

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

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, artefacts?, visitor?

**Texts:** Stig of the Dump, Stone Age Boy, Ugg, How to wash a woolly mammoth?, How to skin a bear?

INSPIRE Day – **Eid al Fitr**

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	<u>RWInc scheme</u>  <u>LQ- Can I identify the features of a non fiction text?</u>  <u>LQ – Can I recall three facts from what I have read?</u>  <u>LQ – Can I use a glossary to find the meaning of words?</u>  <u>LQ – Can I give my opinion on the layout of a text?</u>  <u>LQ – Can I read with increased accuracy and fluency?</u>  (Stone Age non fiction text)	<u>RWInc scheme</u>  <u>LQ – Can I predict what a text might be about by looking at the front cover and blurb?</u>  <u>LQ – Can I read with expression, taking notice of punctuation?</u>  <u>LQ – Can I give my opinions of characters based on what I have read so far?</u>  <u>LQ – Can I summarise what I have read?</u>  (Stig of the dump)	<u>RWInc scheme</u>  <u>LQ – Can I analyse part of a text and identify specific words and phrases?</u>  <u>LQ – Can I find the meaning of unknown words read in the dictionary?</u>  <u>LQ – Can I read with increased fluency and accuracy?</u>  <u>LQ – Can I answer questions, finding evidence from the text to justify my answers?</u>	<u>RWInc scheme</u>  <u>LQ – Can I identify specific words chosen by the author to represent and describe characters or settings?</u>  <u>LQ – Can I read with increased fluency and accuracy?</u>  <u>LQ – Can I answer questions, finding evidence from the text to justify my answers?</u>  <u>LQ – Can I make predictions based on what I have read?</u>	<u>RWInc scheme</u>  <u>LQ – Can I infer and understand what I have read?</u>  <u>LQ – Can I summarise what I have read?</u>  <u>LQ – Can I read with expression, taking note of punctuation?</u>  <u>LQ – Can I identify specific words and phrases for effect in a text read?</u>	<u>RWInc scheme</u>  <u>LQ – Can I summarise what I have read?</u>  <u>LQ – Can I give my opinions based on what I have read?</u>  <u>LQ – Can I review a story?</u>  <u>LQ – Can I answer questions, justifying my answers by using evidence from the text?</u>	
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'  begin to use inverted commas to punctuate direct speech	<u>LQ – Can I order words alphabetically?</u>  <u>LQ – Can I use a dictionary correctly to find the meaning of words?</u>  <u>LQ – Can I spell words in their contracted form?</u>  <u>LQ – Can I use the present perfect form of verbs in contrast to the simple past tense?</u>	<u>LQ – Can I use a/an correctly in sentences?</u>	<u>LQ – Can I write direct speech?</u>  <u>LQ – Can I spell homophones...?</u>	<u>LQ – Can I use a range of fronted adverbials to extend my sentences?</u>  <u>LQ – Can I identify when to start a new paragraph?</u>			

	spell homophones	<u>LQ – Can I use punctuation correctly?</u>						
<b>Writing</b>	<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 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</p> <p>in non-narrative material, using <b>simple organisational devices</b> e.g. headings</p> <p>make notes from several sources of information and turn them into sentences</p> <p>group information, often moving from general to more specific detail</p> <p>begin to use paragraphs to group related materials</p> <p>use organisational devices to aid conciseness, e.g. numbered lists or headings</p> <p>attempt to adopt a viewpoint</p> <p>imitate authorial techniques gathered from reading</p> <p>select and use formal and informal styles and vocabulary appropriate to the purpose/reader</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 using conjunctions, adverbs and prepositions</p>		<p><u>LQ – Can I follow a range of instructions?</u></p> <p><u>LQ – Can I identify the features of instructions?</u></p> <p><u>LQ – Can I plan a set of instructions?</u></p> <p><u>LQ – Can I write a set of instructions?</u></p>	<p><u>LQ – Can I include speech for characters to support a story?</u></p> <p><u>LQ – Can I correctly punctuate direct speech in my writing?</u></p>	<p><u>LQ – Can I expand my vocabulary using a thesaurus?</u></p> <p><u>LQ – Can I write a detailed description using varied sentence structures and features learnt?</u></p>	<p><u>LQ – Can I retell a story through drama?</u></p> <p><u>LQ – Can I plan a story based on one that I have read?</u></p> <p><u>LQ – Can I write the beginning of my story by following my plan?</u></p> <p><u>LQ – Can I write the middle of my story by following my plan?</u></p> <p><u>LQ – Can I write the end of the story by following my plan?</u></p>	<p><u>LQ – Can I record the pros and cons to an argument?</u></p> <p><u>LQ – Can I justify my opinions with evidence and participate in a persuasive argument?</u></p> <p><u>LQ – Can I identify the features of a persuasive letter?</u></p> <p><u>LQ – Can I plan a persuasive letter?</u></p> <p><u>LQ – Can I write a persuasive letter?</u></p>	

	<p>to express time and cause using fronted adverbials</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p>							
<p><b>Maths</b></p>	<p><b>Making the whole</b></p> <p>Tenths</p> <p><b>Count in tenths</b></p> <p>Tenths as decimals</p> <p><b>Fractions on a number line</b></p> <p>Fractions of a set of objects (1)</p> <p><b>Fractions of a set of objects (2)</b></p> <p>Fractions of a set of objects (3)</p> <p><b>Equivalent fractions (1)</b></p> <p>Equivalent fractions (2)</p> <p><b>Equivalent fractions (3)</b></p> <p>Compare fractions</p> <p><b>Order fractions</b></p> <p>Add fractions</p> <p><b>Subtract fractions</b></p> <p><b>O'clock and half past</b></p> <p>Quarter past and quarter to</p> <p><b>Months and years</b></p> <p>Hours in a day</p> <p><b>Telling the time to 5 minutes</b></p> <p>Telling the time to the minute</p>	<p><u>LQ – Can I make a whole?</u></p> <p><u>LQ – Can I find and represent tenths in different ways?</u></p> <p><u>LQ – Can I count in tenths?</u></p> <p><u>LQ – Can I represent tenths as decimals?</u></p> <p><u>LQ – Can I represent fractions beyond a whole on a number line?</u></p>	<p><u>LQ – Can I find fractions of amounts?</u></p> <p><u>LQ – Can I identify and recognise equivalent fractions?</u></p> <p><u>LQ – Can I compare fractions?</u></p>	<p><u>LQ – Can I order fractions?</u></p> <p><u>LQ – Can I add fractions?</u></p> <p><u>LQ – Can I subtract fractions?</u></p> <p><u>LQ – Can I solve problems by adding or subtracting fractions?</u></p>	<p><u>LQ – Can I read the time to o'clock and half past?</u></p> <p><u>LQ – Can I read the time to quarter to and quarter past?</u></p> <p><u>LQ – Can I identify the months and days of a week and year?</u></p> <p><u>LQ – Can I calculate passages of time?</u></p> <p><u>LQ – Can I identify and calculate the hours in a day?</u></p>	<p><u>LQ – Can I read the time to the nearest five minutes?</u></p> <p><u>LQ – Can I read the time to the nearest minute on an analogue clock?</u></p> <p><u>LQ – Can I use am and pm correctly when telling the time?</u></p> <p><u>LQ – Can I tell the time using 24hr clock?</u></p>	<p><u>LQ – Can I calculate time duration?</u></p> <p><u>LQ – Can I calculate and compare times?</u></p> <p><u>LQ – Can I calculate start and end times?</u></p> <p><u>LQ – Can I measure time in seconds?</u></p>	

	<p>Using a.m. and p.m.</p> <p>24-hour clock</p> <p>Finding the duration</p> <p>Comparing durations</p> <p>Start and end times</p> <p>Measuring time in seconds</p>							
<p>Science</p>	<ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination,</li> </ul>	<p><u>LQ – Can I name the different parts of flowering plants and explain their jobs?</u></p>	<p><u>LQ – Can I investigate what plants need to grow well?</u></p>	<p><u>LQ – Can I record observations and present the results of my investigation using scientific language?</u></p>	<p><u>LQ – Can I investigate how water is transported in plants?</u></p>	<p><u>LQ – Can I name the different parts of a flower and explain their role in pollination and fertilisation?</u></p>	<p><u>LQ – Can I understand and order the stages of the life cycle of a flowering plant?</u></p>	

	seed formation and seed dispersal.							
RE	<ul style="list-style-type: none"> <li>• Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</li> <li>• Offer suggestions about what the description of Pentecost in Acts 2 might mean.</li> <li>• Give examples of what Pentecost means to some Christians now.</li> <li>• Make simple links between the description of 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.</li> </ul> <p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<u>LQ – What do Christians believe about Pentecost?</u>	<u>LQ Can I discuss what the description of Pentecost in Acts 2 might mean?</u>	<u>LQ – Can I give examples of what Pentecost means to some Christians now?</u>	<u>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?</u>	<u>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?</u>		
Computing	<p><i>I can explain what is meant by the term 'identity'.</i></p> <p><i>I can explain how people can represent themselves in different ways online</i></p> <p><i>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</i></p> <p><i>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</i></p> <p><i>I can collect data and input it into software.</i></p>	<p><u>LQ – Can I answer yes /no questions to sort objects?</u></p> <p><u>LQ – Can I explain what is meant by identity? (E-safety)</u></p>	<p><u>LQ – Can I complete a branching database using 2 Question?</u></p> <p><u>LQ – Can I explain how people can be identified online? (E safety)</u></p>	<p><u>LQ – Can I create my own branching database?</u></p> <p><u>LQ – Can I explain how people can change their identity online? (E safety)</u></p>	<p><u>LQ – Can I explain what a simulation is?</u></p> <p><u>LQ – Can I identify the pros and cons of technology? (E safety)</u></p>	<p><u>LQ – Can I explore simulations?</u></p> <p><u>LQ – Can I recognise the negative impact that technology can have on health and well being? (E safety)</u></p>	<p><u>LQ- Can I analyse and evaluate simulations?</u></p> <p><u>LQ – Can I identify the ways to manage time using technology? (Esafety)</u></p>	

	<p><i>I can analyse data using features within software</i></p> <p><i>I can present data and information using different software such as 2Question</i></p> <p><i>I can consider what the most appropriate software to use when given a task by my teacher.</i></p> <p><i>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.</i></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.</p> <p>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.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>							
History	<p>Continue to develop a chronologically secure knowledge and understanding of British history</p> <p><i>Can I describe events and periods using the words prehistoric, era, period, BCE, CE, millenium?</i></p> <p><i>Can I describe events from the past using dates they happened?</i></p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p><i>Can I use a timeline in a specific time in history?</i></p> <p>Continue to develop and establish clear narratives within and across periods studied.</p> <p>Regularly address and sometimes devise historically valid questions about change and cause.</p>	<p>LQ – Can I look closely at historical sources and ask question about the past?</p> <p>LQ – Can I order events in a timeline using historical vocabulary?</p>	<p>LQ – Can I research and explain how Stone age people lived?</p>	<p>LQ – Can I explain what Stonehenge is and why it is famous?</p>	<p>LQ – Can I explore how the settlement of Skara Brae has changed over time?</p>	<p>LQ -Can I compare life in the Stone Age with life in the Bronze Age?</p>	<p>LQ – Can I explain who The Beaker People were and why they are important?</p>	

	<p>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 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?</p>							
Geography		N/A	N/A	N/A	N/A	N/A	N/A	
Art	<ul style="list-style-type: none"> <li>plan, design and make models from observation or imagination. develop skills in joining, extending and modelling clay.</li> <li>use papier mache to create simple 3D effects</li> <li>experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.</li> <li>create different effects and textures with paint</li> <li>use language of and mix</li> </ul>	<p><u>LQ – Can I represent a historical artform by using a range of drawings implements to create lines and marks?</u> <u>(Cave paintings)</u></p>	<p><u>LQ – Can I use paper mache to create a 3d model?</u> (Woolly mammoth)</p>	<p><u>LQ – Can I explore a range of collage techniques such as tearing, overlapping and layering?</u> (Woolly mammoth)</p>	<p><u>LQ – Can I explore the work of a great artist, giving opinions on their work?</u> (Georgia O’Keefe)</p>	<p><u>LQ – Can I use my observational skills to sketch carefully?</u> (plants/flowers)</p>	<p><u>LQ – Can I create a piece of work based on the ideas of a great artist?</u> <u>(Georgia O’Keefe art piece)</u></p>	

	<p>primary and secondary colours and use tints and shades</p> <ul style="list-style-type: none"> <li>record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</li> <li>study the work of a range of great artists, craft makers and designers and</li> <li>understand the historical and cultural development of their art forms</li> <li>experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc.</li> </ul>							
D.T		N/A	N/A	N/A	N/A	N/A	N/A	N/A
P.E	<ul style="list-style-type: none"> <li>Children concentrate on developing good basic running, jumping and throwing techniques.</li> <li>They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</li> <li>Children will be practising field events and different race types, specific to Year 3 in preparation for Sports Day.</li> </ul>	Led by ELITE	Led by ELITE	Led by ELITE	Led by ELITE	Led by ELITE	Led by ELITE	Led by ELITE
PHSE	how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts	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?	

	<p>how to recognise and manage emotions within a range of relationships</p> <p>how to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>how to respond to risky or negative relationships and ask for help</p> <p>how to respect equality and diversity in relationships</p>							
<p><b>French</b></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>	<p>LQ – Can I say different colours in French, pronouncing the words correctly?</p>	<p>LQ – Can I fluently recall colours in French?</p>	<p>LQ – Can I listen and identify the correct words for different colours in French?</p>	<p>LQ – Can I say the phrase, 'I can' in French, pronouncing it correctly?</p>	<p>LQ – Can I communicate simple sentences and phrases in French using, Je peux (I can)?</p>	<p>LQ – Can I listen to and identify specific French words and phrases?</p>	
<p><b>Music</b></p> <p><b>Nb lessons continued from last term due to school COVID Closure</b></p>	<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> <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>LQ – Can I confidently sing a song from memory in tune with others?</p>	<p>LQ- Can I change the dynamics of my voice when singing?</p>	<p>LQ – Can I sing a part and maintain accurate tempo in a round?</p>	<p>LQ – Can I listen to and compare music from different parts of the world?</p>	<p>LQ – Can I use relevant musical vocabulary taught to describe a piece of music?</p>	<p>LQ – Can I describe the purposes of different music around the world?</p>	

