

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			Expected Skills
Remembering Remember and recall info			Emerging Skills

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,

Inspire Day: Starfish Malawi

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	<p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied happen from details stated and implied</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p>	<p><u>LQ- Can I identify the features of a non-fiction text?</u></p> <p><u>LQ – Can I retrieve facts from a non-fiction text?</u></p> <p><u>LQ- Can I answer questions based on an information text?</u></p> <p><u>LQ – Can I summarise a text?</u></p>	<p><u>LQ- Can I discuss the genre of a book?</u></p> <p><u>LQ – Can I make predictions about what a text might be about?</u></p> <p><u>LQ – Can I identify words and phrases used to capture interest?</u></p> <p><u>LQ – Can I identify literary devices in a text?</u></p>	<p><u>LQ – Can I answer questions based on what I have read?</u></p> <p><u>LQ- Can I find evidence in the text to justify my responses to questions?</u></p>	<p><u>LQ – Can I summarise what I have read?</u></p> <p><u>LQ – Can I make a prediction based on what I have read?</u></p> <p><u>LQ – Can I read with sustained interest and concentration (ch3)?</u></p> <p><u>LQ – Can I explain why the author has chosen to use specific words and phrases?</u></p>	<p><u>LQ- Can I draw inferences from a text read (ch 4 question)?</u></p> <p><u>LQ- Can I explain what words mean and why the author has used them in the text?</u></p> <p><u>LQ – Can I read with expression and fluency (ch 4)?</u></p> <p><u>LQ- Can I draw inferences from a text read (ch 4 questions)?</u></p>	<p><u>LQ- Can I read with expression and fluency (ch 5)</u></p> <p><u>LQ – Can I draw inferences from a text read (ch 5 question)?</u></p> <p><u>LQ- Can I summarise a story read?</u></p> <p><u>LQ- Can I give my opinions of a story read?</u></p>	<p><u>LQ - Can I explain the meaning of a poem?</u></p> <p><u>LQ – Can I identify features of a poem?</u></p> <p><u>LQ – Can I give my opinions of a poem read?</u></p>

	<p>retrieve and record information from non-fiction</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p>							
GPS	<p>Spell homophones Understand the spelling rules for changing singular nouns to plurals. Understand how direct speech is written. Spell prefixes: mis- re- revisit other GPCs as they occur in reading and writing e.g. ou/ow; oi/oy, including split digraphs e.g. u-e</p> <p>Spell words with the suffix -ness.</p> <p>Spell words with endings like -er.</p> <p>Spell words ending with gue or que.</p> <p>Spell words with 'est'.</p>	<p><u>LQ- Can I spell the words, love, live, have, give, dove, move, glove?</u></p> <p><u>LQ – Can I spell the words, cry, dry, fly, try, why, by, July?</u></p>	<p><u>LQ - Can I spell words with ou/ow; oi/oy, including split digraphs e.g. u-e?</u></p> <p><u>LQ – Can I identify when to start a new paragraph?</u></p>	<p><u>LQ- Can I spell superlatives with -est?</u></p> <p><u>LQ – Can I spell comparatives by using -er?</u></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 spell words with the suffix, -ness?</u></p>	<p><u>LQ -Can I spell the homophones, to/two/too; hear/here; won/one; quite/quiet?</u></p> <p><u>LQ – Can I make singular words plurals using 's' and 'es'?</u></p> <p><u>LQ – Can I spell plurals using s, es, and ies?</u></p> <p><u>LQ – Can I spell plurals using - ves?</u></p>	<p><u>LQ – Can I spell words with the prefix mis and re?</u></p>	<p><u>LQ – Can I spell words with the -gue or -que ending (tongue, league)?</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><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>identify a clear structure for the story (opening, dilemma, resolution, ending)</p> <p>organise paragraphs around a theme</p>							
Maths	<p>Add 2-digit and 3-digit numbers</p> <p>Subtract a 2-digit number from a 3-digit number</p> <p>Complements to 100</p> <p>Estimate answers</p> <p>Inverse operations</p> <p>Make decisions</p> <p>Multiplication – equal groups</p> <p>Use arrays</p> <p>Multiples of 2</p> <p>Multiples of 5 and 10</p> <p>Sharing and grouping</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>The 2, 4 and 8 times-tables</p>	<p><u>LQ – Can I add a 2 digit and 3 digit number?</u></p> <p><u>LQ – Can I subtract a 2 digit number from a 3 digit number?</u></p> <p><u>LQ – Can I find complements to 100?</u></p> <p><u>LQ- Can I estimate answers?</u></p> <p><u>LQ -Can I calculate the inverse?</u></p>	<p><u>LQ- Can I make mathematical decisions?</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 count in multiples of 2?</u></p> <p><u>LQ-Can I count in multiples of 5 and 10?</u></p> <p><u>LQ- Can I divide into equal groups by sharing and grouping?</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 make links and recall my 2, 4 and 8 times tables?</u></p> <p><u>LQ- Can I apply my multiplication and division skills?</u></p>	RECAP	RECAP
Science	<p>Forces and Magnets</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 	<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 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>

	<ul style="list-style-type: none"> describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing <ul style="list-style-type: none"> To be able to set up a simple fair-test. To be able to record findings in a bar chart. To be able to identify changes related to scientific ideas. To be able to use results to draw simple conclusions. To be able to provide an oral explanation of findings. To be able to make systematic and careful observations. 							
RE	<p>World faith: SIKHISM</p> <p>What is important for Sikh people?</p> <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>I can describe what happens in the Langar.</p> <p>I can make clear links between the teachings of Guru Granth Sahib and seva.</p> <p>I know that Sikhs believe that there is only one God, who they have several names for. (Waheguru)</p> <p>I know that Sikhs try to put the teachings and examples of the 10 gurus into daily practice by living a good life, treating everyone equally and sharing all they have.</p> <p>I know that is important for Sikh's to belong to a community of believers called the Khalsa.</p>	<p><u>World Faith: Sikhism</u></p> <p><u>LQ – Can I explain who the Sikhs are?</u></p> <p><u>LQ – What is the Mool Mantra?</u></p>	<p><u>World Faith: Sikhism</u></p> <p><u>LQ – How did the Sikh religion begin?</u></p>	<p><u>World Faith: Sikhism</u></p> <p><u>LQ – Who followed Guru Nanak?</u></p>	<p><u>World Faith: Sikhism</u></p> <p><u>LQ – Why do Sikhs tell stories about Gurus today?</u></p>	<p><u>World Faith: Sikhism</u></p> <p><u>LQ- What is the Khalsa?</u></p>	<p><u>Understanding Christianity</u></p> <p><u>LQ – What is a Jesse tree made from?</u></p>	<p><u>Understanding Christianity</u></p> <p><u>LQ – How do Christians prepare for advent?</u></p>

	<p>I know that Khalsa Sikhs wear 5 articles of faith which reminds them of their faith and duty as a Sikh.</p> <p>CHRISTMAS</p> <p>How do Christians prepare for Christmas and how does this help them to understand more about God and Jesus?</p> <p>I know and can give examples of how Christians prepare for Christmas during Advent.</p>							
<p>Computing</p>	<p><u>Online safety: Online relationships</u></p> <ul style="list-style-type: none"> I understand that there are places online that are for sharing 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 it means to 'know' someone. I can give different examples of how well I know people eg friends, family, teachers. I can explain the differences between 'knowing' someone online compared to offline 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 can describe how it might feel if I/someone else has their feelings hurt by something someone says online I understand that when people talk online, it is different to communicating face to face and that sometimes people act differently online I understand that sometimes people say or write things online which are not meant as it seems I can explain the importance of giving permission before sharing things online; I can explain the importance of gaining permission before sharing things online; 	<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>

	<ul style="list-style-type: none"> I understand that the principles of sharing online is the same as sharing offline e.g. sharing images and videos. <p><u>Spreadsheets</u></p> <ul style="list-style-type: none"> I can talk about the different ways data can be organised. I can search a ready- made database to answer questions. I can collect data help me answer a question. I can add to a database. I can make a branching database. I can use 2Calculate I can use 2Calculate to collect data and produce a graph. I can use the symbols more than, less than and equal to, to compare values. I can use 2Calculate to collect data and produce a variety of graphs. I can use the advanced mode of 2Calculate to learn about cell references. 							
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, chalks draw lines and shapes from observations using different surfaces invent lines and shapes in drawing investigate tone by drawing light/dark lines, patterns and shapes</p>		<u>LQ- Can I create textured images using aluminium foil?</u>	<u>LQ- Can I use a variety of recyclable materials to create a collage?</u>	<u>LQ – Can I explore different techniques using a range of textures, tools and materials?</u>	<u>LQ – Can I use techniques using chalk to create an image of The Iron Man?</u>	<u>LQ – Can I practise the skills of line, tone and shade to sketch?</u>	

	<p>investigate pattern and texture by describing, naming, rubbing and copying</p> <p>record and explore ideas from first hand observations</p> <p>ask and answer questions about starting points for their work</p> <p>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</p> <p>how to use learning from science and maths to help design and make products that work</p> <p>that materials have both functional properties and aesthetic qualities</p> <p>that materials can be combined and mixed to create more useful characteristics</p> <p>that mechanical and electrical systems have an input, process and output</p> <p>use the correct technical vocabulary for the projects they are undertaking</p> <p>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>Gymnastics</p> <p>Applies compositional ideas independently and with others to create a sequence. · Copies, explores and</p>	<p><u>LQ- Can I perform a range of jumps accurately?</u></p>	<p><u>LQ – Can I perform a forward roll from standing</u></p>	<p><u>LQ – Can I accurately perform a squat on vault?</u></p>	<p><u>LQ – Can I perform a handstand and cartwheel accurately?</u></p>	<p><u>LQ – Can I link my movements together using turns and jumps?</u></p>	<p><u>LQ – Can I create and perform a sequence?</u></p>	

	<p>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.</p> <p>To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p> <p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</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><u>LQ – Can I play the notes D and E correctly on the glockenspiel in time with others?</u></p>	<p><u>LQ – Can I play the notes D and E correctly on the glockenspiel in time with others?</u></p>	<p><u>LQ – Can I improvise using notes C and D on a glockenspiel?</u></p>	<p><u>LQ – Can I copy a melody by playing 3 notes on my glockenspiel?</u></p>	<p><u>LQ – Can I improvise playing 3 notes on my glockenspiel?</u></p>	<p><u>LQ – Can I compose a melody using 3 notes and perform this to an audience?</u></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>