers - not crossing 10 or 100</p> <p>Add 2-digit and 3-digit numbers - crossing 10 or 100</p> <p>Subtract a 2-digit number from a 3-digit number - crossing 10 or 100</p> <p>Add two 3-digit numbers - not crossing 10 or 100</p> <p>Add two 3-digit numbers - crossing 10 or 100</p> <p>Subtract a 3-digit number from a 3-digit number - no exchange</p> <p>Subtract a 3-digit number from a 3-digit number - exchange</p> <p>Estimate answers to calculations</p> <p>Check answers</p> <p>Mini-assessment</p> <p>Multiplication - equal groups</p> <p>Multiplication using the symbol</p> <p>Using arrays</p> <p>2 times-table</p> <p>5 times-table</p> <hr/> <p>Make equal groups - sharing</p> <p>Make equal groups - grouping</p> <p>Divide by 2</p> <p>Divide by 5</p> <p>Divide by 10</p> <p>Multiply by 3</p> <p>Divide by 3</p> <p>The 3 times-table</p> <p>Multiply by 4</p> <p>Divide by 4</p> <p>The 4 times-table</p> <p>Multiply by 8</p> <p>Divide by 8</p> <p>The 8 times-table</p> <p>Mini-assessment</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><u>LQ- Can I subtract a 3 digit number from a 3 digit number?</u></p> <p><u>LQ- Can I subtract a 3 digit number including an exchange?</u></p> <p><u>LQ- Can I estimate answers to calculations?</u></p> <p><u>LQ- Can I use estimation to check my answers?</u></p> <p><u>LQ— Can I apply my understanding of addition and subtraction?</u></p>	<p><u>LQ- Can I multiply using equal groups?</u></p> <p><u>LQ- Can I use the symbol x when calculating multiplication?</u></p> <p><u>LQ— Can I use arrays to help me multiply?</u></p> <p><u>LQ- Can I recall my 2x tables in any order?</u></p> <p><u>LQ-Can I recall my 5x tables in any order?</u></p>	<p><u>LQ- Can I divide into equal groups by sharing?</u></p> <p><u>LQ- Can I divide into equal groups by grouping?</u></p> <p><u>LQ- Can I divide by 2?</u></p> <p><u>LQ— Can I divide by 5?</u></p> <p><u>LQ- Can I divide by 10?</u></p>	<p><u>LQ- Can I multiply by 3?</u></p> <p><u>LQ- Can I divide by 3?</u></p> <p><u>LQ- Can I recall my 3x table in any order?</u></p> <p><u>LQ- Can I multiply by 4?</u></p> <p><u>LQ- Can I divide by 4?</u></p>	<p><u>LQ- Can I recall my 4x tables in any order?</u></p> <p><u>LQ- Can I multiply by 8?</u></p> <p><u>LQ- Can I divide by 8?</u></p> <p><u>LQ- Can I recall my 8 times table in any order?</u></p> <p><u>LQ- Can I apply my multiplication and division skills?</u></p>	<p><u>RECAP</u></p>
<p><b>Science</b></p>	<p><b>Forces and Magnets</b></p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and</p> <p>group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are</p>	<p><u>LQ— Can I identify forces acting on objects?</u></p> <p><u>LQ— Can I use my observation skills to identify chemical reactions?</u></p>	<p><u>LQ- Can I investigate the effect of friction on different surfaces?</u></p> <p><u>LQ- Can I design new playground equipment using what I have learnt?</u></p>	<p><u>LQ- Can I sort magnetic and non-magnetic materials?</u></p> <p><u>LQ- Where does metal come from?</u></p> <p><u>LQ— What is a metal?</u></p>	<p><u>LQ— Can I investigate the strengths of magnets?</u></p> <p><u>LQ- How and which metals are recycled?</u></p>	<p><u>LQ— Can I explore magnetic poles?</u></p>	<p><u>LQ— Can I explain that magnets attract different things?</u></p>	<p><u>LQ— Can I use my understanding of magnets to create a magnetic game?</u></p>

	<p>facing</p> <p>making decisions, asking relevant questions and using different types of scientific enquiries to answer them</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations using notes and simple tables</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions</p> <p>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>identifying differences, patterns, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>							
RE	<p>I can explain who Sikhs are.</p> <p>I can recognise symbols and images linked to the Sikh faith.</p> <p>I can describe what Sikhs believe about God.</p> <p>I know that Guru Nanak was the founder of Sikhism and that he is not worshipped as a God.</p> <p>I know that guru means 'teacher'</p> <p>I understand that equality is important in Sikh society.</p> <p>I can describe how Sikhs put the teachings of the Guru Granth Sahib into practice.</p>	<p>LQ – Can I explain who the Sikhs are?</p> <p>LQ – What is the Mool Mantra?</p>	<p>LQ – How did the Sikh religion begin?</p>	<p>LQ – Who followed Guru Nanak?</p>	<p>LQ – Why do Sikhs tell stories about Gurus today?</p>	<p>LQ- What is the Khalsa?</p>	<p>LQ – What is a Jesse tree made from?</p>	<p>LQ – How do Christians prepare for advent?</p>

	I can describe what happens in the Langar.  I can make clear links between the teachings of Guru Granth Sahib and seva.							
Computing	<p>I can talk about what makes a secure password and why they are important.</p> <p>I can protect my personal information when I do different things online.</p> <p>I can use the safety features of websites as well as reporting concerns to an adult.</p> <p>I can recognise websites and games appropriate for my age.</p> <p>I can make good choices about how long I spend online.</p> <p>I ask an adult before downloading files and games from the Internet.</p> <p>I can post positive comments online.</p> <p>I can talk about the different ways data can be organised.</p> <p>I can search a ready- made database to answer questions.</p> <p>I can collect data help me answer a question.</p> <p>I can add to a database.</p> <p>I can make a branching database.</p>	<p><u>LQ: Can I create bar charts and bar graphs using data on a spreadsheet?</u></p> <p><u>LQ – Can I describe ways people who have similar likes and interests can get together online?</u></p> <p><u>Online safety</u></p>	<p><u>LQ: Can I use more than, less than and equal to compare numbers?</u></p> <p><u>LQ - Can I explain what it means to 'know someone' online and why this might be different from knowing someone offline?</u></p> <p><u>Online safety</u></p>	<p><u>LQ- Can I input data in a spreadsheet?</u></p> <p><u>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?</u></p> <p><u>Online safety</u></p>	<p><u>LQ: Can I describe a cell location on a spreadsheet?</u></p> <p><u>LQ – Can I explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried?</u></p> <p><u>Online safety</u></p>	<p><u>LQ – Can I explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried?</u></p> <p><u>Online Safety</u></p>	<p><u>LQ- Can I explain how someone's feelings can be hurt by what is said or written online?</u></p> <p><u>Online Safety</u></p>	<p><u>LQ – Can I explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos?</u></p> <p><u>Online Safety</u></p>
History	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Geography	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Art	<p>experiment with constructing and joining recycled, natural and manmade materials</p> <p>experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chinks</p> <p>draw lines and shapes from observations using different surfaces</p> <p>invent lines and shapes in drawing</p> <p>investigate tone by drawing light/dark lines, patterns and shapes</p> <p>investigate pattern and texture by</p>		<p><u>LQ- Can I create textured images using aluminium foil?</u></p>	<p><u>LQ- Can I use a variety of recyclable materials to create a collage?</u></p>	<p><u>LQ – Can I explore different techniques using a range of textures, tools and materials?</u></p>	<p><u>LQ – Can I use techniques using chalk to create an image of The Iron Man?</u></p>	<p><u>LQ – Can I practise the skills of line, tone and shade to sketch?</u></p>	

	<p>describing, naming, rubbing and copying  record and explore ideas from first hand observations  ask and answer questions about starting points for their work  develop and share their ideas, try things out and make changes</p>							
D.T	<p>Use simple design criteria to help develop their ideas Designing –</p> <p>Generate ideas by drawing on their own experiences</p> <p>Use knowledge of existing products to help come up with ideas</p> <p>Measure, mark out, cut and shape materials and components</p> <p>Assemble, join and combine materials and components</p> <p>Make simple judgements about their products and ideas against design criteria</p> <p>Suggest how their products could be improved</p> <p>order the main stages of making  how to use learning from science and maths to help design and make products that work  that materials have both functional properties and aesthetic qualities  that materials can be combined and mixed to create more useful characteristics  that mechanical and electrical systems have an input, process and output  use the correct technical vocabulary for the projects they are undertaking  how mechanical systems such as levers and linkages or pneumatic systems create movement</p>			<p><u>LQ – What is a pneumatic system and how do they work?</u></p>	<p><u>LQ – Can I join materials to make a moving mechanism?</u></p>	<p><u>LQ – Can I plan my moving monster with a pneumatic system and moving mechanisms?</u></p>	<p><u>LQ – Can I follow my plan to make my moving monster with a pneumatic system and moving mechanisms?</u></p>	<p><u>LQ – Can I evaluate and review my product?</u></p>
P.E	<p>Applies compositional ideas independently and with others to create a sequence. · Copies, explores and remembers a variety of movements and uses these to create a sequence. · Describes and begins to evaluate their work using simple gym vocabulary. ·</p>	<p><u>LQ- Can I develop skills of moving in different ways?</u></p>	<p><u>LQ – Can I explore ways of travelling?</u></p>	<p><u>LQ – Can I develop spatial awareness?</u></p>	<p><u>LQ – Can I use the correct technique to complete a forward roll?</u></p>	<p><u>LQ – Can I link movements to create a sequence?</u></p>	<p><u>LQ – Can I evaluate and improve my work?</u></p>	

	<p>Begin to notice similarities and differences in performances. · Using turns and change of directions whilst moving in a variety of ways. · Beginning to show flexibility in movements. Beginning to develop good technique when travelling, balancing and using equipment.</p>							
PHSE	<p>To reflect on and celebrate their differences, and differences in families and people around them. 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 To understand that how they act may impact on others and to find ways to avoid conflict. To understand bullying and its impact.</p>	<p><u>LQ</u> <b>What is important to me about my family?</b></p>	<p><u>LQ</u> <b>Why do we have arguments in my family and what can I do about it?</b></p>	<p><u>LQ</u> <b>Do I understand what bullying is and how can I help?</b></p>	<p><u>LQ</u> <b>Do I understand what bullying is and how can I help?</b></p>	<p><u>LQ</u> <b>Do I understand that words can be used in a hurtful way?</b></p>	<p><u>LQ</u> <b>When can words affect someone's feelings?</b></p>	
French	<p>Repeat accurately using the correct pronunciation and copy French accent.  Communicate using single words, phrases and short sentences.  Recognise some familiar words in written form.  Read aloud some familiar sounds, phonemes and words.  Listen carefully and respond.</p>	<p><u>LQ- Can I correctly say the names of colours in French?</u></p>	<p><u>LQ- Can I identify, read and say colours in French?</u></p>	<p><u>LQ- Can I correctly pronounce and read ten colours in French?</u></p>	<p><u>LQ- Can I count to 5 in French?</u></p>	<p><u>LQ – Can I count to 10 in French?</u></p>	<p><u>LQ – Can I read and correctly pronounce numbers between 1 and 10 in French?</u></p>	
Music	<p>To treat instruments carefully and with respect.  Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.  To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.  Know how to find and demonstrate the pulse.  Know the difference between pulse and rhythm.  Know how pulse, rhythm and pitch work together to create a song.</p>	<p><u>Glockenspiel stage 1</u>  <u>LQ – Can I play the notes D and E correctly on the glockenspiel in time with others?</u></p>	<p><u>Glockenspiel stage 1</u>  <u>LQ – Can I play the notes D and E correctly on the glockenspiel in time with others?</u></p>	<p><u>Glockenspiel stage 1</u>  <u>LQ – Can I improvise using notes C and D on a glockenspiel?</u></p>	<p><u>Glockenspiel stage 1</u>  <u>LQ – Can I copy a melody by playing 3 notes on my glockenspiel?</u></p>	<p><u>Glockenspiel stage 1</u>  <u>LQ – Can I improvise playing 3 notes on my glockenspiel?</u></p>	<p><u>Glockenspiel stage 1</u>  <u>LQ – Can I compose a melody using 3 notes and perform this to an audience?</u></p>	

	<p>Know that every piece of music has a pulse/steady beat.</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p>							
<p>Learning Environment in corridor displays</p>		<p><u>Iron Giant focus</u></p> <p><u>Types, properties and uses of metals</u></p> <p><u>Recycling</u></p> <p><u>Forces and Magnets</u></p>	<p><u>Iron Giant focus</u></p> <p><u>Types, properties and uses of metals</u></p> <p><u>Recycling</u></p> <p><u>Forces and Magnets</u></p>	<p><u>Iron Giant focus</u></p> <p><u>Types, properties and uses of metals</u></p> <p><u>Recycling</u></p> <p><u>Forces and Magnets</u></p>	<p><u>Iron Giant focus</u></p> <p><u>Types, properties and uses of metals</u></p> <p><u>Recycling</u></p> <p><u>Forces and Magnets</u></p>	<p><u>Iron Giant focus</u></p> <p><u>Types, properties and uses of metals</u></p> <p><u>Recycling</u></p> <p><u>Forces and Magnets</u></p>	<p><u>Iron Giant focus</u></p> <p><u>Types, properties and uses of metals</u></p> <p><u>Recycling</u></p> <p><u>Forces and Magnets</u></p>	<p><u>Iron Giant focus</u></p> <p><u>Types, properties and uses of metals</u></p> <p><u>Recycling</u></p> <p><u>Forces and Magnets</u></p>