

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: I can see a rainbow

Year Group: EYFS

Terms: 1

Subject - Discrete	Mathematics			
Unit	Numerical Patterns: Subitise 1-3	Number: Links numerals with amounts up to 5 - Cardinal principle	Numerical Patterns: Compare two small groups of up to five objects, saying when there are the same number of objects in each group.	Shape, Space and Measure: Compare lengths and weights.
Concepts	<ul style="list-style-type: none"> Count objects Represent objects One to one correspondence to start to compare groups Compare quantities 	<ul style="list-style-type: none"> Sort objects Count objects Represent objects Count and read any number 0-5 One to one correspondence to start to compare groups Compare quantities Order groups of objects Order numbers 	<ul style="list-style-type: none"> Count objects One to one correspondence to start to compare groups Compare quantities Use language of more, less and the same Order groups of objects Order groups of quantities 	<ul style="list-style-type: none"> Compare lengths Compare weights using balance scales Use non-standard forms of measure
Enhancements to Continuous Provision	<ul style="list-style-type: none"> Skittles with dice pattern dots on Loose pieces to make arrangements. Numicon and dice 	<ul style="list-style-type: none"> Egg cups/trays and pom poms conkers/pine Number cards Birthday candles and numbers Tuff tray labelled cups and rice – counting scoops Number puzzles 	<ul style="list-style-type: none"> Containers and loose pieces Balance scales and loose pieces Mirrors Bags 	<ul style="list-style-type: none"> Rulers, measuring tapes, blocks, cut out hands Large balance scales in the water area and then move to sand area outside. Balance scales and dry rice/ pasta

Subjects - Discrete	PE	Storytelling
<p>Unit</p> <p>Concepts</p>	<p>TLG- All about me - If you're happy and you know it.</p> <ul style="list-style-type: none"> ● Experiments with different ways of moving. ● Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ● Travels with confidence and skill around, under, over and through balancing and climbing equipment. ● Begins to build a repertoire of songs and dances. ● Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ● Knows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. ● Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. 	<p>Goldilocks and the Three Bears</p> <p>Read the text to the children establish key features the text – characters, setting, repeated refrains.</p> <p>Read text to establish clear comprehension of the text – answer children's questions about the text.</p> <p>Hook – children look at and feel the texture of both wet and dry porridge, discuss the smell and taste of it. Children to recognise the importance of Goldilocks smelling it through the open window. Record language and ideas.</p> <p>Adult to use puppets/ small word objects to retell the story to the children.</p> <p>Sequencing pictures of the story.</p> <p>Shared writing of a story map using pictures – encourage story based language.</p> <p>Oral retelling with actions</p> <p>Children to use puppets and small world objects to retell the story.</p> <p>Adult to model innovating the story – which features can we change – breakfast food, animals, gender. Children understand the story stays essentially the same.</p> <p>Children begin to innovate the story together to create a new class story.</p>
<p>EYFS objectives</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>Listens to others in a small group.</p> <p>Listens to short stories with increasing recall.</p> <p>Understands the use of objects – using what.</p>

Topic	Big Questions	Learning Opportunities	Enhancements to Continuous Provision	Objectives Covered
<p>Class Reader: Chn to listen to a range of picture books based on our Topic theme.</p>	<p>BQ1: How can we sort the monster's colours?</p> <p>Big Answer 1: Identify emotions and understand how these can be supported.</p>	<p>Stunning Start: Powder paint explosion</p> <p>PSED : Circle time to discuss feelings – sort picture cards of different emotions.</p> <p>CL: Think about a time when they have different emotions – refer to the transition sheet with children.</p> <p>PD: Write dance using coloured ribbons, chalk, colour weaving, sorting pom poms with tweezers/ bottles/ tubes,</p> <p>L: Helicopter stories – children to use story language to make a simple story they will act out. Recognising name cards game Encourage children to make marks and explain it – colour monster.</p> <p>UTW: Coffee paper experiment watching colours mix, skittles experiment</p> <p>EAD: Painting showing facial expression or something that makes them have that emotion using the colour monsters colour.</p> <p>Colour mixing exploration</p>	<p>Mirror to explore different faces and emotions.</p> <p>Range of coloured materials and emoji's</p> <p>Containers containing coloured water for exploration outside.</p> <p>Coloured water and pipettes</p> <p>Lava lamp exploration</p> <p>Sequencing cards – colour monster puppets Monster small world objects so children can react to the story.</p> <p>Coloured materials in the construction area to prompt children to associate colour and emotions in play.</p>	<p>Seeks out companionship with adults and other children, sharing experiences and play ideas.</p> <p>Understands their own and other people's feelings.</p> <p>Listens to others in a small group.</p> <p>Talks about things that are important to them.</p> <p>Uses simple tools to effect changes to materials. Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>Uses available resources to create props or creates imaginary ones to support play.</p> <p>Hears and says the initial sound in words.</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p>Includes mark making and early writing in their play.</p> <p>Talks about why things happen and how things work.</p> <p>Experimenting with colour and texture.</p>
	<p>BQ2: Where did the colours go?</p> <p>Big Answer 2:</p>	<p>Stunning Start: The environment has turned white!</p> <p>PSED : Circle time – making relationships</p> <p>CL: Colour walk around the forest school – observation and discussion about colours in nature.</p> <p>PD: Write dance, chalking on large surfaces rollers and spray bottles, pegs on cups/ hangers/ buckets, climbing frames.</p> <p>L: Original Elmer story – create an Elmer using mark making skills. Children write their elephant's name.</p>	<p>Shaving foam and pippets, paint brushes.</p> <p>Ice, watercolors and salt.</p> <p>Frozen objects in ice – children to problem solve.</p> <p>Paper and steps to encourage risky writing.</p> <p>Powder paint shakers in the mud kitchen.</p> <p>Ink stampers – letters, bingo dabbers</p> <p>Flowers/ celery and kitchen towel for observation by children.</p>	<p>Listens to short stories with increasing recall.</p> <p>Understands their own and other people's feelings.</p> <p>Understands the use of objects – using what.</p> <p>Builds up vocabulary based on their experiences.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Hears and says the initial sound in words.</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p>

		<p>UTW: Painting on ice – encourage discussion about colour mixing and ice melting – reversible change.</p> <p>EAD: Making a colourful outfit – children to make a choice about how they'd like to make it and the resources they would like to use. Children make verbal plans with an adult. Tie die, fabric paint, sticking fabric, fabric pens.</p>		<p>Includes mark making and early writing in their play.</p> <p>Talks about why things happen and how things work.</p> <p>Experimenting with colour and texture.</p>
<p>BQ3: How is a rainbow made?</p> <p>Big Answer 3: Children understand that water and sun make a rainbow, that light can split into colours.</p> <p>How the crayon saved the rainbow.</p>		<p>Stunning Start: Rainbow hunt</p> <p>PSED : Read how the crayon saved the rainbow and the impact of the sun and cloud arguing. Discuss how our choices impact others. Encourage children to notice the character's emotions.</p> <p>CL: Sequencing pictures from the story – children to retell in their own words. Adults encourage some vocabulary from the story.</p> <p>PD: Balancing on beams and spots, Write dance, playdough and scissors, colanders and pipe cleaners, ball through legs for wiping skills.</p> <p>L: Children make a colourful picture to add to the landscape. Adults model hearing initial sounds, children to represent the sound using marks or magnetic letters.</p> <p>UTW: Talk about their families and how they are all different – children to create a representation of their families – discussing skin colour, members of the family, gender, age, culture.</p> <p>Making rain gauges – understand that water creates a rainbow with the help of the sun. Children understand they can use non standard measures. Talking about how they work.</p> <p>EAD: Children to experiment with joining materials. Children choose a coloured lens. Encourage children to observe and comment about what they can see.</p> <p>Marvelous middle - Children give rainbow cards to members of the school community to thank them for their help.</p>	<p>Prisms and torches</p> <p>Emotion spoons and mirrors</p> <p>Blocks to be made into buildings and road tape added to small world play.</p> <p>Junk modelling teaching simple joining skills.</p> <p>White play dough and pens</p> <p>Ipad and painting game</p> <p>Paint tools and squirty bottles of paint for investigation – making marks/textures</p> <p>Den making to create a dark space with coloured plastic and torches.</p> <p>Shadow puppet making and shows.</p> <p>Twister game for following instructions and colour recognition.</p>	<p>Recognise the impact of their choices and behaviours/actions have on others.</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Negotiates space successfully when playing.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Hears and says the initial sound in words.</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p>Includes mark making and early writing in their play.</p> <p>Listens to short stories with increasing recall.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Talks about why things happen and how things work.</p> <p>Uses available resources to create props.</p>

	<p>BQ4: How many colours can you eat?</p> <p>Very Hungry caterpillar.</p> <p>Big Answer 4: There are many colours in our food, brightly coloured foods are normally fruits and vegetables which are healthy for our bodies.</p>	<p>Stunning Start: Large basket of colourful fruits and vegetables</p> <p>PSED: Children to try a new food and decide whether they like it or not talking about the taste and texture.</p> <p>Circle time – my special friend. Children discuss what a friend is – adults use puppets to model scenarios.</p> <p>CL: Children to join in with repeated refrains in the hungry caterpillar story – ‘still hungry’ Sequencing activity – picture cards.</p> <p>PD: Cheerio caterpillar threading, cones game, write dance, weaving.</p> <p>L: Name writing focus – children to write their names in cards for the elderly. Children initially recognise their name card before attempting to record.</p> <p>Hearing initial sounds in words – matching to vegetables.</p> <p>UTW: Making fruit and vegetable kebabs talking about the colours and the shapes of the fruits and vegetables. Children cut them – adults to model safety when cutting.</p> <p>Learning about Harvest festival – children create small cards for the elderly in the community.</p> <p>EAD: Printing – children to use resources to investigate printmaking. Children talk about the pattern and texture created by a range of tools.</p> <p>Fabulous Finish: Grandparents tea and cake afternoon – story session?</p>	<p>Weaving tools – wire racks, link and lace, fence and ribbons.</p> <p>Balance scales, cubes and vegetables</p> <p>Hungry caterpillar puppets</p> <p>Additional fruits and vegetables in the snack area to try and tools to prepare them.</p> <p>Threading tools – beads, string, laces, cotton reels, pipe cleaners</p> <p>Printing materials – tools, blocks, string, vegetables</p> <p>Card making resources – envelopes, folder paper, example cards</p>	<p>Describes a range of different food textures and tastes.</p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas.</p> <p>Listens to others in a small group. Listens to short stories with increasing recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Negotiates space successfully when playing.</p> <p>Hears and says the initial sound in words.</p>
--	--	---	---	---

British Values:

Democracy	Rule of law	Individual liberty	Mutual respect	Tolerance
<ul style="list-style-type: none"> - I have my own ideas and understand people have different ideas. - I can influence my learning by putting up my hand and responding. 	<p>My new classroom has rules and we need to work together to follow them.</p>	<p>I have the freedom to make choices and share my opinion.</p>	<ul style="list-style-type: none"> - Listening to others opinions and respecting their ideas. 	<ul style="list-style-type: none"> - What makes a good friend?