

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: Tremors
Term: 3 Year 3
Hooks: Pompeii, Mount Vesuvius Palaeontologist visit?
Texts: Escape to Pompeii

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	<u>RWInc scheme</u>	<u>RWInc scheme</u>	<u>RWInc scheme</u>	<u>RWInc scheme</u>	<u>RWInc scheme</u>	<u>RWInc scheme</u>	
	Retrieve and record information from non-fiction 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 find the meaning of unknown words read? LQ- Can I talk about what I have read? LQ- Can I make predictions about a text? 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 explain how the characters' feel, giving evidence from the text? 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 tell a partner interesting facts about what I have 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 summarise a text read?	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 use my phonics to read a range of more complex words?		
GPS	Use further prefixes and suffixes and understand how to add them Using conjunctions, adverbs and prepositions to express time and cause	LQ- Can I identify 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 words with prefixes correctly?		LQ – Can I spell words with prefixes correctly?	

	<p>using fronted adverbials</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Indicate grammatical and other features by:</p> <p>using commas after fronted adverbials using and punctuating direct speech</p>	LQ- Can I use a main clause and subordinate clause in sentences?						
Writing	<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 ask relevant questions?</p> <p>LQ- Can I role play as a citizen of Pompeii in AD79?</p> <p>LQ- Can I describe a scene using adverbial phrases in my sentences?</p>	<p>LQ – Can I role play events?</p> <p>LQ – Can I retell a story?</p> <p>LQ – Can I write a short story?</p>	<p>LQ – Can I identify the features of a letter?</p> <p>LQ- Can I ask and answer questions through role play?</p> <p>LQ- Can I write a letter as a survivor?</p> <p>LQ – Can I evaluate and improve a piece of writing?</p>	<p>LQ – Can I identify the features of a newspaper article?</p> <p>LQ- Can I read and retrieve relevant information?</p> <p>LQ- Can I write a newspaper article using the correct features?</p> <p>LQ – Can I evaluate and improve a piece of writing?</p>	<p>LQ – Can I identify the features of a diary entry?</p> <p>LQ – Can I role play an event, thinking about how I might feel and react?</p> <p>LQ- Can I extend and improve my vocabulary using a thesaurus?</p> <p>LQ- Can I describe an event using first person?</p> <p>LQ – Can I write a diary entry?</p>	<p>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?</p> <p>LQ – Can I present information in a poster?</p> <p>LQ – Can I present information to an audience?</p>	
Maths	<p>Consolidate 2, 4 and 8 times-tables</p> <p>Comparing statements</p> <p>Related calculations</p> <p>Multiply 2-digits by 1-digit (1)</p> <p>Multiply 2-digits by 1-digit (2)</p> <p>Divide 2-digits by 1-digit (1)</p> <p>Divide 2-digits by 1-digit (2)</p> <p>Divide 2-digits by 1-digit (3)</p> <p>Scaling</p> <p>How many ways?</p> <p>Count money (pence)</p> <p>Count money (pounds)</p> <p>Pounds and pence</p> <p>Convert pounds and pence</p> <p>Add money</p> <p>Subtract money</p> <p>Give change</p> <p>Make tally charts</p> <p>Draw pictograms (2, 5 and 10)</p> <p>Interpret pictograms (2, 5 and 10)</p> <p>Pictograms</p> <p>Bar Charts</p> <p>Tables</p>	<p>LQ – Can I recall and make links between the 2, 4 and 8 times tables?</p> <p>LQ- Can I use my understanding of multiplication and division to compare statements?</p> <p>LQ- Can I use my understanding of multiplication facts to solve calculations?</p> <p>LQ- Can I use the standard method to multiply 2 digits by 1 digit?</p> <p>LQ- Can I solve problems by using the standard method to multiply 2 digits by 1 digit?</p>	<p>LQ- Can I divide 2 digits by 1 digit?</p> <p>LQ- Can I use scaling to answer questions?</p>	<p>LQ – Can I Work systematically to solve investigations?</p> <p>LQ- Can I find combinations by working systematically?</p> <p>LQ – How many possibilities are there?</p>	<p>LQ- Can I count money in pence?</p> <p>LQ – Can I count money in pounds?</p> <p>LQ- Can I convert pounds and pence?</p> <p>LQ – Can I add amounts of money?</p> <p>LQ- Can I subtract amounts of money, including giving change?</p>	<p>LQ – Can I interpret information from a tally chart?</p> <p>LQ- Can I record information in a tally chart?</p> <p>LQ- Can I present information in a pictogram?</p> <p>LQ- Can I interpret information from a pictogram?</p>	<p>LQ- Can I interpret information from a bar chart?</p> <p>LQ- Can I present information in a bar chart?</p> <p>LQ- Can I interpret tables?</p>	

Science	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<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 – Can I explain how soil is formed?</p>	<p>LQ- Can I record findings using scientific vocabulary?</p> <p>LQ- Can I observe and describe a chemical reaction?</p>	
RE	<ul style="list-style-type: none"> Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. 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. 	<p>LQ- Can I explore the Christian idea of the trinity?</p>	<p>LQ- Can I express the trinity in art work?</p>	<p>LQ- What is the grace and what does it mean to Christians?</p>	<p>LQ – Where in the big frieze can we find the trinity?</p>	<p>LQ- How does Jesus' baptism show Christians he was really special?</p>		
Computing	<p>I can collect data and input it into software.</p> <p>I can analyse data using features within software to help such as, formula in 2Calculate (spreadsheets).</p> <p>I can present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool).</p> <p>I can consider what the most appropriate software to use when given a task by my teacher.</p> <p>I can carry out searches to find digital content on a range of online systems, such as within Purple Mash or on an internet search engine.</p>	<p>LQ- Can I create a table of data on a spreadsheet to automatically create charts and graphs from data?</p>	<p>LQ- Can I use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations?</p>	<p>LQ - Can I describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row?</p>	<p>LQ- Do I know what is meant by – home, bottom, and top rows?</p>	<p>LQ - Can I use two hands to type the letters on the keyboard?</p>	<p>LQ- Can I touch type using each hand?</p>	
History	<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>LQ- Why is Pompeii famous?</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 and after the eruption of Mount Vesuvius?</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>Geography</p>	<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 parts of the earth?</p>	<p>LQ- Can I label and describe the features of a volcano?</p> <p>LQ- Can I locate and describe the 'ring of fire' using maps and other sources?</p>	<p>LQ- Why do earthquakes occur?</p>	<p>LQ- What happens during a Tsunami?</p>		
<p>Art</p>	<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 detail;</p> <p>Children can: use varied brush techniques to create shapes, textures, patterns and lines;</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</p> <p>Create different textures and effects with paint;</p> <p>Explore ideas from first-hand observations;</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 I paper mache to create a sculpture of a volcano?</p>	<p>LQ- Can I use materials to create texture by overlapping and joining? (Complete Paper mache volcanoes)</p>	<p>LQ- Can I mix and blend primary colours to create a volcano scene?</p>		

	<p>Question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas;</p> <p>Experiment with showing line, tone and texture with different hardness of pencils; Use shading to show light and shadow effects;</p> <p>Select colours and materials to create effect, giving reasons for their choices;</p> <p>Refine work as they go to ensure precision;</p> <p>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</p>							
D.T	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
P.E	<p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p> <p>Pass the ball in two different ways in a game situation with some success.</p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Find a useful space and get into it to support teammates.</p> <p>Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p> <p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly</p>	Elite coaches	Elite coaches	Elite coaches	Elite coaches	Elite coaches	Elite coaches	
PHSE	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p>	LQ - Can I talk about a person who has faced difficult challenges and had success?	LQ- Can I talk about a dream / ambition that is important to me?	LQ- Can I work out the best way to achieve my goals?	LQ- Can I see that I am responsible for my own learning?	LQ- Am I resilient when things go wrong?	LQ - Can I evaluate my own learning process and identify how I could do better next time?	

French	<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>	<p>LQ – Can I build sentences in French using phrases that I have learnt?</p>	<p>LQ- Where is France and what is the country like?</p>	<p>LQ – Can I hear any French words?</p>	<p>LQ- Can I say the name of items in the classroom in French?</p>	<p>LQ- Can I listen and identify specific words in French?</p>		
Music	<p>Improvise, create and organise music</p> <p>Evaluate, present and perform music</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>LQ- Can I choose instruments to represent different sounds?.</p>	<p>LQ- Can I combine sounds to compose music?</p>	<p>LQ- Can I remember and repeat a melody?.</p>	<p>LQ- Can I use a change of tempo or dynamics in my composition?</p>	<p>LQ- Can I improve my performance?</p>	<p>LQ – Can I perform and listen to others?</p>	
Learning Environment in corridor displays	<p>Volcano – Topic</p> <p>Rocks and Soils - Science</p>	<p>Volcano – Topic</p> <p>Rocks and Soils - Science</p>	<p>Volcano – Topic</p> <p>Rocks and Soils - Science</p>	<p>Volcano – Topic</p> <p>Rocks and Soils - Science</p>	<p>Volcano – Topic</p> <p>Rocks and Soils - Science</p>	<p>Volcano – Topic</p> <p>Rocks and Soils - Science</p>	<p>Volcano – Topic</p> <p>Rocks and Soils - Science</p>	