

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 Expected Skills Emerging Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			
Remembering Remember and recall info			

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

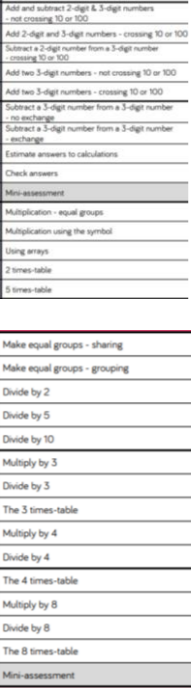
Topic: Mighty Metals

Term: 2 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
Reading	RWInc scheme	RWInc scheme	RWInc scheme	RWInc scheme	RWInc scheme	RWInc scheme	RWInc scheme	RWInc scheme
GPS	Spell homophones Understand the spelling rules for changing singular nouns to plurals. Understand how direct speech is written.			LQ- Can I punctuate direct speech correctly?	LQ – When do we use <u>where, we’re wear and were?</u>	LQ- Can I make a noun a plural by adding <u>s, es and ies?</u> LQ – Can I spell plurals using <u>ves?</u> LQ – Can I spell irregular plurals?		
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 Create settings, characters and plot	LQ – <u>What is a simile?</u> LQ – <u>How are instructions written?</u> LQ – <u>Can I plan a set of instructions using the features correctly?</u> LQ – <u>Can I write a set of instructions using the features correctly?</u> LQ – <u>Can I use a thesaurus to create a word bank to describe a character?</u>	LQ – Can I describe a character using a range of language for effect? LQ – Can I read and identify key features and content in a text? LQ – Can I use role play to generate ideas based on a text? LQ – Can I plan and describe my own ideas? LQ – Can I write for effect?	LQ – Can I role play a scene from a story? LQ – Can I plan a suspense story? LQ – Can I write a narrative for effect? LQ- Can I edit and improve my writing?	LQ – Can I expand my vocabulary to help me create new ideas? LQ – Can I rehearse and perform a scene from a book? LQ – Can I critically evaluate a performance?	LQ- Can I understand and sequence a story? LQ- Can I begin to use paragraphs?	LQ – Can I read a variety of poems and discuss how they are written and what they are about? LQ- Can I perform a poem? LQ- Can I create a word bank of rhyming words and descriptive language based on a theme? LQ- Can I write a rhyming poem?	LQ- Do I understand how a shape poem is written? LQ – Can I develop a word bank using a thesaurus based on a Christmas theme? LQ- Can I write a Christmas shape poem?

	<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>Maths</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 from 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>Science</p>	<p>Forces and Magnets</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,</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- What is a metal and where do they come from?</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>depending on which poles are facing</p> <p>making decisions, asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations using notes and simple tables gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, patterns, similarities or changes related to simple scientific ideas and processes 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: Do I understand how to use the internet safely and keep my passwords private?</u></p> <p><u>Online safety</u></p>	<p><u>LQ: Can I identify when a website may have inaccurate information?</u></p> <p><u>Online safety</u></p>	<p><u>LQ: Can I find and identify and understand the meaning of age related restriction on digital media and devices?</u></p> <p><u>Online safety</u></p>	<p><u>LQ: How can the internet be used to communicate effectively?</u></p> <p><u>Online safety</u></p>	<p><u>LQ: Can I create bar charts and bar graphs using data on a spreadsheet?</u></p> <p><u>spreadsheet</u></p>	<p><u>LQ: Can I use more than, less than and equal to compare numbers?</u></p> <p><u>Spreadsheet</u></p>	<p><u>LQ: Can I describe a cell location on a spreadsheet?</u></p> <p><u>Spreadsheet</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, chalks</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>Children learn how to outwit their opponents and score when playing invasion games.</p>	<p><u>LQ- Can I copy a range of dance movements?</u></p>	<p><u>LQ- Can I link dance movements together showing fluidity?</u></p>	<p><u>LQ- Can I work with a partner to create a sequence using variation of height and direction?</u></p>	<p><u>LQ- Can I remember and teach my sequence to another pair?</u></p>	<p><u>LQ- Can I practise and improve my performance, showing expression, execution and fluidity?</u></p>	<p><u>LQ- Can I perform my dance to an audience?</u></p>	<p><u>LQ- Can I watch and evaluate a performance?</u></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>Children perform dances focusing on creating, adapting and linking a range of dance actions.</p> <ul style="list-style-type: none"> ü They will begin to demonstrate an awareness of the expressive qualities of dance. These are inspired by a range of stimuli. ü They work individually, in pairs, small groups and as a whole class. 							
PHSE	<p>To reflect on and celebrate their differences, and differences in families and people around them.</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>To understand that how they act may impact on others and to find ways to avoid conflict.</p> <p>To understand bullying and it's impact.</p>	<p><u>LQ</u></p> <p><u>What is important to me about my family?</u></p>	<p><u>LQ</u></p> <p><u>Why do we have arguments in my family and what can I do about it?</u></p>	<p><u>LQ</u></p> <p><u>Do I understand what bullying is and how can I help?</u></p>	<p><u>LQ</u></p> <p><u>Do I understand what bullying is and how can I help?</u></p>	<p><u>LQ</u></p> <p><u>Do I understand that words can be used in a hurtful way?</u></p>	<p><u>LQ</u></p> <p><u>When can words affect someone's feelings?</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- Can I say goodbye in French?</u></p>	<p><u>LQ- Can I say what my name is in French?</u></p>	<p><u>LQ- Can I ask, 'What is my name?' in French?</u></p>	<p><u>LQ- Can I count to 10 in French?</u></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 texture</p>	<p><u>LQ: Can I explore and describe the effect of texture in music?</u></p>	<p><u>LQ: Can I make sounds with my body parts?</u></p>	<p><u>LQ: Can I copy an ostinato?</u></p>	<p><u>LQ: Can I compose an ostinato using a range of objects?</u></p>	<p><u>LQ: Can I build texture within my ostinato?</u></p>	<p><u>LQ: Can I perform, listen to and evaluate a performance?</u></p>	

	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		<u>Iron Giant focus</u> <u>Types, properties and uses of metals</u> <u>Recycling</u> <u>Forces and Magnets</u>	<u>Iron Giant focus</u> <u>Types, properties and uses of metals</u> <u>Recycling</u> <u>Forces and Magnets</u>	<u>Iron Giant focus</u> <u>Types, properties and uses of metals</u> <u>Recycling</u> <u>Forces and Magnets</u>	<u>Iron Giant focus</u> <u>Types, properties and uses of metals</u> <u>Recycling</u> <u>Forces and Magnets</u>	<u>Iron Giant focus</u> <u>Types, properties and uses of metals</u> <u>Recycling</u> <u>Forces and Magnets</u>	<u>Iron Giant focus</u> <u>Types, properties and uses of metals</u> <u>Recycling</u> <u>Forces and Magnets</u>	<u>Iron Giant focus</u> <u>Types, properties and uses of metals</u> <u>Recycling</u> <u>Forces and Magnets</u>