

Easty 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			
Remembering Remember and recall info			Emerging Skills

Topic: Scrumdidlyumptious!

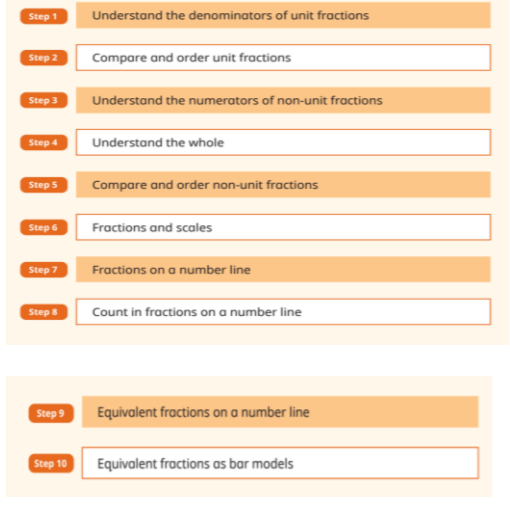
Term: 4 Year 3

Hooks: Chocolate! Following recipes. Design and make a chocolate and packaging. Design and make a sandwich. Visit to a restaurant? Bake off for charity/Dragon's Den

Texts: Charlie and the Chocolate Factory Roald Dahl Poetry (Michael Rosen Chocolate Cake)

INSPIRE Day – International Women's day, Sport Relief, World Book 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	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 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 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 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 make predictions and links with other texts? LQ – Can I listen to parts of a story with sustained concentration and retell what I have heard? LQ – Can I answer questions about the main character based in chapter 1? LQ- Can I find evidence from the story to support my ideas?	LQ – Can I summarise a chapter read? LQ – Can I read with expression, taking notice of punctuation? LQ – Can I develop and predict my own ideas based on what I have read (design my own chocolate factory?)? LQ- Can I find evidence from the story to support my answers?	(Chapter 5 – Wonka Golden ticket notice) LQ – Can I explain why the author has chosen specific words and phrases? LQ – Can I choose words and phrases that I think support the author's ideas? LQ – Can I identify words used to describe characters in a story? LQ- Can I answer questions by retrieving information from what I have read?	LQ – Can I use adjectives to describe how I would feel from the point of view of a character? LQ – Can I make predictions based on what I have read? LQ – Can I identify punctuation in a text and explain their purpose? LQ – Can I read with fluency and expression, taking notice of punctuation?	LQ – Can I identify words that are used to describe characters? (Ch 14) LQ – Can I identify direct speech in a text? LQ – Can I read direct speech with expression? LQ – Can I retrieve information from a text to answer questions?	LQ – Can I infer information to answer questions about a text? LQ – Can I read with fluency and expression, taking notice of punctuation? LQ – Can I review a book that I have read?	

<p>GPS</p>	<p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell common exception words.</p> <p>Spell a range of homophones.</p>	<p>LQ – Can I spell words with the suffix –ing, –er and –ed?</p> <p>LQ – Can I spell words with the suffix –ly?</p> <p>LQ – Can I spell words with the suffix –ation?</p>	<p>LQ – Can I spell words with the suffix –ful and –less?</p>	<p>LQ – Can I spell words with the suffix –ous?</p>	<p>LQ – Can I spell words with the suffix –tion, –sion, –ssion, –cian?</p> <p>LQ – Can I use apostrophes for possession?</p>	<p>LQ – Can I use the possessive apostrophe accurately in both regular and irregular plurals?</p>		
<p>Writing</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 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</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>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p>	<p>LQ – Can I expand and develop my ideas using a thesaurus?</p> <p>LQ – Can I use a range of descriptive language to describe a character from a story?</p>	<p>LQ – Can I perform a poem?</p> <p>LQ – Can I expand and develop my ideas based around a theme?</p> <p>LQ – Can I record rhyming words and couplets?</p> <p>LQ – Can I write a rhyming poem based on a theme?</p>	<p>LQ- Can I expand my vocabulary by using a thesaurus?</p> <p>LQ – Can I identify the features of persuasive writing?</p> <p>LQ – Can I develop my own ideas using my imagination?</p>	<p>LQ- Can I plan a persuasive advert?</p> <p>LQ – Can I write a persuasive advert?</p> <p>LQ – Can I present and persuade my audience, choosing appropriate language and techniques?</p> <p>LQ- Can I write a formal invitation?</p>	<p>LQ – Can I plan a story based on what I have read?</p> <p>LQ – Can I re-write a part of a story read by following my plan?</p> <p>LQ – Can I edit and improve writing?</p>	<p>LQ – How is an informal letter written?</p> <p>LQ – Can I plan an informal letter?</p> <p>LQ – Can I write an informal letter?</p> <p>LQ – Can I edit and improve my writing through proof -reading and checking?</p>	
<p>Maths</p>		<p>LQ – Do I understand the denominators of unit fractions?</p> <p>LQ – Can I compare and order unit fractions?</p> <p>LQ – Do I understand the numerators of non-unit fractions?</p> <p>LQ- What is a whole?</p>	<p>LQ – Can I compare and order non-unit fractions?</p> <p>LQ – Can I read fractions on scales?</p> <p>LQ – Can I read fractions on a number line?</p> <p>LQ- Can I count in fractions on a number line?</p>	<p>LQ – Can I find equivalent fractions on a bar model?</p> <p>LQ – Can I find equivalent fractions on a number line?</p> <p>LQ – Can I use scales?</p> <p>LQ – Can I measure in grams?</p>	<p>LQ – Can I measure mass in kilograms and grams?</p> <p>LQ – Can I find equivalent masses (kilograms and grams)?</p> <p>LQ – Can I compare mass?</p> <p>LQ – Can I add and subtract mass?</p>	<p>LQ – Can I measure capacity and volume in millilitres?</p> <p>LQ – Can I measure capacity and volume in litres and millimetres?</p> <p>LQ – Can I find equivalent capacities and volumes (litres and millilitres)?</p>	<p>LQ – Can I compare capacity and volume?</p> <p>LQ – Can I add and subtract capacity and volume?</p>	

	<p>Step 1 Use scales</p> <p>Step 2 Measure mass in grams</p> <p>Step 3 Measure mass in kilograms and grams</p> <p>Step 4 Equivalent masses (kilograms and grams)</p> <p>Step 5 Compare mass</p> <p>Step 6 Add and subtract mass</p> <p>Step 7 Measure capacity and volume in millilitres</p> <p>Step 8 Measure capacity and volume in litres and millilitres</p> <p>Step 9 Equivalent capacities and volumes (litres and millilitres)</p> <p>Step 10 Compare capacity and volume</p> <p>Step 11 Add and subtract capacity and volume</p>							
<p>Science</p>	<p>Animals and Humans identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. Monitoring and recording setting up simple practical enquiries, comparative and fair tests 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, including oral and written explanations, displays or presentations of results and conclusions</p>	<p>Animals and Humans</p> <p>LQ – Can I explain how living things obtain food and why animals, including humans, need the right type of nutrients?</p> <p>LQ – How much of each type of food do we need?</p>	<p>Animals and Humans</p> <p>LQ – What should be included in a healthy meal?</p> <p>LQ – Can I sort animals based on their skeletons?</p>	<p>Animals and Humans</p> <p>LQ – Can I identify and name the bones of the human body?</p>	<p>Animals and Humans</p> <p>LQ – Can I identify and explain the three main functions of a skeleton?</p>	<p>Animals and Humans</p> <p>LQ – Can I investigate and record how our muscles move?</p>		
<p>RE</p>	<p><u>Why do Christians call the day that Jesus dies, 'Good Friday'? SALVATION</u></p> <p>I know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>I know that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>I know that Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>LQ – What do I know about how Christians display beliefs about Holy week?</p>	<p>LQ – What is salvation?</p>	<p>LQ – How do Christians feel about the Holy week stories in the bible?</p>	<p>LQ – What do Christians do to remember the events written in the Gospels about Holy week?</p>	<p>LQ – How do Christians remember and celebrate Jesus' last week, death and resurrection?</p>	<p>LQ- Can I suggest ways in which the texts about the entry to Jerusalem and the death and resurrection of Jesus might mean?</p>	
<p>Computing</p>	<p>Email</p> <p>I can use communication tools such as 2Email respectfully and use good etiquette.</p>	<p>LQ – What are the different methods of communication?</p>	<p>LQ – Can I open and respond to an email?</p> <p>LQ – Can I write an email to someone using an address book?</p>	<p>LQ – Can I learn how to use email safely?</p> <p>LQ - Can I give examples of what anyone may or may not be willing to share about themselves online. I can explain the</p>	<p>LQ – Can I learn how to use email safely?</p> <p>LQ - Can I give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be</p>	<p>LQ – Can I add an attachment to an email?</p> <p>LQ – Can I explain who someone can ask if they are unsure about putting</p>	<p>LQ – Can I explore a simulated email scenario?</p> <p>LQ – Can I explain who someone can ask if they are unsure about</p>	

	<p>I can report unacceptable content and contact online in more than one way to a trusted adult.</p> <p>I understand the importance of keeping safe online and behaving respectfully.</p> <p>I can create purposeful (appropriate) content and attach this to emails.</p> <p>I can identify different ways that the internet can be used for communication.</p> <p>I can use email such as 2Email to respond to others appropriately and attach files.</p> <p><u>E-Safety Online reputation</u></p> <p>I can use a search engine to find information about me and my family</p> <p>I can use “ “ to narrow my search</p> <p>I understand that I should check the images, news and video results as well as the regular search results</p> <p>I understand what ‘personal’ information is</p> <p>I know that I must always ask before I share information about others online</p> <p>I can name 3 different places or people that I can go to if I am unsure if information is safe to share</p>	LQ – Can I explain how to search for information about others online? E-SAFETY	LQ – Can I explain how to search for information about others online? E-SAFETY	need to be careful before sharing anything personal? E-SAFETY	careful before sharing anything personal? E-SAFETY	something online? E-SAFETY	putting something online? E-SAFETY	
History		N/A	N/A	N/A	N/A	N/A	N/A	
Geography	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>Can I practise using maps, atlases and globes to locate countries and describe features studied – becoming more confident using each?</i></p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><i>Can I describe some aspects of human geography?</i></p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><i>Can I get more confident at locating countries in Europe, North America and South America on a map?</i></p>	LQ- Where does chocolate come from?	LQ- What is fair trade?	<p>LQ – Where does our fruit come from?</p> <p>LQ – Can I make a healthy fruit kebab using fruit from around the world?</p>	LQ- Which of our foods are grown in Britain and what is seasonality?	LQ – Which foods are grown and produced locally?		

	Name and locate counties and cities of the United Kingdom <i>Can I get more confident locating the cities of the UK?</i>							
Art		N/A	N/A	N/A	N/A	N/A	N/A	
D.T	<p>select tools and equipment suitable for the task explain their choice of tools and equipment in relation to the skills and techniques they will be using select materials and components suitable for the task</p> <p>describe the purpose of their products</p> <p>indicate the design features of their products that will appeal to intended users</p> <p>gather information about needs and wants of particular individuals and groups</p> <p>develop their own design criteria and use these to inform their ideas</p> <p>share and clarify ideas through discussion</p> <p>model their ideas using prototypes and pattern pieces</p> <p>use annotated sketches, cross-sectional drawings and exploded diagrams to</p> <p>develop and communicate their ideas</p> <p>use computer-aided design to develop and communicate their ideas</p> <p>generate realistic ideas, focusing on the needs of the user</p> <p>make design decisions that take account of the availability of resources</p> <p>that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate</p>	LQ- Can I gather information about people's wants and needs?	LQ – Can I generate realistic ideas based on research?	LQ – Can I follow a design to make my own chocolate? LQ – Can I evaluate my completed product against user needs and wants?	LQ – Can I model my ideas using prototypes? LQ- Can I plan my ideas through annotated sketches?	LQ – Can I use computer-aided design to create my ideas? (2 design and make) LQ- Can I make my own product and refer to the design criteria?	LQ – Can I evaluate how well my product works?	

	<p>that to be active and healthy, food and drink are needed to provide energy for the body</p> <p>identify the strengths and areas for development in their ideas and products</p> <p>consider the views of others, including intended users, to improve their work</p> <p>refer to their design criteria as they design and make</p> <p>use their design criteria to evaluate their completed products</p> <p>how well products work to achieve their purposes</p> <p>how well products meet user needs and wants</p>							
P.E	<p>Games</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>	Basketball – Elite Coach	Basketball – Elite Coach	Basketball – Elite Coach	Basketball – Elite Coach	Basketball – Elite Coach		
PHSE	<p>Healthy Me</p> <p><u>Knowledge</u></p> <p>Know how exercise affects their bodies</p> <p>Know why their hearts and lungs are such important organs</p> <p>Know that the number of calories, fat and sugar that they put into their bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know when something feels safe or unsafe</p> <p>Know that their bodies are complex and need taking care of</p> <p><u>Social and emotional skills</u></p> <p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p>	LQ – Do I understand how exercise affects my body and why my heart and lungs are such important organs for my body?	LQ – Can I give my opinion about drugs?	LQ - Can I identify things, people and places that I need to keep safe from and do I know who to go to for help?	LQ – Do I understand that medicines and some household substances can be harmful if not used correctly?	LQ – Do I understand how important it is to take care of my body?		

	<p>Can take responsibility for keeping themselves and others safe</p> <p>Respect their own bodies and appreciate what they do</p>							
French	<p>Comptines et Chansons (Nursery Rhymes)</p> <p>Recognise some familiar words in written form.</p> <p>Read aloud some familiar sounds, phonemes and words.</p> <p>Repeat accurately using the correct pronunciation and copy French accent.</p> <p>Communicate using single words, phrases and short sentences.</p> <p>Accurately copy some familiar, simple words and phrases.</p> <p>Identify specific sounds, phonemes and words.</p> <p>Listen carefully and respond.</p> <p>Understand that nouns can be masculine or feminine.</p>	LQ – Can I begin to sing a nursery rhyme in French?	LQ – Can I sing a nursery rhyme from memory in French?	LQ – Can I sing a nursery rhyme from memory in French?	LQ – Can I explore the patterns and sounds of language through songs and rhymes?	LQ – Can I explore the patterns and sounds of language through songs and rhymes?	LQ – Can I explore the patterns and sounds of language through songs and rhymes?	
Music	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Improvise using instruments in the context of the song they are learning to perform.</p> <p>To confidently identify and move to the pulse.</p> <ul style="list-style-type: none"> ● To think about what the words of a song mean. ● To take it in turn to discuss how the song makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. <p>Know how to find and demonstrate the pulse.</p> <ul style="list-style-type: none"> ● Know the difference between pulse and rhythm. ● Know how pulse, rhythm and pitch work together to create a song. ● Know that every piece of music has a pulse/steady beat. ● Know the difference between a musical question and an answer. <p>To treat instruments carefully and with respect.</p>	LQ – Can I describe what I hear, naming some instruments?	LQ – Can I listen to a piece of music and explain how it makes me feel?	LQ – Can I play an instrument in time with others?	LQ – Can I play an instrument in time with others?	LQ – Can I improvise?	LQ – Can I perform a song?	

	<ul style="list-style-type: none"> • 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. 							
Learning Environment in corridor displays	<p>Charlie and the chocolate factory focus on topic board.</p> <p>Healthy eating focus on Science board (nutrition pyramid).</p> <p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION - RE</p>	<p>Charlie and the chocolate factory focus on topic board.</p> <p>Healthy eating focus on Science board (nutrition pyramid).</p> <p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION - RE</p>	<p>Charlie and the chocolate factory focus on topic board.</p> <p>Healthy eating focus on Science board (nutrition pyramid).</p> <p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION - RE</p>	<p>Charlie and the chocolate factory focus on topic board.</p> <p>Healthy eating focus on Science board (nutrition pyramid).</p> <p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION - RE</p>	<p>Charlie and the chocolate factory focus on topic board.</p> <p>Healthy eating focus on Science board (nutrition pyramid).</p> <p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION - RE</p>	<p>Charlie and the chocolate factory focus on topic board.</p> <p>Healthy eating focus on Science board (nutrition pyramid).</p> <p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION - RE</p>	<p>Charlie and the chocolate factory focus on topic board.</p> <p>Healthy eating focus on Science board (nutrition pyramid).</p> <p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION - RE</p>	