

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: Iron Age, Celts, Romans

Term: 6 Year 3

Hooks: Roman Painted House/Dover Museum trip

Texts: Stig of the dump All about the Romans non-fiction text

INSPIRE Day – Paralympics?????

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 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 so far?</u> <u>LQ – Can I answer questions, justifying my answers by using evidence from the text?</u>	<u>RWInc scheme</u> <u>LQ – Can I predict what might happen next in the story?</u> <u>LQ – Can I confidently read part of a chapter to an audience? (ch 7)</u> <u>LQ – Can I answer questions justifying my answers by using evidence from the text? (ch 7)</u>	<u>RWInc scheme</u> <u>LQ- Can I find the meaning of unknown words read?</u> <u>LQ – Can I complete a character description of the main characters in the book?</u> <u>LQ – Can I read with sustained concentration and interest? (ch 8)</u>	<u>RWInc scheme</u> <u>LQ – Can I retrieve information from a text to answer questions about what I have read? (ch 8)</u> <u>LQ – Can I read with sustained interest and concentration? (ch 9)</u> <u>LQ – Can I predict how the story might end based on what I have read?</u> <u>LQ – Can I give my opinions about a story read and write a review?</u>	<u>RWInc scheme</u> <u>LQ – Can I summarise the story that I have read?</u> <u>LQ – Can I retrieve factual information from a non-fiction text?</u> <u>LQ – Can I find the meaning of unknown words read using a glossary if appropriate?</u> <u>LQ -Can I recall what I have read?</u>	<u>RWInc scheme</u> <u>LQ – Can I use an index or a contents to find specific information?</u> <u>LQ – Can I summarise what I have read?</u> <u>LQ – Can I ask and answer questions based on what I have read?</u>	
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	<u>LQ – Can I spell the homophones where, were and wear correctly?</u> <u>LQ – Can I identify main and subordinate clauses in sentences?</u> <u>LQ – Can I use subordinating conjunctions to extend my sentences?</u> <u>LQ – Can I write complex sentences using main and subordinate clauses?</u>	<u>LQ – Can I sort and classify words into word families?</u> <u>LQ – Can I accurately use the present perfect form of tense instead of the simple past?</u>		<u>LQ – Can I accurately use possessive apostrophes?</u>	<u>LQ – Can I correctly spell words in their contracted form?</u>	<u>LQ – Can I accurately punctuate speech?</u>	

		<u>LQ – Can I use complex sentences in my writing?</u>						
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</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>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><u>LQ – Can I use expanded noun phrases in descriptive sentences?</u></p> <p><u>LQ – Can I describe a setting using paragraphs accurately?</u></p> <p><u>LQ – Can I role play the life of an Iron Age citizen?</u></p>	<p><u>LQ – Can I annotate my work with key phrases and vocabulary?</u></p> <p><u>LQ – Can I identify the features of a diary entry?</u></p> <p><u>LQ – Can I write my own diary entry?</u></p> <p><u>LQ – Can edit and improve my writing?</u></p>	<p><u>LQ – Can I take part in a persuasive argument?</u></p> <p><u>LQ – Can I plan a persuasive advert and include the correct features?</u></p> <p><u>LQ – Can I write a persuasive advert, following my plan carefully?</u></p> <p><u>LQ – Can I edit and improve my work?</u></p>	<p><u>LQ – Can I identify the features of a playscript?</u></p> <p><u>LQ – Can I read and perform a playscript?</u></p> <p><u>LQ – Can I plan my own playscript based on Boudicca's rebellion?</u></p> <p><u>LQ – Can I write my own playscript based on Boudicca's rebellion?</u></p>	<p><u>LQ – Can I read and explore a range of newspaper reports and identify how they are written?</u></p> <p><u>LQ – Can I plan a newspaper report based on Boudicca's rebellion?</u></p> <p><u>LQ – Can I write a newspaper report based on Boudicca's rebellion?</u></p> <p><u>LQ – Can I identify how I can edit and improve my work?</u></p>		

<p>Maths</p>	<p>Turns and angles</p> <p>Right angles in shapes</p> <p>Compare angles</p> <p>Draw accurately</p> <p>Horizontal and vertical</p> <p>Parallel and perpendicular</p> <p>Recognise and describe 2-D shapes</p> <p>Recognise and describe 3-D shapes</p> <p>Make 3-D shapes</p> <p>Compare mass</p> <p>Measure mass (1)</p> <p>Measure mass (2)</p> <p>Compare mass</p> <p>Add and subtract mass</p> <p>Compare volume</p> <p>Measure capacity (1)</p> <p>Measure capacity (2)</p> <p>Compare capacity</p> <p>Add and subtract capacity</p> <p>Temperature</p>	<p><u>LQ – Can I recognise angles as a measure of turn?</u></p> <p><u>LQ – Can I recognise right angles in shapes?</u></p> <p><u>LQ – Can I compare angles?</u></p>	<p><u>LQ – Can I use a ruler to draw accurately?</u></p> <p><u>LQ – Can I identify horizontal and vertical lines?</u></p> <p><u>LQ – Can I identify parallel and perpendicular lines?</u></p> <p><u>LQ – Can I recognise and describe the properties of 2d shapes?</u></p>	<p><u>LQ – Can I recognise and describe the properties of 3d shapes?</u></p> <p><u>LQ – Can I make 3d shapes?</u></p> <p><u>LQ – Can I measure mass?</u></p> <p><u>LQ – Can I compare mass?</u></p>	<p><u>LQ – Can I add and subtract mass?</u></p> <p><u>LQ – Can I measure capacity?</u></p> <p><u>LQ – Can I compare capacity?</u></p> <p><u>LQ – Can I add and subtract capacity?</u></p> <p><u>LQ – Can I read and record temperature?</u></p>	<p><u>Consolidation and recap of year 3 maths areas assessed as gaps in learning.</u></p>		
<p>Science</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N./A</p>	<p>N/A</p>
<p>RE</p>	<p>I can describe Sikh worship and suggest the significance of each part of it.</p> <p>I can make clear links between the teachings of the Guru Granth Sahib and seva.</p> <p>I can describe some of the same / different things Sikhs' do which show equality in the Langar.</p>	<p><u>LQ – How do Sikh people worship?</u></p>	<p><u>LQ – Why is the Gurdwara the heart of the Sikh community?</u></p>	<p><u>LQ – Why do Sikhs believe in serving others?</u></p>	<p><u>LQ – Why do Sikhs believe in serving others?</u></p>	<p><u>LQ – How and why do Sikhs celebrate Vaisakhi?</u></p>	<p><u>LQ – How and why do Sikhs celebrate Vaisakhi?</u></p>	<p><u>LQ – What is important to Sikhs?</u></p>

	<p>I can explain what happens at Vaisakhi and why Sikhs' celebrate it.</p> <p>I can discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes.</p>							
Computing	<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>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online. I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain how the internet can be used to sell and buy things.</p>	<p><u>LQ – Can I explain what a simulation is?</u></p> <p><u>LQ- Can I explain how to search for information about others online? E-Safety</u></p>	<p><u>LQ – Can I explore simulations?</u></p> <p><u>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 careful before sharing anything personal? E-Safety</u></p>	<p><u>LQ – Can I analyse and evaluate a simulation?</u></p> <p><u>Can I explain who someone can ask if they are unsure about putting something online? E-Safety</u></p>	<p><u>LQ – Can I enter data into a graph and answer questions?</u></p> <p><u>LQ- Can I describe appropriate ways to behave towards other people online and why this is important? E-Safety</u></p>	<p><u>LQ – Can I use Microsoft Powerpoint to create a page in a presentation?</u></p> <p><u>LQ - Can I give examples of how bullying behaviour could appear online and how someone can get support? E-Safety</u></p>	<p><u>LQ – Can I add media and animate a presentation?</u></p> <p><u>LQ - Can I give examples of how bullying behaviour could appear online and how someone can get support? E-Safety</u></p>	<p><u>LQ – Can I add in timings to a presentation?</u></p> <p><u>LQ - Can I give examples of how bullying behaviour could appear online and how someone can get support? E-Safety</u></p>
History	<p>Continue to develop a chronologically secure knowledge and understanding of British history.</p> <p>The Roman Empire and it's Impact on Britain.</p> <p><i>Can I describe events from the past using dates they happened – e.g. attempted and successful invasion of the Romans?</i></p> <p><i>Can I describe events and periods using the words prehistoric, era, period, BCE, CE, millenium?</i></p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p> <p><i>Can I explain how events from the past have helped shape our lives? · 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</i></p>	<p><u>LQ – Can I identify changes made in the Iron Age after the Bronze Age?</u></p>	<p><u>LQ – What was it like to live in The Iron Age era?</u></p> <p><u>LQ – Can I order events of the Iron age era on a timeline?</u></p>	<p><u>LQ – Who were the Celts?</u></p> <p><u>LQ – Can I label and describe a Celtic roundhouse?</u></p>	<p><u>LQ -Can I explain who the Romans were and why they wanted to invade Britain?</u></p> <p><u>LQ – Can I identify the similarities and differences between the Celts and the Romans?</u></p>	<p><u>LQ – Can I use historic sources to find out why Boudicca is famous?</u></p>	<p><u>LQ – Can I describe how Boudicca's rebellion affected Britain?</u></p>	

	<p>during a similar period in history – devising questions about similarities and differences?</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p><i>Can I research a specific event from the past and write about it?</i></p> <p><i>Can I use various sources of evidence IT, books, reconstructions, photos and artefacts to answer questions?</i></p> <p><i>Can I recognise and use primary and secondary sources to see changes to developments in lifestyles?</i></p> <p>Regularly address and sometimes devise historically valid questions about change and cause.</p> <p><i>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?</i></p>							
Geography	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, <i>Can I get more confident at locating countries in the UK and Europe?</i></p> <p>Locate the world's countries, using maps to focus on Europe</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, <i>Can I describe some aspects of human geography?</i></p> <p>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.</p> <p><i>Can I begin to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using; sketching maps, plans graphs and digital technologies?</i></p>					<p><u>LQ – Can I locate Roman cities and towns on a British map and identify how they have changed?</u></p>	<p><u>LQ -Can I locate British cities on a map linked to Boudicca's revolt?</u></p>	<p><u>LQ - Can I locate local Roman roads and describe how they have changed?</u></p>
Art	<p>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</p> <p>explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p>	<p><u>LQ – Can I explore the work of a great artist, giving opinions on their work?</u></p> <p>(Georgia O'Keefe)</p> <p><u>LQ – Can I use my observational skills to sketch carefully?</u></p>	<p><u>LQ – Can I create a piece of work based on the ideas of a great artist?</u></p> <p>(Georgia O'Keefe art piece)</p>	<p><u>LQ – Can I design and create my own hillfort?</u></p> <p><u>LQ - Can I evaluate my work?</u></p>	<p><u>LQ – Can I design my own Roman shield?</u></p>	<p><u>LQ – Can I design a Roman mosaic?</u></p>	<p><u>LQ – Can I follow my design to make a Roman mosaic?</u></p>	

	<p>evaluate and analyse creative works using the language of art, craft and design.</p> <p>1 plan, design and make models from observation or imagination.</p> <p>use papier mache to create simple 3D effects</p> <p>experiment with constructing and joining recycled, natural and manmade materials. create textures and patterns in malleable materials including clay.</p> <p>record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</p> <p>draw for a sustained periods of time.</p>	<u>LQ – Can I prepare a loom for weaving?</u>	<u>LQ - Can I weave thread using a loom?</u>					
D.T	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
P.E	<p>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 types, specific to Year 3 in preparation for Sports Day.</p>	<u>LQ – Can I jump for distance?</u> (standing long jump)	<u>LQ – Can I run at different speeds and adjust my pace?</u>	<u>LQ – Can I fluently combine running with jumping?</u>	<u>LQ – Can I fluently combine running with jumping?</u>	<u>LQ – Can I practise push throw techniques?</u>	<u>LQ – Can I develop and refine throwing techniques learnt?</u>	<u>LQ – Can I develop and refine throwing techniques learnt?</u>
PHSE	<p>how their body will, and their emotions may, change as they approach and move through puberty</p> <p>about human reproduction</p> <p>about managing change, including puberty, transition and loss</p> <p>about change, including transitions (between key stages and schools),</p> <p>how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>to recognise and challenge stereotypes</p> <p>to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p>	<u>LQ – Can I express how I feel when I see a baby and understand lots of changes happen as babies grow?</u>	<u>LQ – Can I explain what a baby needs to live and grow and how they develop in the mother's uterus?</u>	<u>LQ – Can I identify how boys' and girls' bodies change on the inside during the growing up process?</u>	<u>LQ – Can I recognise ideas that I might have about parenting and family roles?</u>	<u>LQ – Can I identify what I am looking forward to in year 4?</u>		
French	<p>Recognise some familiar words in written form.</p> <p>Read aloud some familiar sounds, phonemes and words.</p>	<u>LQ – Can I name classroom objects in French using correct pronunciation?</u>	<u>LQ – Can I name accurately and fluently name</u>	<u>LQ – Can I listen and identify classroom objects in a French conversation?</u>	<u>LQ – Can I use the phrase 'ai' in a sentence to say</u>	<u>LQ – Can I say a simple sentence in French including vocabulary I have learnt?</u>	<u>LQ – Can I read and identify key vocabulary that I have been learning in French?</u>	<u>LQ – Can I write a simple sentence in French using the</u>

