

Repton Manor Primary School Medium Term Plan

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships	Greater Depth Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			
Remembering Remember and recall info			Expected Skills
			Emerging Skills

Topic: Way Back When

Year Group: 1

Terms: 1&2

Subject - Discrete	Maths				
Unit	Number: Place Value (within 10) 4 weeks	Number: Addition and Subtraction (within 10) 4 weeks	Geometry: Shape 1 week	Number: Place Value (within 20) 3 weeks	Consolidation 1 week

Subjects - Discrete	RE	MLF	ICT	PE - Outdoors	PE - Indoors
Unit	Jesus as a Friend, Christmas Story Christianity	Term 1 Introductions Simple traditional song Term 2 Days of the week and simple weather	Term 1 Computer Systems and Networks – Technology around us Term 2 Multimedia – Digital Writing	Athletics (Term 1 and 2)	Send and receiving (Term 1)
NC objectives	An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	Listen attentively to spoken language and show understanding by joining in and responding • speak in sentences, using familiar vocabulary,	Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store,	• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

		phrases and basic language structures	manipulate and retrieve digital content • Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		• Participate in team games, developing simple tactics for attacking and defending.
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Topic	Big Questions	Subject Coverage (Subject, Context)	Objectives Covered (Copied from NC)
<p>Class Reader: Chn to listen to a range of picture books based on our Topic theme.</p> <p>SS: New toys museum shelf created with the children's most treasured toys.</p> <p>MM: Film production afternoon: Chn to watch each other's stop motion movies from the past.</p> <p>FF: TBC.</p> <p>Learning Environment: robots, dolls, action figures,</p>	<p>BQ1: Which toys are best? Old or new?</p> <p>T1, 4 weeks</p> <p>Big Answer 1– Would you choose old toys or new toy? Collect data from the class and create a tally chart, pictogram and bar chart of their responses.</p>	<p>Reading: Old-Time Toys – Bobby Katman The Velveteen Rabbit Margery Williams Lost in the Toy Museum: An Adventure- David Lucas Dogger- Shirley Hughes The Magical Toybox- Melanie Joyce Toys in the Past- Joanna Brundle</p> <p>Writing: Non narrative (lists and labels, narrative- missing toy adventure story.</p> <p>GPS: Capital letter, full stop, finger spaces, personal pronoun I.</p> <p>History: Toys that are old and new. Timelines.</p> <p>Computing: Using paint to create a computer game front cover.</p> <p>Art: Andy Warhol toy art painting.</p> <p>Life Skills: Treating our and others special things with care.</p>	<p>Reading – Class text: Dogger- Shirley Hughes Word Meaning – understanding new and complex vocabulary Verbal Retrieval questions as English Starters Practically sequencing the story Verbal Inference and Prediction whilst reading aloud. Old-Time Toys – Bobby Katman The Velveteen Rabbit – Margery Williams Lost in the Toy Museum: An Adventure- David Lucas Dogger- Shirley Hughes The Magical Toybox- Melanie Joyce Toys in the Past- Joanna Brundle</p> <p>Storytelling</p> <ul style="list-style-type: none"> • I sit correctly at a table, holding a pencil comfortably and correctly. I can form digits 0-9. • I spell unknown words using my phonemes • I say a sentence out loud before I write it down. • I use the personal pronoun I • I leave spaces between words. I use a capital letter for the start of a sentence. <p>GPS</p> <ul style="list-style-type: none"> • Capital letter • Full stop • Pronoun I <p>History – Chronological understanding</p> <ul style="list-style-type: none"> • Put up to three objects in chronological order (recent history) • Use words and phrases like: old, new and a long time ago • Talk about things that happened when they were little

<p>loose parts to invent new things.</p> <p>Role Play Area: Museum full of things from the past/ museum themes door display.</p>			<ul style="list-style-type: none"> • Know that some objects belonged to the past <p>Historical enquiry</p> <ul style="list-style-type: none"> • Ask and answer questions about old and new objects • Spot old and new things in a picture • Answer questions using an artefact/ photograph provided • Give a plausible explanation about what an object was used for in the past • Begin to identify the main differences between old and new objects • Identify objects from the past, such as vinyl record <p>Computing</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies • Recognise common uses of IT beyond school • Save a file • Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Art</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
	<p>BQ2: Can you create a classic movie?</p> <p>Term 1, 2 weeks Term 2, 3 weeks</p> <p>Big Answer 2: Chn to produce a movie from the past on the traditional tale, Hansel and Gretel that reflects features of a classic movie.</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Hansel and Gretel – Will Moses • Hansel and Gretel -Susan Jeffers • Trust me Hansel and Gretel are sweet. Nancy Loewen • Hansel and Gretel Rachel Isadora <p>Writing: Narrative- traditional tale (Hansel and Gretel)</p> <p>GPS: Capital letter, full stop, finger spaces, proper nouns and adjectives.</p> <p>History: Movies from the past and how they have changed.</p> <p>Computing: Creating a stop motion classic movie.</p>	<p>Reading – Class text: Hansel and Gretel</p> <ul style="list-style-type: none"> • Word Meaning – understanding new and complex vocabulary • Verbal Retrieval. • Practically sequencing the story • Verbal Inference and Prediction whilst reading aloud. <p>Storytelling</p> <ul style="list-style-type: none"> • I sit correctly at a table, holding a pencil comfortably and correctly. I can form digits 0-9. • I spell unknown words using my phonemes • I say a sentence out loud before I write it down. • I leave spaces between words. I use a capital letter for the start of a sentence. <p>GPS</p> <ul style="list-style-type: none"> • Capital letter • Full stop • Adjectives

		<p>Art: Making sculptures/models for their movie. Evaluating their movie.</p> <p>Life Skills: Team work, negotiating, turn taking.</p>	<p>History</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>Computing</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies • Recognise common uses of IT beyond school • Save a file • Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Life Skills/PSHE</p> <ul style="list-style-type: none"> • Teamwork: what makes a good team? • Negotiating ideas • Turn taking <p>Art</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
<p>BQ3: What makes the perfect band? Term 2, 3 weeks</p> <p>Big Answer 3: Perform in your own band on the x factor.</p>		<p>Reading:</p> <ul style="list-style-type: none"> • The Beatles for Kids – John Millea and Gary Millea • John Lennon (Little People, BIG DREAMS) Maria Vegara • Hay, Grandude – Paul McCartney • The yellow submarine -The Beatles. • All you need is love – Paul McCartney and John Lennon. <p>Writing: Non – Fiction – Fact file.</p> <p>GPS: Capital letter for names and places, full stop, finger spaces.</p> <p>History:</p>	<p>Reading – Class text: Hay, Grandude, - Paul McCartney.</p> <ul style="list-style-type: none"> • Word Meaning – understanding new and complex vocabulary • Verbal Retrieval questions as English Starters • Practically sequencing the story • Verbal Inference and Prediction whilst reading aloud. <p>Writing – Non-Fiction</p> <ul style="list-style-type: none"> • I sit correctly at a table, holding a pencil comfortably and correctly. I can form digits 0-9. • I spell unknown words using my phonemes • I say a sentence out loud before I write it down. • I use the personal pronoun I • I leave spaces between words. I use a capital letter for the start of a sentence. <p>GPS</p> <ul style="list-style-type: none"> • Capital letter

	<p>Comparing new and old music. Significant individuals.</p> <p>Music: Exploring musical instruments, Live and recorded music. New and old music.</p> <p>Life skills: Internet safety Teamwork, I can accept the needs of others, I can take turns and share resources, sometimes with support from others.</p>	<ul style="list-style-type: none"> • Full stop • Pronoun I <p>History</p> <ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Events beyond living memory that are significant nationally or globally. <p>Music</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music. <p>Computing</p> <ul style="list-style-type: none"> • File and folder structure e.g. basic locations of our file and folder structure including ipads • Make, save and open files
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British Values:				
Democracy	Rule of law	Individual liberty	Mutual respect	Tolerance
<ul style="list-style-type: none"> - Whose toy design interests you? (BQ1) - Developing an educated point of view before making a decision. - I can influence my learning by putting up my hand and responding. 		I have the freedom to make choices and share my opinion. (BQ3)	<ul style="list-style-type: none"> - Listening to others opinions and respecting their ideas. (BQ3) 	<ul style="list-style-type: none"> - What makes a good friend?