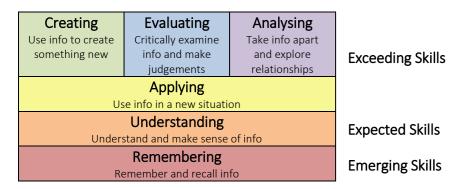
Eastry C of E Primary School Medium Term Plan: KS1 and KS2



<mark>Topic:</mark> Iron Age, Celts, Romans <mark>Term:</mark> 6 Year 3 Hooks: Romans

Texts: Stig of the dump All about the Romans non-fiction text INSPIRE Day – Pride

<u>Area of</u>	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
<u>Learning</u>								
Reading	drawing inferences such as inferring characters' feelings, thoughts and	<u>RWInc scheme</u>	RWInc scheme	<u>RWInc scheme</u>	<u>RWInc scheme</u>	RWInc scheme	RWInc scheme	
	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	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 so far? LQ – Can I answer questions, justifying my answers by using evidence from the text?	LQ – Can I predict what might happen next in the story? LQ – Can I confidently read part of a chapter to an audience? (ch 7) LQ – Can I answer questions justifying my answers by using evidence from the text? (ch 7)	LQ- Can I find the meaning of unknown words read? LQ – Can I complete a character description of the main characters in the book? LQ – Can I read with sustained concentration and interest? (ch 8)	LQ – Can I retrieve information from a text to answer questions about what I have read? (ch 8) LQ – Can I read with sustained interest and concentration? (ch 9) LQ – Can I predict how the story might end based on what I have read? LQ – Can I give my opinions about a story read and write a review?	LQ – Can I summarise the story that I have read? LQ – Can I retrieve factual information from a non- fiction text? LQ – Can I find the meaning of unknown words read using a glossary if appropriate? LQ -Can I recall what I have read?	LQ – Can I use an index or a contents to find specific information? LQ – Can I summarise what I have read? LQ – Can I ask and answer questions based on what I have read?	
GPS	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. Spell further homophones Using and punctuating direct speech Using the present perfect form of verbs in contrast to the past tense	LQ - Can I spell homophones correctly and understand the meaning of each word? LQ - Can I identify main and subordinate clauses in sentences? LQ - Can I use subordinating conjunctions to extend my sentences? LQ - Can I write complex sentences using main and subordinate clauses?	<u>LQ – Can I sort and classify</u> <u>words into word families?</u> <u>LQ – Can I accurately use the</u> <u>present perfect form of</u> <u>tense instead of the simple</u> <u>past?</u>		<u>LQ – Can I accurately use</u> possessive apostrophes?	<u>LQ – Can I correctly spell</u> <u>words in their contracted</u> <u>form?</u>	<u>LQ – Can I accurately</u> <u>punctuate speech?</u>	

		LQ – Can I use complex					
		sentences in my writing?					
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 begin to use paragraphs to group related materials		<u>LQ – Can I use expanded</u> <u>noun phrases in descriptive</u> <u>sentences?</u> <u>LQ – Can I describe a setting</u> <u>using paragraphs accurately?</u> <u>LQ – Can I role play the life</u> <u>of an Iron Age citizen?</u>	LQ – Can I annotate my work with key phrases and vocabulary? LQ – Can I identify the features of a diary entry? LQ – Can I write my own diary entry? LQ – Can edit and improve my writing?	<u>LQ – Can I plan a persuasive</u> <u>advert and include the</u> <u>correct features?</u> <u>LQ – Can I write a persuasive</u> <u>advert, following my plan</u> <u>carefully?</u> <u>LQ – Can I edit and improve</u> <u>my work?</u>	LQ - Can I identify the features of a playscript? LQ - Can I read and perform a playscript? LQ - Can I plan my own playscript based on Boudicca's rebellion? LQ - Can I write my own playscript based on Boudicca's rebellion?	LQ - Can I read and explore a range of newspaper reports and identify how they are written? LQ - Can I plan a newspaper report based on Boudicca's rebellion? LQ - Can I write a newspaper report based on Boudicca's rebellion? LQ - Can I write a newspaper rebellion? LQ - Can I identify how I can edit and improve my work?
	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						
	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	Finding the duration	LQ- Can I calculate time durations?	<u>LQ – Can I recognise angles</u> as a measure of turn?	<u>LQ – Can I identify parallel</u> and perpendicular lines?	LQ – Can I measure mass?		
	Comparing durations	LQ – Can I compare time	LQ – Can I recognise right	LQ – Can I recognise and	<u>LQ – Can I compare mass?</u>	Consolidation and recap of yea	ar 3 maths areas
	Start and end times	durations?	angles in shapes?	describe the properties of 2d	LQ – Can I add and subtract		
		LQ- Can I calculate start and	LQ – Can I compare angles?	shapes?	mass?		
	Measuring time in seconds	end times?	<u>LQ – Can I use a ruler to</u>	LQ – Can I recognise and	<u>LQ – Can I measure</u> <u>capacity?</u>		
	Turns and angles	LQ- Can I measure the time in	draw accurately?	describe the properties of 3d shapes?			
	Right angles in shapes	seconds?	<u>LQ – Can I identify horizontal</u>	LQ – Can I make 3d shapes?	<u>LQ – Can I compare</u> <u>capacity?</u>		
	Compare angles	LQ- Can I solve problems involving time?	and vertical lines?		LQ – Can I add and subtract		
		involving time:			capacity?		
	Draw accurately				LQ – Can I read and record		
	Horizontal and vertical				temperature?		
	Parallel and perpendicular						
	Recognise and describe 2-D shapes						
	Recognise and describe 3-D shapes						
	Make 3-D shapes						
	Compare mass						
	Measure mass (1)						
	Measure mass (2)						
	Compare mass						
	Add and subtract mass						
	Compare volume						
	Measure capacity (1)						
	Measure capacity (2)						
	Compare capacity						
	Add and subtract capacity						
	Temperature						
Science	N/A	N/A	N/A	N/A	N/A	N/A	N./A
RE	I can describe Sikh worship and	LQ – How do Sikh people	LQ – Why is the Gurdwara	LQ – Why do Sikhs believe in	LQ – Why do Sikhs believe in	LQ – How and why do Sikhs	LQ – How and
	suggest the significance of each part of it.	worship?	the heart of the Sikh community?	serving others?	serving others?	<u>celebrate Vaisakhi?</u>	<u>celebrate Vai</u>
	I can make clear links between						
	the teachings of the Guru Granth						
	Sahib and seva.						
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areas assessed as gaps in learning.

N/A
<u>LQ – What is important to</u>
<u>Sikhs?</u>

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History	Continue to develop a	<u>LQ – Can I identify changes</u>	<u>LQ – What was it like to live</u>	<u>LQ – Who were the Celts?</u>	LQ -Can I explain who the	<u>LQ – Can I use historic</u>	<u>LQ – Can I d</u>
	chronologically secure knowledge	made in the Iron Age after the	in The Iron Age era?		Romans were and why they	sources to find out why	Boudicca's re
	and understanding of British	Bronze Age?			wanted to invade Britain?	Boudicca is famous?	Britain?
	history. The Roman Empire and it's Impact		<u>LQ – Can I order events of</u>	LQ – Can I label and describe			
	on Britain.		the Iron age era on a				
	Can I describe events from the past		timeline?	a Celtic roundhouse?			
	using dates they happened – e.g.				<u>LQ – Can I identify the</u>		
	attempted and successful invasion of				similarities and differences		
	the Romans?				between the Celts and the		
	Can I describe events and periods				Romans?		
	using the words prehistoric, era,						
	period, BCE, CE, millenium?						
	Note connections, contrasts and						
	trends over time and develop the						
	appropriate use of historical terms						
	Can I explain how events from the						
	past have helped shape our lives? \cdot						
	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?						
	Understand how our knowledge of						
	the past is constructed from a range of sources.						
	Construct informed responses that						
	involve thoughtful selection and						
	organisation of relevant historical						
	information						
	Can I research a specific event from						
	the past and write about it?						
	Can I use various sources of evidence						
	IT, books, reconstructions, photos						
	and artefacts to answer questions?						
	Can I recognise and use primary and						
	secondary sources to see changes to						
	developments in lifestyles?						
	Regularly address and sometimes						
	devise historically valid questions						
	about change and cause.						
	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?						
Geography	Name and locate counties and cities					LQ – Can I locate Roman	LQ -Can I loc
Geography	of the United Kingdom,					cities and towns on a British	on a map lin
	geographical regions and their					map and identify how they	Boudicca's re
	identifying human and physical						
	characteristics, <i>Can I get more</i>					have changed?	
	confident at locating countries in						
	the UK and Europe?						
	Locate the world's countries, using						
	maps to focus on Europe						
	Describe and understand key						
	aspects of human geography,						
	including: types of settlement and						
	land use, Can I describe some						
	aspects of human geography?						

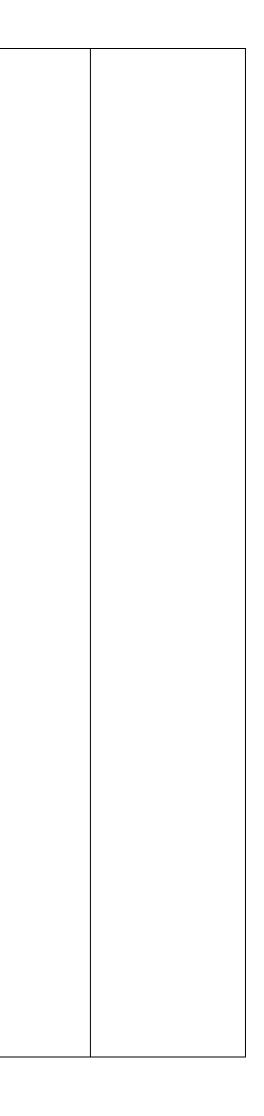
describe how	
rebellion affected	
a state Distant 1 1911	
	LQ - Can I locate local
ocate British cities inked to	Roman roads and describe
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	use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <i>Can I begin to use fieldwork to</i> <i>observe, measure, record and</i> <i>present the human and physical</i> <i>features in the local area practising</i> <i>using; sketching maps, plans graphs</i> <i>and digital technologies?</i>							
Art	Choose fabrics/threads based on colour, texture and shape cut and shape fabric using scissors/snips create fabrics by weaving materials, i.e. grass through twigs. Evaluate and analyse creative works using the language of art, craft	<u>LQ – Can I prepare a loom for</u> weaving?	LQ - Can I weave thread using a loom?	<u>LQ – Can I design and</u> <u>create my own hillfort?</u> <u>LQ - Can I evaluate my work?</u>	<u>LQ – Can I design my own</u> <u>Roman shield?</u>	<u>LQ – Can I design a Roman</u> <u>mosaic?</u>	<u>LQ – Can I follow my design</u> <u>to make a Roman mosaic?</u>	
	and design. Plan, design and make models from observation or imagination. use papier mache to create simple 3D effects.							
	Experiment with constructing and joining recycled, natural and manmade materials. create textures and patterns in malleable materials including clay.							
	Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes draw for a sustained periods of time.							
D.T	N/A	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
P.E	Gymnastics Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create a sequence.	Rounders LQ – Can I use skills with co- ordination and control? (throwing, under arm, over arm)	Rounders LQ – Can I use skills with co- ordination and control? (batting)	Rounders LQ – Can I understand tactics and composition by starting to vary in responses?	Rounders LQ – Can I vary skills and actions that suit the game?	<u>Rounders</u> LQ – Can I work well in groups to develop a game?		
	Describes and begins to evaluate their work using simple gym vocabulary.	<u>Gymnastics</u> LQ – Can I hold a balance with	<u>Gymnastics</u>	<u>Gymnastics</u>	<u>Gymnastics</u>	<u>Gymnastics</u>		
	Begin to notice similarities and differences in performances. Using turns and change of directions	<u>control?</u>	LQ – Can I link at least two movements with transitions?	<u>LQ – Can I perform different</u> body shapes?				
	Using turns and change of directions whilst moving in a variety of ways. Beginning to show flexibility in							
	movements. Beginning to develop good technique when travelling, balancing and using equipment.							
	Games Understands tactics and composition by starting to vary in responses.							

man	<u>LQ – Can I follow my design</u> <u>to make a Roman mosaic?</u>	
	<u>N/A</u>	<u>N/A</u>
<u>ame?</u>		

	Vary skills and actions that suit the game. Use skills with coordination and control. Works well in a group to develop various games. Beginning to understand how to						
	compete with each other in a						
	controlled manner.						
	Understand movement into or closing						
	down others' space.						
PHSE	down others' space.Relationships Education - By end of primary, pupils should know:Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart 	LQ - Can I express how I feel when I see a baby and understand lots of changes happen as babies grow?	LQ - Can I explain what a baby needs to live and grow and how they develop in the mother's uterus?	LQ - Can I identify how boys' and girls' bodies change on the inside during the growing up process?	LQ – Can I recognise ideas that I might have about parenting and family roles?	LQ - Can I identify what I am looking forward to in year 4?	
	destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.						

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	(H35) about menstrual well-being including the key facts about the menstrual cycle.						
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	LQ – Can I listen to and repeat verbs in French'?	<u>LQ – Can I accurately</u> pronounce 5 verbs in <u>French?</u>	LQ – Can I consolidate verbs and integrate Je Peux?	<u>LQ – Can I use the</u> <u>knowledge I have learnt to</u> <u>read phrases in French?</u>	<u>LQ – Can I use the</u> <u>knowledge I have learnt to</u> <u>write phrases in French?</u>	
Music	 masculine or feminine. To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: O Its lyrics: what the song is about O Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) O Identify the main sections of the song (introduction, verse, chorus etc.) O Name some of the instruments they heard in the song To confidently identify and move to the pulse. 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. To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. 	LQ - Can I listen to a piece of music and describe how it makes me feel?	LQ - Can I identify the instruments I hear?	LQ - Can I compose my own percussion rhythm?	LQ - Can I perform my composition to an audience?	LQ - Can I evaluate and improve my work?	

	• Listen to and reflect upon the						
	developing composition and make						
	musical decisions about pulse, rhythm,						
	pitch, dynamics and tempo.						
	• Record the composition in any way						
	appropriate that recognises the						
	connection between sound and symbol						
	(e.g. graphic/pictorial						
	notation).						
	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 otherYou need to know and have planned						
	everything that will be performed						
	• You must sing or rap the words						
	clearly and play with confidence						
	• 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 choose what to perform and create						
	a programme.						
	• To communicate the meaning of the						
	words and clearly articulate them.						
	• To talk about the best place to be						
	when performing and how to stand						
	or sit.						
	• To record the performance and say						
	how they were feeling, what they						
	were pleased with what they would						
	change and why.						
Learning	Sikhism – RE How do Sikh	Sikhism – RE How do Sikh	Sikhism – RE How do	Sikhism – R			
Environment	people worship and celebrate?	people worship and	Sikh people worship	Sikh people worship	Sikh people worship	Sikh people worship	Sikh people
in corridor	RE (Corridor) Fruits of the Holy	celebrate?	and celebrate?	and celebrate?	and celebrate?	and celebrate?	and celebra
	Spirit.	RE (Corridor) Fruits of the	RE (Corridor) Fruits of	RE (Corrido			
displays				, ,			
		Holy Spirit.	the Holy Spirit.	the Holy Spirit.	the Holy Spirit.	the Holy Spirit.	the Holy Sp

Cilibiana DE Llaurda
Sikhism – RE How do Sikh people worship and celebrate? RE (Corridor) Fruits of the Holy Spirit.