

2.5 Phase 2 – Creating a Medium-Term Plan

You should already have decided roughly how much time will be required on each unit as part of your long-term planning. For example it may be two weeks or it may be four depending on the length of time available in your terms.

Steps 5. Creating Units and 6. Medium-Term Plans

The starting point for creating a medium-term plan is the list of objectives that you have allocated to each term. You need to order these now into themes and topics so that you have:

- A logical and progressive teaching sequence that takes into account prior learning and the ascending level of demand belonging to each skill
- Good timing so that the pace of learning is challenging and realistic for all learners
- Identified activities to deliver the objectives and resources
- Identified opportunities for ICT
- A variety of enjoyable and appealing learning opportunities for your learners

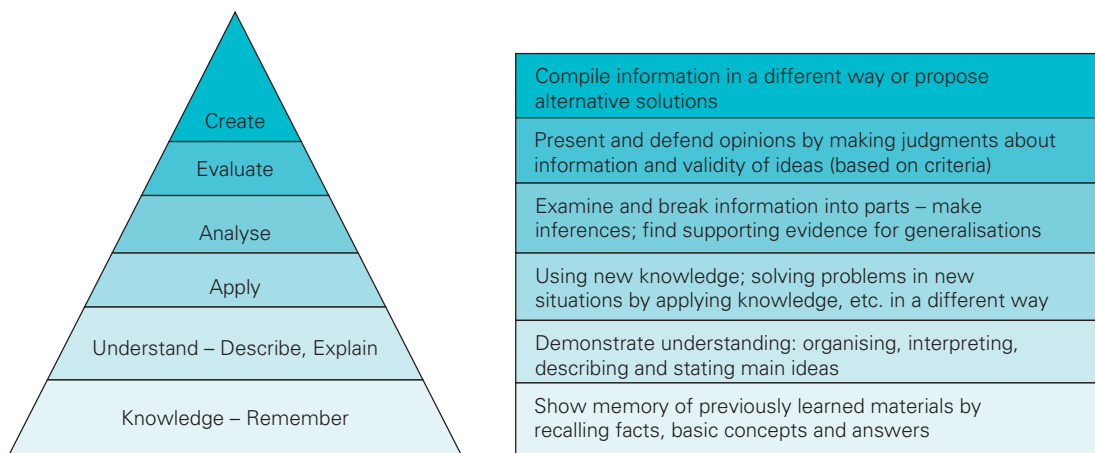
A set of questions can help to organise ideas. The table below shows some possibilities. The information (possible answers) given in the right-hand column shows what decisions have been made for the suggested medium-term plan provided by Cambridge and available to all registered Centres on the Cambridge Primary website.

Questions	Approach taken in this guide
What do learners already know?	A consideration of prior knowledge gained from previous stages and units
What skills do I need to teach?	Check objectives to determine and list the skills for the unit. (Include ongoing element of the stage/unit)
What knowledge do I need to teach?	As above but for knowledge
Is there a natural order of teaching for these objectives?	The above information can be ordered so that skills and knowledge build up logically
How long will my class need for learning to happen?	The time frame for the unit has already been decided. Consider the time required for teaching an objective/group of objectives. The length of lessons will help here
What resources in school are available? What purchases are required?	It is important that good quality resources are kept and used. They may need adapting. New resources may be identified and purchasing plans made. Remember Information Communication Technology

To help you determine the order of learning by considering the level of difficulty of each required skill, the broad principles of Bloom’s taxonomy may be helpful.

Look at the ascending hierarchy of skills indicated in the triangle and exemplified in the two tables. Think about the levels of skill required by the learner across and within your units. Are you asking learners to perform tasks that require a higher level of skill towards the end of the term, having built up their knowledge systematically in previous lessons? Are the skills and knowledge required by any given unit built up gradually to form a logical progression? The clearer the hierarchy of skills is in your planning and delivery, the more the learner becomes aware of the learning process as something they can command.

Bloom’s Taxonomy (Revised)
http://www.apa.org/ed/new_blooms.html



Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

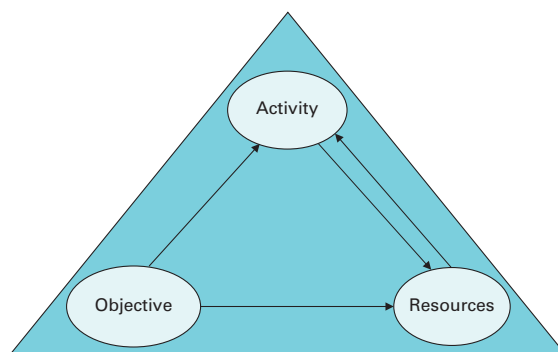
Possible questions that illustrate each level

Change an unhealthy fatty food to a 'healthy' low fat food by changing the ingredients. Explain the benefits of your choices vs. the originals
Do you feel that a low fat yogurt is a healthy snack for children aged 8–11? Give reasons for your answer
List three ways of serving low fat foods and explain which ones have the most health benefits. Provide evidence to support what you say
Which kinds of fruit are best for baking a pie?
Compare the benefits of eating cheese vs. fruit
What are the benefits of eating low fat foods?

Once you have the ordered groupings of objectives for a unit, you can then decide what activities and resources can be matched to them.

The diagram below shows how the objectives, activities and resources are linked. The direction of the arrows shows how the objectives determine both the activities **and** the resources and **not** the other way round. The link between activities and resources is clear.

An activity-led or resource-led approach can lack a proper structure that risks repetition in terms of coverage of objective and/or omission of some objectives.



Decisions about units, activities and resources should be recorded as a medium term plan. Two blank templates are available in the appendices of this guide for you to write your own medium term plans.

Medium-Term Planning – 1 has additional columns for comments and time allocation.

Medium-Term Planning – 2 is without these columns.

A comprehensive set of medium-term plans (or scheme of work) is provided on the Cambridge Primary website. Extracts from the full scheme of work are provided as Appendix B at the end of this guide.

An example of a completed Medium-Term Planning – 2 is provided on the following pages. Please note the objectives column includes wording which summarises or represents the content of the group of objectives that are listed in 'Framework codes'.