

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			Expected Skills
<b>Remembering</b> Remember and recall info			Emerging Skills

Topic: Tremors

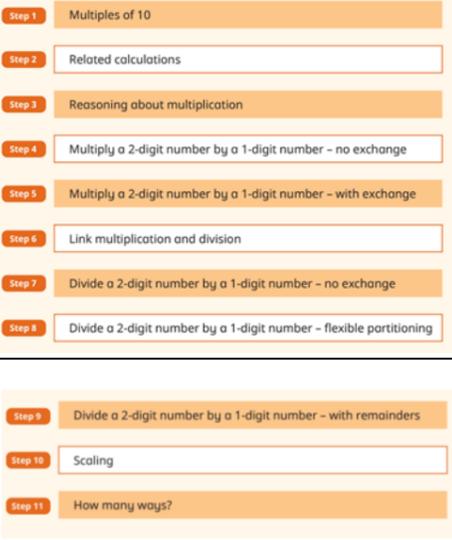
Term: 1 Year 3

Hooks: Pompeii, Mount Vesuvius, Virtual Volcanoes and Earthquakes online workshop, make a volcano

Texts: Escape to Pompeii, The Pack of Pompeii, Stone girl Bone girl, Earth shattering events, Pebble in my pocket

INSPIRE Day – NSPCC Numbers Day

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	Retrieve and record information from non-fiction	<i>(Earth Shattering events)</i>	<i>(Earth Shattering events)</i>	<i>(Volcano poem)</i>	<i>(Stone Girl, Bone Girl)</i>	<i>(The Pack of Pompeii)</i>	<i>(The Pack of Pompeii)</i>	
	Asking questions to improve their understanding of 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  Apply their growing knowledge of root words, prefixes and suffixes  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	LQ- Can I tell a partner interesting facts about what I have read?  LQ- Can I identify the features of a non-fiction text?  LQ- Can I use my phonics to read a range of more complex words?  LQ- Can I summarise a text read?	LQ – Can I find the meaning of unknown words read?  LQ- Can I talk about what I have read?  LQ – Do I know what a glossary is used for?  LQ- Can I answer questions based on a text read?  LQ- Can I read with expression, taking notice of punctuation?	LQ – Can I include my opinion to justify my response to a question?  LQ – Can I answer questions about a text giving evidence to justify my answers?  LQ- Can I identify specific language used in a text and explain its effect?  LQ- Can I read with expression, taking notice of punctuation?  LQ- Can I use my phonics to read a range of more complex words?	LQ – Can I include my opinion to justify my response to a question?  LQ – Can I answer questions about a text giving evidence to justify my answers?  LQ- Can I summarise a text read?  LQ- Can I read with expression, taking notice of punctuation?  LQ- Can I use my phonics to read a range of more complex words?	LQ – Can I make predictions about a text?  LQ- Can I use my phonics to read a range of more complex words?  LQ- Can I read with expression, taking notice of punctuation?  LQ – Can I answer questions about a text giving evidence to justify my answers?	LQ – Can I answer questions about the characters' feelings based on what I have read?  LQ- Can I read with expression, taking notice of punctuation?  LQ – Can I use the meaning of words to help me understand the text?	
GPS	Use further prefixes and suffixes and understand how to add them Using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials Extending the range of sentences with more than one clause by using a wider range of conjunctions,	LQ- Can I identify main and subordinate clauses in sentences?	LQ – Can I use direct speech accurately in my writing?	LQ - Can I use a and an correctly?  LQ -Can I spell a range of suffixes correctly?	LQ – Can I spell verbs in the past tense using -ed?	LQ – Can I spell adverbs ending in -ly and -ally?	LQ – Can I spell words with silent letters?	

	<p>including: when, if, because, although Indicate grammatical and other features by: using commas after fronted adverbials using and punctuating direct speech Spell a range of common exception words.</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words.</p> <p>The /l/ or /ə/ sound spelt –el at the end of words.</p>	<p>LQ- Can I use a main clause and subordinate clause in sentences?  LQ – Can I spell words with the prefix sub- and tele-?</p>	<p>LQ -Can I use the spell words ending -ey correctly?</p>				<p>LQ – Can I spell words with le, al and el endings?</p>	
<p><b>Writing</b></p>	<p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>LQ- Can I role play as a citizen of Pompeii in AD79?  LQ- Can I describe a scene using main and subordinate clauses in my sentences?</p>	<p>LQ – Can I role play events?  LQ – Can I retell a story?  LQ – Can I write a short story?</p>	<p>LQ – Can I identify the features of a letter?  LQ- Can I ask and answer questions through role play?  LQ- Can I write a letter as a survivor?  LQ – Can I evaluate and improve a piece of writing?</p>	<p>LQ – Can I identify the features of a newspaper article?  LQ- Can I read and retrieve relevant information?  LQ- Can I write a newspaper article using the correct features?  LQ – Can I evaluate and improve a piece of writing?</p>	<p>LQ – Can I identify the features of a diary entry?  LQ – Can I role play an event, thinking about how I might feel and react?  LQ- Can I plan a diary entry as a survivor of Pompeii?  LQ – Can I write a diary entry?  LQ – Can I edit and improve a piece of writing?</p>	<p>LQ- Can I read and retrieve relevant information from a non-fiction text?  LQ – Can I present information in a poster?  LQ – Can I use a thesaurus to extend my vocabulary?  LQ – Can I use literary devices in my writing?  LQ – Can I write a descriptive poem?  LQ – Can I write an acrostic poem?  LQ – Can I perform a poem?</p>	
<p><b>Maths</b></p>		<p>LQ – Can I count in multiples of 10?  LQ – Can I make links between calculations?  LQ – Can I compare multiplication or division calculations?  LQ – Can I multiply a 2 digit number by a 1 digit number without an exchange?  LQ – Can I multiply a 2 digit number by a 1 digit number with an exchange?</p>	<p>LQ – Can I make links between division and multiplication?  LQ – Can I divide a 2 digit number by a 1 digit number without an exchange?  LQ – Can I divide a 2 digit number by a 1 digit number using partitioning?  LQ – Can I divide a 2 digit number by a 1 digit number with remainders?  LQ- Can I use scaling to answer questions?</p>	<p>LQ- Can I find combinations by working systematically?  LQ – Can I measure in metres and centimetres?  LQ – Can I measure in millimetres?  LQ – Can I measure in centimetres and millimetres?  LQ – Can I measure in metres, centimetres and millimetres?</p>	<p>LQ – Can I find equivalent lengths (metres and centimetres)?  LQ – Can I find equivalent lengths (centimetres and millimetres)?  LQ – Can I compare lengths?  LQ – Can I add lengths?  LQ – Can I subtract lengths?</p>	<p>LQ – What is perimeter?  LQ – Can I measure perimeter?  LQ – Can I calculate perimeter?</p>		

	<p>Step 1 Measure in metres and centimetres</p> <p>Step 2 Measure in millimetres</p> <p>Step 3 Measure in centimetres and millimetres</p> <p>Step 4 Metres, centimetres and millimetres</p> <p>Step 5 Equivalent lengths (metres and centimetres)</p> <p>Step 6 Equivalent lengths (centimetres and millimetres)</p> <p>Step 7 Compare lengths</p> <p>Step 8 Add lengths</p> <hr/> <p>Step 9 Subtract lengths</p> <p>Step 10 What is perimeter?</p> <p>Step 11 Measure perimeter</p> <p>Step 12 Calculate perimeter</p>							
<p>Science</p>	<p><b>Materials: Rocks and Soils</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>I can raise their own questions about the world around them.</li> <li>I can start to make my own decisions about the most appropriate type of scientific enquiry they might use to answer questions.</li> <li>I can make systematic and careful observations.</li> <li>I can recognise when a simple fair test is necessary.</li> <li>Sorting and classifying. Talk about the criteria for grouping, sorting and classifying and use simple keys.</li> <li>I can collect data from their own observations and measurements.</li> <li>I can make decisions as to how to record. They should record in notes, drawings, labelled diagrams, bar charts and simple tables. Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences.</li> <li>I can make decisions as to how to analyse the data and begin to look for patterns and decide</li> </ul>	<p>LQ – Can I compare different rocks based on their appearance?</p>	<p>LQ- Can I make observations and use these to sort and classify rocks into different groups?</p>	<p>LQ- How are fossils formed?</p>	<p>LQ – Who was Mary Anning and what did she do?</p>	<p>LQ – How is soil formed?</p>	<p>LQ- What is a soil profile?</p>	

	<p>what data to collect.</p> <ul style="list-style-type: none"> <li>I can find ways of improving what they have already done.</li> </ul>							
<b>RE</b>	<p><b><u>Christianity: What is the Trinity?</u></b></p> <ul style="list-style-type: none"> <li>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</li> <li>Offer suggestions about what texts about baptism and Trinity might mean.</li> <li>Give examples of what these texts mean to some Christians today.</li> <li>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</li> <li>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. <ul style="list-style-type: none"> <li>I know that Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>I know that Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>I know that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>I know that Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li> <li>I know that Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</li> <li>I know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul> </li> </ul>	LQ- Can I explore the Christian idea of the trinity?	LQ- Can I express the trinity in art work?	LQ- What is the grace and what does it mean to Christians?	LQ – Where in the big frieze can we find the trinity?	LQ- How does Jesus' baptism show Christians he was really special?		
<b>Computing</b>	<p><b><u>Touch Typing</u></b></p> <p>Children understand the names of the fingers.</p> <p>Children understand what is meant by the home, bottom, and top rows.</p> <p>Children have developed the ability to touch type the home, bottom, and top rows.</p> <p>Children can use two hands to type the letters on the keyboard.</p> <p>Children can touch type using the left hand.</p> <p>Children can touch type using the left hand.</p> <p><b><u>E-SAFETY: Health and well being</u></b></p>	<p>LQ- Can I sit at the computer keyboard correctly and use the home, top and bottom arrow keys?</p> <p>LQ – Can I explain why some online activities have age restrictions?</p>	<p>LQ – Can I correctly type the home, top and bottom arrow keys?</p> <p>LQ – Can I explain how a person could be forced to do something or watching something online?</p>	<p>LQ- Can I touch type using my left hand?</p> <p>LQ – Do I know what to do if someone or something online makes me feel uncomfortable?</p>	<p>LQ – Can I touch type using my right hand?</p> <p>LQ – Can I identify some of the negative things caused by spending too much time online?</p>	<p>LQ - Can I use two hands to type the letters on the keyboard?</p> <p>LQ – Can I identify ways to stop spending too much time online?</p>		

	<p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged</p> <p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>								
<b>History</b>	<p>Can I suggest why certain events happened as they did in history?</p> <p>Can I use my mathematical knowledge to work out how long ago events in recent and local history happened?</p> <p>Can I describe events and periods using the words prehistoric, era, period, BCE, CE, millenium?</p> <p>Can I describe events from the past using dates they happened?</p> <p>Can I recognise the part that archaeologists have had in helping us understand what has happened in the past?</p> <p>Can I use various sources of evidence IT, books, reconstructions, photos and artefacts to answer questions?</p> <p>Can I recognise and use primary and secondary sources to see changes to developments in lifestyles?</p> <p>Can I research a specific event from the past and write about it?</p>	<p>LQ- Why is Pompeii famous?</p> <p><b>Architecture thread</b> </p>	<p>LQ- Can I order the events of Pompeii in chronological order, using a timeline?</p>	<p>LQ- Can I compare and describe life during 79 AD before the eruption of Mount Vesuvius with life in the present day?</p> <p><b>Jobs, economy and trade thread</b></p>					
<b>Geography</b>	<p>Can I locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, cities and countries?</p> <p>Can I describe and understand key aspects of: physical geography, including: volcanoes?</p> <p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p>	<p>LQ- Can I locate Italy on the world map?</p> <p>LQ- Where is Pompeii and Mount Vesuvius on the map?</p>	<p>LQ- Can I explain and describe the structure of the earth?</p>	<p>LQ- Can I label and describe the features of a volcano?</p>	<p>LQ- Why do earthquakes occur?</p>	<p>LQ- What happens during a Tsunami?</p>			
<b>Art</b>	<p>Children can: Cut, make and combine shapes to create recognisable forms; Use clay and other malleable materials and practise joining techniques; Add materials to the sculpture to create</p>	<p>LQ- Can I sketch using line for effect?</p>	<p>LQ- Can I use clay to represent a historical artefact?</p>	<p>LQ- Can use paper mache to create a sculpture of a volcano?</p>	<p>LQ- Can I use materials to create texture by overlapping and joining?</p>				



	<p>Understands tactics and composition by starting to vary in responses.</p> <p>Vary skills and actions that suit the game.</p> <p>Use skills with coordination and control.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Understand movement into or closing down others' space.</p>							
<p>PHSE</p>	<p><b><u>Dreams and Goals</u></b></p> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know about specific people who have overcome difficult challenges to achieve success</li> <li>• Know what dreams and ambitions are important to them</li> <li>• Know how they can best overcome learning challenges</li> <li>• Know that they are responsible for their own learning</li> <li>• Know what their own strengths are as a learner</li> <li>• Know what an obstacle is and how they can hinder achievement</li> <li>• Know how to take steps to overcome obstacles</li> <li>• Know how to evaluate their own learning progress and identify how it can be better next time</li> </ul> <p><b><u>Social and emotional skills:</u></b></p> <ul style="list-style-type: none"> <li>• Recognise other people's achievements in overcoming difficulties</li> <li>• Imagine how it will feel when they achieve their dream / ambition</li> <li>• Can break down a goal into small steps</li> <li>• Recognise how other people can help them to achieve their goals</li> <li>• Can manage feelings of frustration linked to facing obstacles</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<p>LQ - Can I talk about a person who has faced difficult challenges and had success?</p>	<p>LQ- Can I talk about a dream / ambition that is important to me?</p>	<p>LQ- Can I work out the best way to achieve my goals?</p>	<p>LQ- Can I see that I am responsible for my own learning?</p>	<p>LQ- Am I resilient when things go wrong?</p>	<p>LQ - Can I evaluate my own learning process and identify how I could do better next time?</p>	

<b>French</b>	<p>Begin to recognise French words being said.</p> <p>Repeat words and phrases in French.</p> <p>Begin to recognise written vocab and phrases.</p> <p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> <p>Repeat words modelled by teacher, show understanding with an action Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>	LQ – Can I correctly say and hear the names of 5 animals in French?	LQ- Can I correctly say and hear the names of 10 animals in French?	LQ – Can I read, listen and identify and correctly pronounce the names of 10 animals in French?	LQ- Can I correctly spell the names of animals in French?	LQ- Can I use the verb, 'Je suis' and know what it means?	LQ – Can I confidently use and understand 'Je suis' ?	
<b>Music</b>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> <p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided.</p> <ul style="list-style-type: none"> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class</li> </ul> <p>Know how to find and demonstrate the pulse.</p>	LQ – Can I use musical vocabulary to discuss and share what I have heard and listened to?	LQ – Can I identify the pulse and the style of music listened to?	LQ – Can I identify the structure of a piece of music and how it is put together?	LQ -Can I play a tuned instrument in time with a backing track?	LQ – Can I improvise playing a tuned instrument?	LQ – Can I perform my composition?	

	<ul style="list-style-type: none"> <li>● Know the difference between pulse and rhythm.</li> <li>● Know how pulse, rhythm and pitch work together to create a song.</li> <li>● Know that every piece of music has a pulse/steady beat.</li> <li>● To think about what the words of a song mean.</li> <li>● To take it in turn to discuss how the song makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music</li> </ul> <p>○ Name some of the instruments they heard in the song</p>							
<b>Learning Environment in corridor displays</b>	Volcano – Topic Rocks and Soils – Science RE - Trinity	Volcano – Topic Rocks and Soils – Science RE - Trinity	Volcano – Topic Rocks and Soils – Science RE - Trinity	Volcano – Topic Rocks and Soils – Science RE - Trinity	Volcano – Topic Rocks and Soils – Science RE - Trinity	Volcano – Topic Rocks and Soils – Science RE - Trinity	Volcano – Topic Rocks and Soils – Science RE - Trinity	