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: Stone Age, Bronze Age, Iron Age. Who were the first people who lived in Britain?
Term: 5 Year 3
Hooks: Stone Age Day, visit to Kent Life for Stone Age worskshops
Texts: Stig of the Dump, Stone Age Boy, Ugg, How to wash a woolly mammoth?
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	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 identify the features of a non fiction text? LQ – Can I recall three facts from what I have read? LQ – Can I use a glossary to find the meaning of words? LQ – Can I give my opinion on the layout of a text? LQ – Can I read with increased accuracy and fluency? (Stone Age non fiction text)	LQ – Can I predict what a text might be about by looking at the front cover and blurb? LQ – Can I read with expression, taking notice of punctuation? LQ – Can I give my opinions of characters based on what I have read so far? LQ – Can I summarise what I have read? (Stig of the dump)	LQ – Can I analyse part of a text and identify specific words and phrases? LQ – Can I find the meaning of unknown words read in the dictionary? LQ – Can I read with increased fluency and accuracy? LQ – Can I answer questions, finding evidence from the text to justify my answers?	LQ – Can I identify specific words chosen by the author to represent and describe characters or settings? LQ – Can I read with increased fluency and accuracy? LQ – Can I answer questions, finding evidence from the text to justify my answers? LQ – Can I make predictions based on what I have read?	LQ – Can I infer and understand what I have read? LQ – Can I summarise what I have read? LQ – Can I read with expression, taking note of punctuation? LQ – Can I identify specific words and phrases for effect in a text read?	LQ – Can I summarise what I have read? LQ – Can I give my opinions based on what I have read? LQ – Can I review a story? LQ – Can I answer questions, justifying my answers by using evidence from the text?	
GPS	understand paragraphs as a way to group related material use present perfect form of verbs instead of the simple past, e.g. 'He has gone out to play' contrasted with 'He went out to play'	LQ – Can I order words alphabetically? LQ – Can I use a dictionary correctly to find the meaning of words? LQ – Can I use the present perfect form of	LQ – Can I use a/an correctly in sentences?	LQ – Can I write direct speech? LQ – Can I spell homophones…? LQ – Can I use spell words with the suffix -al correctly?	LQ – Can I use a range of fronted adverbials to extend my sentences? LQ – Can I identify when to start a new paragraph? LQ – Can I use spell words with the suffix -ily, -ally, -ly correctly?	LQ – Can I spell words in their contracted form? LQ – Can I spell words with the suffix -sion correctly?	LQ – Can I correctly spell words with the 'sc' grapheme?	

	begin to use inverted commas to punctuate direct speech spell homophones Use apostrophes for possession Spell words with suffixes Use the GPC sc to spell words revisit GPCs for the 'ee' phoneme: ee/ea/e-e/ie/y/ey spell words in their contracted form	verbs in contrast to the simple past tense? LQ – Can I use punctuation correctly? LQ – Can I spell words in their contracted form? LQ – Can I spell words with the 'ee' phoneme: ee/ea/e-e/ie/y/ey?						
Writing	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 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 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 select and use formal and informal styles and vocabulary appropriate to the purpose/reader Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements		LQ – Can I follow a range of instructions? LQ – Can I identify the features of instructions? LQ – Can I plan a set of instructions? LQ – Can I write a set of instructions?	LQ – Can I include speech for characters to support a story? LQ – Can I correctly punctuate direct speech in my writing?	LQ – Can I expand my vocabulary using a thesaurus? LQ – Can I write a detailed description using varied sentence structures and features learnt?	LQ – Can I retell a story through drama? LQ – Can I plan a story based on one that I have read? LQ – Can I write the beginning of my story by following my plan? LQ – Can I write the middle of my story by following my plan? LQ – Can I write the end of the story by following my plan?	LQ – Can I record the pros and cons to an argument? LQ – Can I justify my opinions with evidence and participate in a persuasive argument? LQ – Can I identify the features of a persuasive letter? LQ – Can I plan a persuasive letter? LQ – Can I write a persuasive letter?	

	proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions							
Maths	Fractions Step 1 Add fractions Step 2 Subtract fractions Step 3 Partition the whole Step 4 Unit fractions of a set of objects Step 5 Non-unit fractions of a set of objects Step 6 Reasoning with fractions of an amount Money Step 1 Pounds and pence Step 2 Convert pounds and pence Step 3 Add money Step 4 Subtract money Step 5 Find change Time	LQ – Can I add fractions? LQ – Can I subtract fractions? LQ – Can I partition a whole? LQ – Can I find unit fractions of a set of objects?	LQ – Can I find non-unit fractions of a set of objects? LQ – Can I find fractions of amounts? LQ – Can I count pounds and pence? LQ – Can I convert pounds and pence?	LQ – Can I add money? LQ – Can I subtract money? LQ – Can I find change? LQ – Can I read and write Roman Numerals to 12? LQ – Can I read the time to the nearest five minutes?	LQ – Can I read the time to the nearest minute on an analogue clock? LQ – Can I read the time to the nearest minute on an digital clock? LQ – Can I use am and pm correctly when telling the time? LQ – Can I identify the months and days of a week and year? LQ – Can I identify and calculate the hours in a day?	LQ – Can I calculate passages of time? LQ – Can I calculate time duration? LQ – Can I calculate and compare times?	LQ – Can I calculate start and end times? LQ – Can I measure time in minutes and seconds? LQ -Can I solve problems involving time?	

	Step 1 Roman numerals to 12 Step 2 Tell the time to 5 minutes Step 3 Tell the time to the minute Step 4 Read time on a digital clock Step 5 Use a.m. and p.m. Step 6 Years, months and days Step 7 Days and hours Step 8 Hours and minutes – use start and end times Step 9 Hours and minutes – use durations Step 10 Minutes and seconds Step 11 Units of time Step 12 Solve problems with time							
Science	**Plants** • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Monitoring and recording** • To be able to set up a simple practical enquiry. • To be able to make systematic and careful observations. • To be able to gather and record data. • To be able to use results to draw simple conclusions. • To be able to use straightforward scientific evidence to answer questions or to support their findings. • 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 and, where appropriate, taking accurate	Plants LQ – Can I name the different parts of flowering plants and explain their jobs?	Plants LQ – Can I investigate what plants need to grow well?	Plants LQ – Can I record observations and present the results of my investigation using scientific language?	Plants LQ – Can I investigate how water is transported in plants?	Plants LQ – Can I name the different parts of a flower and explain their role in pollination and fertilisation?	Plants LQ – Can I understand and order the stages of the life cycle of a flowering plant?	

	measurements using standard units • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes							
RE	**KINGDOM OF GOD** When Jesus left, what was the impact of Pentecost? I know that Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). I know that Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. I know that Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. I know that Christians celebrate Pentecost as the beginning of the Church.	LQ – What do Christians believe about Pentecost?	LQ Can I discuss what the description of Pentecost in Acts 2 might mean?	LQ – Can I give examples of what Pentecost means to some Christians now?	LQ Can I make links between the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities?	LQ – Can I make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the World today?		
Computing	**Databases and Simulations** Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	LQ – Can I answer yes /no questions to sort objects? LQ – Can I explain why I should be kind online Vs unkind? (E-safety)	LQ – Can I complete a branching database using 2 Question? LQ – Can I explain how I should act online? (E safety)	LQ – Can I create my own branching database? LQ – Can I describe how ways of how to behave towards people online (E safety)	LQ – Can I explain what.a simulation is? LQ – Can I describe and explain what bullying behaviour is? (E safety)	LQ – Can I explore simulations? LQ – Can I give examples of bullying behaviour online? (E safety)	LQ- Can I analyse and evaluate simulations? LQ – Can I describe ways of getting support? (Esafety)	

	E Safety Online Bullying I can explain why I should be kind online vs. unkind I know how I should act online I can explain how I make sure I am being kind online I can describe appropriate ways to behave towards other people online and why this is important. I can say what bullying behaviour is I can describe methods people may use to bully others including online and offline methods I can provide simple examples of where online bullying can take place and what it might look like I can give examples of how bullying behaviour could appear online and how someone can get support.							
History	Continue to develop a chronologically secure knowledge and understanding of British history *Can I describe events and periods using the words prehistoric, era, period, BCE, CE, millenium?* *Can I describe events from the past using dates they happened?* Note connections, contrasts and trends over time and develop the appropriate use of historical terms *Can I use a timeline in a specific time in history?* Continue to develop and establish clear narratives within and across periods studied. Regularly address and sometimes devise historically valid questions about change and cause. *Can I recall the main features / events of time periods studied? Can I note changes in lifestyle during prehistory – e.g. homes, tools, food?* *Can I compare 2 groups of people during a similar period in history – devising questions about similarities and differences?* Regularly address and sometimes devise historically valid questions about change and cause. *Can I appreciate how early Brits would not have communicated / lived as we do or eaten as we do? · Can I make*	LQ – Can I look closely at historical sources and ask questions about the past? LQ – Can I order events in a timeline using historical vocabulary?	LQ – Can I research and explain how Stone age people lived? *Jobs, economy and trade thread*	LQ – Can I explain what Stonehenge is and why it is famous? *Architecture thread*	LQ – Can I explore how the settlement of Skara Brae has changed over time? *Architecture thread*	LQ -Can I compare life in the Stone Age with life in the Bronze Age? *Jobs, economy and trade thread*	LQ – Can I explain who The Beaker People were and why they are important? *Jobs, economy and trade thread*	

	questions about what life would have been like for the early settlers and why and begin to picture their lives as they lived them? · Can I explain changes to early settlers lives (aspects e.g. hunting, homes, tools) through each era of pre history? Regularly address and sometimes devise historically valid questions about change and cause. Understand how our knowledge of the past is constructed from a range of sources. *Can I recognise the part that archaeologists have had in helping us understand what has happened in the past?*							
Geography		N/A	N/A	N/A	N/A	N/A	N/A	
Art	I know how to compare the work of different artists (Georgia O'Keefe) I recognise when art is from different cultures (Cave Paintings) I recognise when art is from different historical periods (Stone Age Cave Paintings) I know how to use a variety of techniques, e.g. overlapping, layering tessellation, mosaic and montage; (Paper Mache Woolly Mammoth) I know how to use different grades of pencil to shade and to show different textures and tones (sketching flowers/plants).	LQ – Can I represent a historical artform by using a range of drawings implements to create lines and marks? (Cave paintings)	LQ – Can I use paper mache to create a 3d model? (Woolly mammoth)	LQ – Can I explore a range of collage techniques such as tearing, overlapping and layering? (Woolly mammoth)	LQ – Can I use my observational skills to sketch carefully? (plants/flowers)	LQ – Can I explore the work of a great artist, giving opinions on their work? (Georgia O'Keefe)	LQ – Can I create a piece of work based on the ideas of a great artist? (Georgia O'Keefe art piece)	LQ – Can I evaluate a piece of work against the ideas of a great artist? (Georgia O'Keefe art piece)
D.T		N/A	N/A	N/A	N/A	N/A	N/A	N/A
P.E	• **ATHLETICS** • Children concentrate on developing good basic running, jumping and throwing techniques. • They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. • Children will be practising field events and different race	LQ – Can I use the correct technique for shot put?	LQ – Can I use the correct technique for long jump?	LQ- Can I maintain speed when sprinting?	LQ- Can I maintain pace when running long distance?			

	types, specific to Year 3 in preparation for Sports Day.							
PHSE	**Relationships** Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Know that conflict is a normal part of relationships • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that some words are used in hurtful ways and that this can have consequences • Know that different family members carry out different roles or have different responsibilities within the family • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc Know how some of the actions and work of people around the world help and influence my life • Know that they and all children have rights (UNCRC) • Know the lives of children around the world can be different from their own • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online	LQ – Can I identify the roles and responsibilities of each member of my family?	LQ – Can I identify and put into practice some of the skills of friendship?	LQ – Can I identify and use some strategies to keep myself safe?	LQ – Can I explain how some of the actions and work of people around the world help and influence my life?	LQ – Can I empathise with children whose lives are different to mine?	LQ – Can I express my appreciation to my friends and family?	

French	Recognise some familiar words in written form. Read aloud some familiar sounds, phonemes and words. Repeat accurately using the correct pronunciation and copy French accent. Communicate using single words, phrases and short sentences. Accurately copy some familiar, simple words and phrases. Identify specific sounds, phonemes and words. Listen carefully and respond. Understand that nouns can be masculine or feminine.	LQ – Can I say the name of five fruits in their singular form?	LQ – Can I say the name of five fruits in their singular form using une and un?	LQ – Can I say the name of fruits in their plural form using les?	LQ – Can I use J'aime to say 'I like' in French?	LQ – Can I use Je n'aime pas to say 'I don't like' in French?	LQ – Can I say a full sentence in French based on what I have learnt?	
Music	<u>Bringing us together – Charanga</u> To know and be able to talk about improvisation: ● 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 To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music To know and be able to talk about: ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow	LQ – Can I sing a song in tune and in unison with others?	LQ – Can I play an instrumental part in a song and stay in time?	LQ – Can I improvise using an instrument?	LQ – Can I perform my improvisation?	LQ – Can I perform to an audience?	LQ – Can I listen and evaluate a performance?	

	● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● To know why you must warm up your voice To treat instruments carefully and with respect. ● 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. ● To listen to and follow musical instructions from a leader. To choose one song and be able to talk about: ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song							
Learning Environment in corridor displays		Science display – Green plants Topic display – Stone Age Corridor display – Term 4 topic RE -Kingdom of God	Science display – Green plants Topic display – Stone Age Corridor display – Term 4 topic RE – Kingdom of God	Science display – Green plants Topic display – Stone Age Corridor display – Term 4 topic RE – Kingdom of God	Science display – Green plants Topic display – Stone Age Corridor display – Term 4 topic RE – Kingdom of God	Science display – Green plants Topic display – Stone Age Corridor display – Term 4 topic RE – Kingdom of God	Science display – Green plants Topic display – Stone Age Corridor display – Term 4 topic RE – Kingdom of God	