

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			
Remembering Remember and recall info			Emerging Skills

Democracy
Rule of Law
Cultures & religion
Mutual respect
Individual liberty

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 Poetry (Michael Rosen Chocolate Cake)

INSPIRE 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	<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</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p>	<p>RWInc scheme</p> <p>LQ – Can I listen to parts of a story with sustained concentration and retell what I have heard?</p> <p>LQ – Can I answer questions about the main character based in chapter 1?</p> <p>LQ – Can I use my understanding from the text to describe characters?</p> <p>LQ- Can I find evidence from the story to support my ideas?</p>	<p>RWInc scheme</p> <p>LQ – Can I summarise a chapter read?</p> <p>LQ – Can I read with expression, taking notice of punctuation?</p> <p>LQ – Can I develop and predict my own ideas based on what I have read (design my own chocolate factory?)?</p>	<p>RWInc scheme</p> <p>(Chapter 5 – Wonka Golden ticket notice)</p> <p>LQ – Can I explain why the author has chosen specific words and phrases?</p> <p>LQ – Can I choose words and phrases that I think support the author's ideas?</p> <p>LQ – Can I identify words used to describe characters in a story?</p> <p>LQ- Can I answer questions by retrieving information from what I have read?</p>	<p>RWInc scheme</p> <p>LQ – Can I use adjectives to describe how I would feel from the point of view of a character?</p> <p>LQ – Can I make predictions based on what I have read?</p> <p>LQ – Can I identify punctuation in a text and explain their purpose?</p> <p>LQ – Can I read with fluency and expression, taking notice of punctuation?</p>	<p>RWInc scheme</p> <p>LQ – Can I identify words that are used to describe characters? (Ch 14)</p> <p>LQ – Can I identify direct speech in a text?</p> <p>LQ – Can I read direct speech with expression?</p> <p>LQ – Can I describe a character using words from the text read? (Ch 15 – Willy Wonka)</p>	<p>RWInc scheme</p> <p>LQ – Can I infer information to answer questions about a text?</p> <p>LQ – Can I read with fluency and expression, taking notice of punctuation?</p>	

	identifying how language, structure, and presentation contribute to meaning							
	retrieve and record information from non-fiction							
GPS	<p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</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>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 –tion, –sion, –ssion, –cian?</p> <p>LQ – Can I spell words with the suffix –ous?</p>	<p>LQ – Can I identify the present perfect tense?</p> <p>LQ – Can I use the present perfect form of verbs in contrast to the past tense?</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>	
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 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:</p> <p>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 article?</p> <p>LQ – Can I write a persuasive article?</p> <p>LQ – Can I present and persuade my audience, choosing appropriate language?</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 my 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>Measure length Measure length (m) Equivalent lengths – m & cm Equivalent lengths – mm & cm Compare lengths Compare lengths Add lengths Subtract lengths Measure perimeter Calculate perimeter</p> <p>Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ Count in fractions</p>	<p>LQ – Can I measure length using cm and mm? LQ – Can I measure length using m? LQ – Can I compare lengths (cm/mm)? LQ – Can I compare lengths (cm/m)? LQ – Can I find equivalent lengths (m/cm)?</p>	<p>LQ – Can I find equivalent lengths (mm/cm)? LQ – Can I investigate length? LQ – Can I solve problems by comparing different lengths? LQ – Can I add lengths? LQ – Can I subtract lengths? LQ – Can I solve problems involving adding and subtracting length?</p>	<p>LQ – Can I measure the perimeter of shapes? LQ – Can I calculate the perimeter of shapes? LQ – Can I solve problems by calculating perimeter?</p>	<p>LQ – Can I recognise equal and unequal parts? LQ – Can I identify half as two equal parts? LQ – Can I find half of an amount? LQ – Can I find a quarters of shapes, objects and quantities?</p>	<p>LQ – Can I recognise a third? LQ – Can I find thirds of quantities? LQ – Can I understand and record unit fractions? LQ – Can I understand and record non-unit fractions?</p>	<p>LQ – Can I explore and investigate equivalent fractions ($1/2$ $2/4$)? LQ – Can I count forwards and backwards in fractions? LQ – Can I solve problems involving fractions?</p>	
<p>Science</p>	<p>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.</p> <p>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>LQ – Can I explain how living things obtain food and why animals, including humans, need the right type of nutrients? LQ – How much of each type of food do we need?</p>	<p>LQ – What should be included in a healthy meal? LQ – Can I sort animals based on their skeletons?</p>	<p>LQ – Can I identify and name the bones of the human body?</p>	<p>LQ – Can I identify and explain the three main functions of a skeleton?</p>	<p>LQ – Can I investigate and record how our muscles move?</p>		

RE	<p>Why do Christians call the day that Jesus dies, 'Good' Friday? SALVATION</p> <p>Can I suggest what the texts about the entry into Jerusalem and death and resurrection of Jesus might mean?</p> <p>Can I give examples of what the texts studied mean to some Christians mark the Easter events in the Church communities?</p> <p>Can I describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship?</p> <p>Can I make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own about the God in Christianity?</p>	LQ – What I show how Christians display beliefs about Holy week?	LQ – What is salvation?	LQ – How do Christians feel about the Holy week stories in the bible?	LQ – What do Christians do to remember the events written in the Gospels about Holy week?	LQ – How do Christians remember and celebrate Jesus' last week, death and resurrection?	LQ- Can I suggest ways in which the texts about the entry to Jerusalem and the death and resurrection of Jesus might mean?	
Computing	<p>I can use communication tools such as 2Email respectfully and use good etiquette.</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</p> <p>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>	LQ – What are the different methods of communication?	<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>	LQ – Can I learn how to use email safely?	LQ – Can I learn how to use email safely?	LQ – Can I add an attachment to an email?	LQ – Can I explore a simulated email scenario?	
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>	LQ- How is chocolate made?	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 come from Britain?	LQ – Which foods are grown and produced locally?		

	<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> <p>Name and locate counties and cities of the United Kingdom</p> <p><i>Can I get more confident locating the cities of the UK?</i></p>							
Art	<p>record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</p> <p>question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>think critically about their art and design work.</p> <p>draw for a sustained periods of time.</p> <p>use a sketchbook to collect and develop ideas from a range of sources</p> <p>experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc.</p> <p>experiment with different grades of pencil to achieve varied tone</p> <p>create texture and pattern in drawing with a range of implements.</p>	LQ – Can I complete an observational drawing from a different perspective?						
D.T	<p>select tools and equipment suitable for the task</p> <p>explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>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>	LQ – Can I evaluate various types of foods?	LQ – Can I design a healthy sandwich?	LQ – Can I follow my design to make a healthy sandwich?	LQ – Can I follow a design to make my own chocolate?	LQ – Can I design and make my own packaging?	LQ – Can I evaluate and present my work?	

<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> <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>								
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	<p>how well products work to achieve their purposes</p> <p>how well products meet user needs and wants</p>							
P.E	<p>Children perform dances focusing on creating, adapting and linking a range of dance actions. They will begin to demonstrate an awareness of the expressive qualities of dance. These are inspired by a range of stimuli. They work individually, in pairs, small groups and as a whole class.</p>	LQ – Can I copy a range of moves accurately, staying in time with others?	LQ – Can I link a range of moves with fluency and control?	LQ – Can I work with others to combine moves to create a routine?	LQ – Can I work with others to improve a routine?	LQ – Can I perform a dance in front of an audience?	LQ – Can I evaluate my own and others' performances?	
PHSE	<p>How to make informed choices about health and wellbeing and to recognise sources of help with this.</p> <p>How to respond in an emergency.</p> <p>To identify different influences on health and wellbeing.</p> <p>What is meant by a healthy lifestyle</p> <p>How to maintain physical, mental and emotional health and wellbeing</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</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?		
French	<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 count from 11-20 in French?	LQ- Can I listen and recognise numbers 11-20 in French?	LQ – Can I read and write numbers in French?	LQ – Can I listen and identify key words related to school in French?	LQ – Can I say which subjects I like and don't like at school in French?	LQ – Can I write phrases or sentences in French to describe what subjects I like and dislike at school?	
Music	<p>Sing songs from memory with accurate pitch and in tune.</p> <p>Show control in voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble.</p> <p>Play notes on instruments clearly and including steps/ leaps in pitch.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes.</p>	LQ – Can I confidently sing a song from memory in tune with others?	LQ- Can I change the dynamics of my voice when singing?	LQ – Can I sing a part and maintain accurate tempo in a round?	LQ – Can I listen to and compare music from different parts of the world?	LQ – Can I use relevant musical vocabulary taught to describe a piece of music?	LQ – Can I describe the purposes of different music around the world?	

	<p>Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments</p> <p>Sing songs confidently both solo and in groups</p> <p>Describe different purposes of music in history/ other cultures.</p> <p>Use written symbols both standard and invented to represent sounds</p> <p>Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece</p> <p>Recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow)</p>							
<p>Learning Environment in corridor displays</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>	<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>	