

You are now ready to move on to creating your Medium-term Plans where you will need to organise your learning objectives for each term into groups based around topics and themes. We call these 'units'.

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.

Step 5: Creating Units and step 6 Medium-term Plans

Having grouped the objectives term by term, consideration now needs to be given to:

- The order in which these objectives should be taught
- How long they need to be taught
- What resources are required

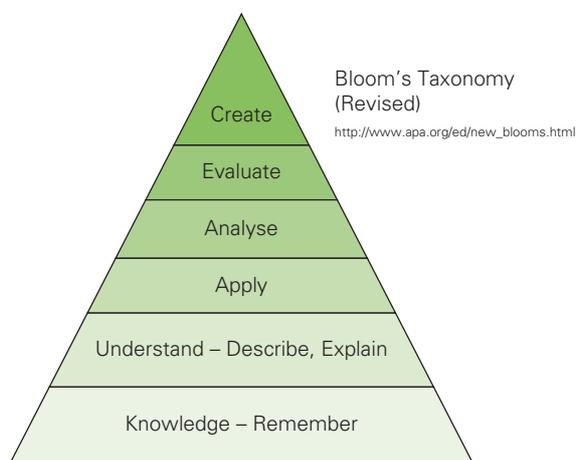
Teachers will need to be alert to:

- What learners already know. (This will be the baseline on which to build other objectives.)
- What skills should be taught by when
- Where, when and how often ongoing objectives are incorporated

This sequencing of skills is important. Skills and knowledge need to be built up, applied, practised and developed, secured and then applied independently. Building skills and knowledge is a recursive process and should be revisited as and when required, in a range of contexts and situations.

Look at the ascending hierarchy of skills indicated in the triangle below. 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 their knowledge systematically in previous lessons? The clearer the hierarchy of skills in your planning and delivery, the more the learning process can be internalised by the learner.

Bloom’s Taxonomy offers a useful learning hierarchy.



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

Bloom's identification of six levels of cognitive learning provides a progression from knowledge and recall of facts to understanding, application, analysis, and evaluation – culminating in the ultimate act of creation, where the learner can now function as a 'free agent'.

Once you have ordered the learning objectives into groups around the themes and topics (having considered prior learning, the order of skills required, balance and variety, and comprehensive coverage for the stage), you can arrange these around the text types which you allocated across the stage earlier on in the process (see page 16). This should give you your three units per term, which you can call 1A, 1B and 1C; 2A, 2B and 2C; 3A, 3B and 3C.

A completed example of Long-term planning – 2 showing units:

Framework Code	Learning Objective	Ongoing (O) Term ref (1A, 2B etc.)
Phonics, spelling and vocabulary		
7PSV1	Spell correctly most words used.	O
7PSV2	Increase knowledge of word families, roots, derivations, morphology.	O
7PSV3	Use a dictionary and thesaurus effectively to further develop vocabulary.	O
7PSV4	Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience and regular spelling patterns.	O
7PSV5	Learn to use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting', 'genre'.	1A, 1B, 1C, 3A, 3B, 3C
Grammar and punctuation/reading		
7GPr1	Comment on the use of formal and informal language and discuss the writer's motivation for making the choice.	O
7GPr2	Show awareness of the reasons for using longer and shorter sentences.	1A, 1B, 2A, 2B, 2C, 3A, 3B
7GPr3	Begin to comment on the control of pace and meaning through choice of sentences and variety of sentence openings.	1A, 1B, 2A, 2B, 2C, 3A, 3B
Grammar and punctuation/writing		
7GPw1	Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and to present dialogue.	O
7GPw2	Use correct grammar, including articles, word order and tenses in a range of genres and text types.	O
7GPw3	Clarify relationships between ideas with an increasingly accurate and growing use of connectives.	O
7GPw4	Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.	O
7GPw5	Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.	O

(Continued)

Framework Code	Learning Objective	Ongoing (O) Term ref (1A, 2B etc.)
7GPw6	Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases.	1A, 1C, 2A, 2B, 2C
Reading/fiction and poetry		
7Rf1	Demonstrate understanding of features of narrative and non-narrative texts by explaining and developing these features in their own discussion and writing.	O
7Rf2	Use inference and deduction to recognise implicit and inferred meanings.	O
7Rf3	Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.	1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
7Rf4	Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language.	1A, 1B, 3A, 3B, 3C
7Rf5	Comment on a writer's use of language, demonstrating an understanding of the implication of their use of vocabulary.	1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
7Rf6	Give an informed personal response to a text and provide some textual reference in support.	O
7Rf7	Understand how readers make choices about the texts they like reading, e.g. by author or genre and know a range of ways in which to respond to texts.	1C
7Rf8	Compare poems, showing awareness of poets' use of language and its intended impact on the reader.	3C
Reading/non-fiction		
7Rf9	Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written.	3A, 3B, 3C
7Rn1	Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.	O
7Rn2	Make relevant notes to select, collate and summarise ideas from texts.	O
7Rn3	Explore the range of different ways writers use layout, form and presentation in a variety of texts.	2A, 2B, 2C
7Rn4	Explore the variety and range of ways in which the content of texts can be organised, structured and combined.	2A, 2B, 2C
Writing/fiction and poetry		
7Wf1	Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods.	1A, 2B, 2C
7Wf2	Understand the conventions of standard English and how to use them consistently in writing.	O
7Wf3	Write to express a personal viewpoint.	1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C

(Continued)

Framework Code	Learning Objective	Ongoing (O) Term ref (1A, 2B etc.)
7Wf4	Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively.	1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
7Wf5	Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases.	2A, 2B, 2C, 3A, 3C
7Wf6	Use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects.	O
7Wf7	Vary sentence length and structure in order to provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc.	1A, 1B, 3B
7Wf8	Begin to develop character and voice in fiction writing.	1A, 1C, 3B
7Wf9	Explore some of the key linguistic and literary techniques used by writers, and begin to use them for intended effect.	1A, 1B, 1C, 3A, 3B, 3C
7Wf10	Understand and use degrees of formality in a range of texts according to context, purpose and audience.	1A, 1B, 2A, 2B, 2C, 3A, 3B
Writing/non-fiction		
7Wn1	Use features and conventions of a wide variety of text types in order to write to inform, explain, describe, argue, persuade and comment.	1B, 1C, 2A, 2B, 2C, 3A, 3C
7Wn2	Practise note-taking using different styles for different purposes.	1A, 1C, 2A, 2B, 2C
Speaking and listening		
7SL1	Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade.	O
7SL2	Deliberately shape talk for clarity and effect and to engage listener.	1C, 2B, 2C, 3B
7SL3	Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince their audience.	O
7SL4	Practise speaking fluently and clearly at an appropriate pace and volume.	1B, 1C, 2B, 3B
7SL5	Develop the ability to listen courteously to others and be sensitive to turn taking.	O
7SL6	Begin to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.	O
7SL7	Work in solo, paired and group assignments, including role-play.	1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
7SL8	Through role-play, show insight into texts and issues through choice of speech, gesture and movement.	1B, 3B
7SL9	Explain features of own and others' language, showing sensitivity to the impact of varying language for different purposes and situations.	2A, 2B

To help with the sequencing of objectives, Cambridge has supplied (by way of example), comprehensive medium-term plans for each term which are divided into three smaller blocks in just this way – three per term. These blocks are known as units. Fewer would give too large a group of objectives to address in one unit. More would be too fragmented to give coherence to the overall scheme.

The next few pages contain a sample of the scheme of work which separates out the ongoing learning objectives to allow flexibility. The full scheme of work is available on the Cambridge Secondary 1 website <https://cambridgesecundary1.cie.org.uk>. This is accessible to all registered schools.

Once you have ordered groupings of objectives for a unit, you can then decide what activities and resources can be matched to them. These decisions can then be recorded as a Medium-term Plan. You can find a template for this at the back of this guide in Appendix E.

- Medium-term Planning_1 has additional columns to allow for comments and time allocations.
- Medium-term Planning_2 is without these columns.

Extracts from the full scheme of work are provided as Appendix B at the end of this guide.

An example of Medium-term Planning _2 is provided on the following pages. Ongoing objectives (written in full) for all of Stage 7 are listed on a separate document first and then individual plans for units 1A, B and C follow. The full version of the scheme of work can be found on the Cambridge Secondary 1 dedicated website. Learning objectives are grouped into themes and topics and referred to by listing all relevant codes in the left hand column. A document detailing both the framework codes and the reporting codes used on the Cambridge Checkpoint feedback reports is available to registered centres on the Cambridge Secondary 1 dedicated website.