

## Medium Term Plan Example

Age Group KS1

Lady Waterford Hall

Week	Area of Learning	Aims and outcomes	Approaches/ Organisation	Assessment Opportunities	Activities Outline	NC Mapping	Resources	Cross Curricular Links	ICT
1	Understanding Communication, Language and Literacy	To explore the imaginative use of language and the conventions of talk through role play	Whole Class	Teacher Assess	Role Play Victorian English lesson.	UECL E7	Dress up Clothes. Slate. Chalk.	HGSU UPDHW UA	Video role-play.
2	Understanding Communication, Language and Literacy	To identify the characteristic features of texts with different purposes	Independent Task with Group Support	Peer Assess	Children to write diary entries as children in the 1800's.	UECL E15	Word banks. Example diary entries. Pens. Paper.	HGSU	Example text shown to class using visualiser.
3	Understanding Communication, Language and Literacy	To communicate with known audiences using ICT where appropriate	Independent	Self Assess	Children to use photos and diary entries to write about their experience - to be developed into individual learning journey books.	UECL E18	Diary entries. Photos. Pens. Pencils.	HGSU UPDHW	Use photos and copies of work to make individual learning journey books.
4	Understanding Communication, Language and Literacy	To identify the characteristic features of texts with different purposes	Whole Class	Teacher Assess	Children to investigate features of a letter.	UECL E15	Example letters: The Jolly Postman.	HGSU	Use interactive whiteboard to look at example letters.
5	Understanding Communication, Language and Literacy	To identify the characteristic features of texts with different purposes	Whole Class	Teacher Assess	Children to receive a letter from Lady Waterford and discuss textual features and possible replies.	UECL E15	Letter.	HGSU UPDHW	Example letter shown to class using visualiser.
6	Understanding Communication, Language and Literacy	To communicate with known audiences using ICT where appropriate	Independent	Self Assess	Children to write a reply letter to Lady Waterford and design their own envelope and stamp.	UECL E18	Pens. Paper. Templates.	UPDHW HGSU UA	Children to write and print final letter on PC.

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1	Mathematical Understanding	To interpret and draw conclusions from information they have been given	Whole Class	Teacher Assess	Role Play Victorian maths lesson.	MU E17	Dress up Clothes. Slate. Chalk.	HGSU UPDHW UA	Video role-play.
2	Mathematical Understanding	Use a range of strategies to solve practical problems	Independent	Self Assess	Children to attempt to work out simple sums using a variety of Victorian tools and methods, e.g. abacus.	MU E5	Abacus. Slate. Chalk. Etc.	HGSU UPDHW	None.
3	Mathematical Understanding	Use a range of strategies to solve practical problems	Independent	Self Assess	Children to attempt to work out the same simple sums as week 2 using a variety of 21 <sup>st</sup> Century tools and methods, e.g. calculators.	MU E5	Calculators. Number fans. Etc. Pens. Paper.	HGSU UPDHW	None.
4	Mathematical Understanding	To collect, group, match, sort, record and represent information for a purpose and store it using ICT	Whole Class	Teacher Assess	Children to gather data regarding other children's preference of mathematical tools, i.e. abacus, calculator etc.	MU E16	Interactive Whiteboard.	HGSU UPDHW STU	Use interactive whiteboard to collate data.
5	Mathematical Understanding	To collect, group, match, sort, record and represent information for a purpose and store it using ICT	Small Groups	Peer Assess	Children to choose their favourite way to represent the data gathered in week 4 and produce this.	MU E16	Results chart. Paper. Pens. Various craft materials.	UPDHW STU UA	Comparing the graphs of different groups using the visualiser.
6	Mathematical Understanding	To collect, group, match, sort, record and represent information for a purpose and store it using ICT	Whole Class	Teacher Assess	Chronologically organise children's research for class guide to Lady Waterford's life.	MU E16	Research.	UPDHW HGSU UECL	Children to print out research using PC's.

Week	Area of Learning	Aims and outcomes	Approaches/ Organisation	Assessment Opportunities	Activities Outline	NC Mapping	Resources	Cross Curricular Links	ICT
1	Scientific and Technological Understanding	to explore and observe in order to collect data and describe and compare their observations and findings	Paired	Self Assess	Children to practise writing using various writing tools and decide on their favourite tool and record each child's preference in a tall chart.	STU E1	Quills. Ink. Slate. Chalk. Pens. Paper. Etc.	HGSU MU	Class teacher to record data on interactive whiteboard.
2	Scientific and Technological Understanding	To explore simple structures to investigate how they work	Independent	Teacher Assess	Children to develop plans to build a replica model of Lady Waterford Hall.	STU E7	Photos. Example plan. Pens. Paper.	HGSU UPDHW UA	Use visualiser to share plans with the class.
3	Scientific and Technological Understanding	To apply their knowledge and understanding in their practical work	Independent	Peer Assess	Children to use the plans created in week 2 to build a model replica Lady Waterford Hall.	STU E2	Variety of materials. Children's plans.	HGSU UPDHW UA	Children to photograph finished models.
4	Scientific and Technological Understanding	To investigate the properties of everyday materials	Paired	Self Assess	In relation to the story of Moses and Miriam: Children to investigate materials that float in order to make a basket to carry a toy in water. Children to record which material stays afloat the longest.	STU E5	Variety of materials of choice, e.g. sponge, wood, paper, etc.	UPDHW RE UA MU	Children to use stopwatches to time how long their basket stays afloat.
5	Scientific and Technological Understanding								
6	Scientific and Technological Understanding	To apply their knowledge and understanding in their practical work	Whole Class	Peer Assess	Using the results gathered from the investigation carried out in weeks 4/5 children to create a large basket, as a class, for use in dramatic performance of the story of Moses and Miriam for parents.	STU E2	Best construction materials. Results.	MU UPDHW UA	Performance videoed.

Week	Area of Learning	Aims and outcomes	Approaches/ Organisation	Assessment Opportunities	Activities Outline	NC Mapping	Resources	Cross Curricular Links	ICT
1	Historical Geographical and Social Understanding	To find out about the lives of significant people and events from the past and the present	Independent (Homework)	Peer Assess	Children to research Lady Waterford/ Lady Waterford's Hall and gather information to display on class board – emphasis on internet safety.	HGSU E4	PC's. Internet. Books.	UPDHW UECL	Children to use the internet at home to find out information.
2	Historical Geographical and Social Understanding	To explore how people's ways of life, including their own, change with location and time	Groups	Peer Assess	Children to use information collected about Lady Waterford/ Lady Waterford's Hall to produce interactive timelines showing her life/ the history of the hall.	HGSU E2	Pens. Paper. Research.	UPDHW MU	None.
3	Historical Geographical and Social Understanding	To find out about the lives of significant people and events from the past and the present	Small Groups	Self Assess	Each group to be given a period of Lady Waterford's life to research.	HGSU E4	Books. DVD's. Internet. Pamphlets.	UPDHW UECL	Using the internet.
4	Historical Geographical and Social Understanding								
5	Historical Geographical and Social Understanding	To record significant events in people's lives	Small Groups	Peer Assess	Children to write up their findings of research.	HGSU E4	Research. Pens. Paper.	UPDHW UECL	Children to type up final draft on PC's.
6	Historical Geographical and Social Understanding	To investigate issues, express views and take part in decision-making activities	Whole Class	Teacher Assess	Chronologically organise children's research for class guide to Lady Waterford's life.	HGSU E5	Research.	UPDHW UECL MU	Children to print out research using PC's.

Week	Area of Learning	Aims and outcomes	Approaches/ Organisation	Assessment Opportunities	Activities Outline	NC Mapping	Resources	Cross Curricular Links	ICT
1	Understanding the Arts	To explore a wide range of media and materials, tools and techniques to create artworks	Paired	Peer Assess	Children to look at Lady Waterford's portraits then create their own using their paired partners as models.	UA E1	Paper. Variety of art materials.	UPDHW RE	Children to create a virtual sketch book of portraits as a class.
2	Understanding the Arts	Improvise and depict images using light sources	Paired	Self Assess	Children to create shadow portraits using chalks to draw around partners silhouettes on black paper.	UA E1	Black sugar paper. Chalks. Lamps.	STU HGSU	As a whole, class to use the internet on the interactive whiteboard to view shadow portraits.
3	Understanding the Arts	To experiment with designs, shapes, colours	Independent	Teacher Assess	Children to look at images of tapestries created by Victorian children at Ford school.	UA E6	Tapestry Images.	HGSU UPDHW MU	Children to view tapestry images on the interactive whiteboard.
4	Understanding the Arts	To experiment with designs, shapes, colours	Independent	Self Assess	Children to design a simple cross stitch tapestry, probably their initial and cross stitch this in colours of their choice.	UA E6	Paper. Pens. Pencils. Cross stitch grids. Needles. Threads.	HGSU UPDHW MU	Children to photograph work for individual learning journey books.
5	Understanding the Arts								
6	Understanding the Arts	To listen and express own views	Whole Class	Parent Assess	Children to design and erect a display of work relating to their visit and invite parents to view their display.	UA E5	Work. Display boards. Pins. Pens. Paper.	UPDHW UECL	Children to photograph work for individual learning journey books.

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1	Religious Education	To explore a range of religious and moral stories, paintings and sacred writings, and talk about their meanings	Whole Class	Teacher Assess	Children to look at and discuss Lady Waterford's biblical paintings.	RE E1	Discussion space.	HGSU UPDHW UA UECL	Photograph paintings using digital camera's.
2	Religious Education	To explore a range of religious and moral stories, paintings and sacred writings, and talk about their meanings	Whole Class	Teacher Assess	Teacher to read the story of Moses and Miriam to the class. Class to discuss the morals and messages in the story	RE E1	Story of Moses and Miriam.	HGSU UPDHW UECL	Children to follow the story using the interactive whiteboard.
3	Religious Education	To recognise the importance for some people of belonging to a religion	Whole Class	Teacher Assess	Children to watch the video "The Prince of Egypt".	RE E4	Video.	HGSU UPDHW	Children to view the movie on the interactive whiteboard.
4	Religious Education	Using a range of religious and moral words and exploring how they express meaning	Small Groups	Peer Assess	Each group to act out a different section of the story.	RE E3	Paper. Pens. Props. Costumes.	HGSU UA UPDHW	Teacher to video children's performance.
5	Religious Education	Explore a range of celebrations, worship and rituals in religions or beliefs	Paired	Self Assess	In relation to the story of Moses and Miriam: Children to investigate materials that float in order to make a basket to carry a toy in water. Children to record which material stays afloat the longest.	RE E2	Variety of materials of choice, e.g. sponge, wood, paper, etc.	UPDHW STU UA MU	Children to use stopwatches to time how long their basket stays afloat.
6	Religious Education	Explore a range of celebrations, worship and rituals in religions or beliefs	Whole Class	Peer Assess	Using the results gathered from the investigation carried out in weeks 4/5 children to create a large basket, as a class, for use in dramatic performance of the story of Moses and Miriam for parents.	RE E2	Best construction materials. Results.	MU UPDHW UA STU	Performance videoed.

