

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			Expected Skills
Remembering Remember and recall info			Emerging Skills

Topic: Explorers

Year Group: 1

Terms: 3&4

Subject - Discrete	Maths				
Unit	Geometry: Shape 1 week	Number: Place Value (within 20) 2 weeks	Addition and Subtraction to 20. 3 weeks	Place Value to 50 3 weeks	Measurement length and Height 2 weeks
Concepts	<ul style="list-style-type: none"> Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-d Shapes Patterns with 3-D and 2-D Shapes 	<ul style="list-style-type: none"> Count forwards and backwards and write numbers to 20 in numerals and words Number from 11-20 Tens and ones Count one more and one less Compare groups of objects Compare numbers Order groups of objects Order numbers 	<ul style="list-style-type: none"> Counting on Adding ones Number bonds to 20 Making ten Subtraction not crossing Subtraction counting back Related facts Comparing 	<ul style="list-style-type: none"> Counting to 50 Counting forwards and backwards Tens and ones Represent numbers One more one less Comparing objects Comparing numbers Skip counting 2's and 5's 	<ul style="list-style-type: none"> Comparing length Comparing height Compare L and H Measuring length non standard Measure length ruler Adding length Subtracting length

Subjects - Discrete	PE - Outdoors	PE - Indoors
Unit	Attacking and defending Net and Wall	Gymnastics 1 – Travel and Shapes Gymnastics 2 – Balances and Jumps
Concepts		
NC objectives	PE1/1.1a 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 PE1/1.1b Participate in team games, developing simple tactics for attacking and defending	PE1/1.1 Sport & Games PE1/1.1a 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 PE1/1.1b participate in team games, developing simple tactics for attacking and defending PE1/1.1c perform dances using simple movement patterns.

Topic	Big Questions	Subject Coverage (Subject, Context)	Objectives Covered (Copied from NC)
<p>Class Reader:</p> <p>SS: Scavenger Hunt – With items and pictures from around the UK.</p> <p>MM: Create the Art attack UK (using blue and green collage on the</p>	<p>BQ1: What do I love about where I live?</p> <p>T3, 4 weeks</p> <p>Big Answer 1– Create a me on the map book</p>	<p>Reading: Katie in London</p> <p>Writing: Short descriptive piece about their locality. Journey tale- FunnyBones- retell journey from children’s bed to school in the style of the text.</p> <p>Non-Fiction Writing. Leaflet about a place in the UK. Persuasive writing. Where should we visit in the UK?</p> <p>Create your own mythical creature like the Loch Ness Monster. Descriptive Writing</p> <p>GPS: Capital letters</p>	<p>Reading – Class text: Katie in London Country Mouse and City Mouse Home- Carson Ellis Town and Country (A Turnaround Book) Craig Shuttlewood In Every House on Every Street Jess Hitchman and Lili La Beleine FunnyBones- Janet and Allan Ahlberg</p> <p>WHAT SKILL DO WE WANT TO FOCUS ON?</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. • Who, What, Where, When, Why questions •

<p>playground. Parents add pieces to create the United Kingdom. Can they label where the places go?</p> <p>FF: ??????</p> <p>Learning Environment:</p> <p>Role Play Area: Travel Agents Airport</p>		<p>Full stops Conjunctions- and Word Classes (Adjectives, nouns, bossy verbs) Suffixes- ing, ed, er and est where no change is needed in the root words</p> <p>Geography: Exploring our local area. Countries of the UK Capital Cities Physical and Human features Simple Maps</p> <p>DT: Building structures Exploring mechanisms Exploring food and healthy eating</p> <p>Science: Plants</p> <p>Life Skills: I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). • I can name places that are near and places that are far away. (geography)</p>	<p><u>Storytelling</u></p> <ul style="list-style-type: none"> • I form lower case letters in the correct direction, starting and finishing in the right place. (cursive – kicks and flicks). • I use the suffixes –ing, -ed, -er and –est where no change is needed in the root words. • I write from memory simple dictated sentences including the words taught so far. • I can plan my writing by saying what I am going to write about. • (Build a sentence). • I can read my own writing aloud so it can be heard by others and to check for sense. • I use 'and' to join ideas within a sentence. • I begin to use other punctuation such as exclamation and question marks. • I use a full stop accurately. <p><u>GPS</u></p> <ol style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words <p><u>Geography</u></p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: <ol style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • use world maps, atlases and globes to identify the United Kingdom
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			<p>and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>OUTDOOR LEARNING: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>DT:</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <ul style="list-style-type: none"> • explore and use mechanisms, in their products. <p>Art</p> <ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Science - OUTDOOR LEARNING</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees
	<p>BQ2: Where on Earth am I?</p> <p>Term 3, 3 weeks</p> <p>Big Answer 2: Create their own paper Mache globe- got to put themselves on the map, label the oceans and continents. Chn to add family and friends that live in other</p>	<p>Reading: Flat Stanley The Great Explorer: Chris Judge The Polar Bear Explorer Club: Alex Bell The Brave Beast: Chris Judge</p> <p>Writing: Flat Stanley – Write a postcard The Brave Beast- write own defeating the monster tale The story of Christopher Columbus</p> <p>Literacy Shed: https://www.literacyshed.com/23-degrees-5-minutes.html Write some diaries from an explorer's point of view, they could be fictional or real</p> <p>GPS: Conjunctions- and</p>	<p>Reading – Class text: Flat Stanley</p> <p>Word Meaning – understanding new and complex vocabulary Verbal Retrieval. Practically sequencing the story Verbal Inference and Prediction whilst reading aloud.</p> <p>Storytelling</p> <ul style="list-style-type: none"> • I form lower case letters in the correct direction, starting and finishing in the right place. (cursive – kicks and flicks). • I use the suffixes –ing, -ed, -er and –est where no change is needed in the root words. • I write from memory simple dictated sentences including the words taught so far. • I can plan my writing by saying what I am going to write about. • (Build a sentence). • I can read my own writing aloud so it can be heard by others and to check for sense. • I use 'and' to join ideas within a sentence. • I begin to use other punctuation such as exclamation and question marks.

<p>parts of the world onto the globe.</p>	<p>Capital Letters Word Classes Exclamation and question marks Suffixes- ing, ed, er and est where no change is needed in the root words</p> <p>Geography: Continents and oceans Using Maps</p> <p>Science: Weather</p> <p>Life Skills: I know the four seasons and can name characteristics of this time of year. • I can name places that are near and places that are far away. (geography)</p>	<ul style="list-style-type: none"> • I use a full stop accurately. <p>GPS</p> <ol style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words <p>Geography</p> <ul style="list-style-type: none"> • name and locate the world’s 7 continents and 5 oceans • use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>History 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</p> <p>Life Skills/PSHE</p>
<p>BQ3: Where is Africa and is it different to where I live?</p> <p>Term 4, 3 weeks</p> <p>Big Answer 3: Create two posters- Draw all the things</p>	<p>Reading: Handa’s Surprise</p> <p>Writing: Innovate Handa’s Surprise.</p> <p>Literacy Shed: https://www.literacyshed.com/catchit.html How would you help the Meerkats?</p> <p>GPS: Conjunctions</p>	<p>Reading – class text: Handa’s Surprise</p> <p>Lila and the Secret of Rain David Conway & Jude Daly All Aboard for the Bobo Road Stephen Davies & Christopher Corr The Ugly Five – Julia Donaldson</p> <p>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>

you know about Africa and all the things you know about where you live.

Capital Letters
Word Classes
Plurals

Geography:

Comparing the England and Kenya

Science:

Weather

Life skills

I know the four seasons and can name characteristics of this time of year. • I can name places that are near and places that are far away. (geography)

Storytelling

- I form lower case letters in the correct direction, starting and finishing in the right place. (cursive – kicks and flicks).
- I use the suffixes –ing, -ed, -er and –est where no change is needed in the root words.
- I write from memory simple dictated sentences including the words taught so far.
- I can plan my writing by saying what I am going to write about.
- (Build a sentence).
- I can read my own writing aloud so it can be heard by others and to check for sense.
- I use 'and' to join ideas within a sentence.
- I begin to use other punctuation such as exclamation and question marks.
- I use a full stop accurately.

GPS

- iv. using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- v. using the prefix un–
- vi. using –ing, –ed, –er and –est where no change is needed in the spelling of root words

Geography

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Science

observe and describe weather associated with the seasons and how day length varies.

DT

Understand where food comes from.

History

significant historical events, people and places in their own locality

British Values:				
Democracy	Rule of law	Individual liberty	Mutual respect	Tolerance
Sharing their views on similarities and differences respectfully		Knowing that their opinion or ideas may not be similar to their friends. Respecting their view and gaining a wider knowledge of the world.	Respecting the beliefs of others and showing understanding of the different cultures around the world.	Respecting the values , ideas and beliefs of others whilst not imposing our own on others