

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
Applying Use info in a new situation		
Understanding Understand and make sense of info		
Remembering Remember and recall info		

Greater Depth Skills

Expected Skills

Emerging Skills

Topic: The world is a rainbow

Year Group: EYFS

Terms: 1

Subject - Discrete	Mathematics			
Unit	Subitising	Cardinality, ordinality and counting	Composition	Comparison
Small Steps	<ul style="list-style-type: none"> perceptually subitise within 3 identify subgroups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'
Enhanced Provision	<ul style="list-style-type: none"> dice games counting objects natural materials for pattern making containers to sort/make collections musical instruments 	<ul style="list-style-type: none"> ducks and frogs counting songs pre-recorded sounds on sound buttons for children to count collections of objects to count 	<ul style="list-style-type: none"> Numicon Number blocks Multilink cubes Collections of objects to count 	<ul style="list-style-type: none"> bucket scales sorting hoops containers holding objects large balance scales numicon shapes
Framework objectives	Links numerals with amounts up to 5. Subitise to 5 Points or touches each item, saying one number for each item. Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)			

Subject - Discrete	PE
Unit	TLG- All about me - If you're happy and you know it.

Small Steps	<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.
Framework objectives	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (S)

Topic	Big Questions	Adult Directed Learning Opportunities	Enhanced Provision	Objectives Covered (from subject Frameworks)
Class Reader: Find your happy! Our Class is a Family	BQ1: How do I feel? Big Answer: using zones of emotional regulation	Stunning Start: Powder paint explosion Personal, Social, Emotional Development: Circle time to discuss feelings – sort picture cards of different emotions. Use zones of emotional regulation as a prompt for discussion. Communication and Language: Learn emotion vocabulary - children can use the text to match vocabulary with pictures. Children learn to say I am feeling ... Children learn ways to communicate when they would like a peer to stop. Physical Development: Squiggle whilst you Wiggle-chalk, colour weaving, sorting pom poms with tweezers/ bottles/ tubes, Literacy: Helicopter stories – children use story language to make a simple story they will act out. Recognising name cards game - splat the name. RWI- Large focus on children developing oral blending skills. Understanding the World: Coffee paper and skittles experiments children to notice and comment on the change as the colours mix. Expressive Arts and Design: Experimenting with mixing colours using paint pallets - children add to paper if they wish however the focus on children exploring making colours change. Characteristics of Effective Learning: Support and encouragement to explore the new environment, giving new experiences a go and building confidence using unfamiliar resources.	Sand and Water area: Containers containing coloured water for exploration outside. Coloured water and pipettes Small world & Construction area: Monster small world objects so children can react to the story. Writing: key colour words link to monster toys, variety of coloured writing tools. opportunities to write vertically and horizontally. Malleable: Feeling stampers into playdough, opportunities to experiment with changing the colour and texture of the dough. Role Play area: Home corner Motor Skills: tweezers and pom poms into emoji faces, tweezers and pom poms onto pop-its.. I wonder area: Lava lamp exploration, coffee filter paper pens and pipettes. Technology: Torches and coloured plastic - children to experiment shining light through to change the colours. Creative station: Cutting and sticking emoji's - adult to support children's understanding through discussion. Calm area: Mirror to explore different faces and emotions.	I can show acceptance of the differences between a range of cultures. Seeks out companionship with adults and other children, sharing experiences and play ideas. I can use a range of small tools, including scissors, paint brushes and cutlery. Dresses with help - open fronted coat, pull trousers up and down independently. (S) Shows understanding of how to transport and store equipment safely. (K) Is more able to recognise the impact their choices and behaviours/actions have on others. (S) They enjoy using a variety of media to make marks. Uses simple tools to effect changes to materials. (S) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (S) Listens to others in a small group. (S) Listens to short stories with increasing recall. (S) Understands the use of objects – using what. (K) Talks about things that are important to them. (S) Builds up vocabulary based on their experiences. (K) Goldilocks and the three bears Cards Autobiography Nursery rhymes Listens to and joins in with stories and poems, when reading one-to-one and in small groups (S) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (K)
Class Reader: How the crayon saved the rainbow.	BQ2: How is a rainbow made? Big Answer 2: Children understand that water and sun make a rainbow, that	Stunning Start: Rainbow hunt Personal, Social, Emotional Development: 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. Link elements of the story to the zones of emotional regulation. Communication and Language: Sequencing pictures from the story – children to retell in their own words. Adults encourage some vocabulary from the story.	Sand and Water area: pipettes and coloured water Small world & Construction area: Blocks to be made into buildings and road tape added to small world play. Pieces of coloured material added to construction and small world areas to promote vocabulary being used. Writing: writing with different coloured pens, can they write the colour word of the colour they are using? Malleable: White play dough and pens Role Play area: Home corner packaging added to stimulate interest in print Motor Skills: Paint tools and squirty bottles of paint for investigation – making marks/textures I wonder area: Children to experiment with joining materials. Children choose a	Listens to and joins in with stories and poems, when reading one-to-one and in small groups (S) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (K)

	<p>light can split into colours.</p>	<p>Children compare the colour to something they know, e.g. red like a strawberry, yellow like sand, green like leaves on a tree.</p> <p>Physical Development: Balancing on beams and spots, Squiggle while you wiggle, playdough and scissors, colanders and pipe cleaners, ball through legs for wiping skills.</p> <p>Literacy: Build a rainbow by cutting and sticking, label the colours (letter stamps/stickers/writing), chn to learn the vocabulary of colour words.</p> <p>RWI - m, a, s, d, t, i, n, p. Large focus on children developing oral blending skills.</p> <p>Understanding the World: 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. Chn to make a lollypop stick house and draw their family members inside.</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>Cloud experiment using foam and coloured water.</p> <p>Expressive Arts and Design: Chn to mix the colours to make their own rainbow, start with primary colours already on the rainbow - link to marvellous middle creation - see below.</p> <p>Learn the colours of the rainbow song using Makaton signs.</p> <p>Characteristics of Effective Learning: Focus on children becoming engrossed in play for periods of time.</p> <p>Marvellous middle - Children give rainbow cards to members of the school community to thank them for their help.</p>	<p>coloured lens. Encourage children to observe and comment about what they can see.</p> <p>Technology: Ipad and painting game</p> <p>Creative Station: Coloured plastic cellophane to explore rainbows on the windows, Shadow puppet making and shows. Colour mixing station</p> <p>Calm area: Ipad and painting game Emotion spoons and mirrors</p> <p>Outside - Den making to create a dark space with coloured plastic and torches.</p> <p>Twister game for following instructions and colour recognition.</p>	<p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) (K)</p> <p>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs. (S)</p> <p>Hears and says the initial sound in words. (S)</p> <p>Recognises familiar words and signs such as their own name, advertising logos and screen icons. (K)</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. (S)</p> <p>Includes mark making and early writing in their play (S)</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (S)</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. (S/K)</p> <p>Links numerals with amounts up to 5.</p> <p>Points or touches each item, saying one number for each item.</p> <p>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>I can name and recognise different cultural traditions and routines.</p> <p>I know the key differences between my life and the lives of family members of different ages.</p> <p>I can tell you about something that happened to me in the past, e.g. I had cereal for breakfast. Yesterday I went to the beach.</p> <p>I can use a timeline.</p> <p>I know about similarities and differences between myself and others, and among families, communities, cultures and traditions.</p>
<p>Class Reader:</p> <p>Very Hungry caterpillar.</p>	<p>BQ3: How many colours can you eat?</p> <p>Big Answer 3: 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>Personal, Social, Emotional Development: Children 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>Communication and Language: Children to join in with repeated refrains in the hungry caterpillar story – ‘still hungry’ Sequencing activity – picture cards. Adult to model simple story map with 4 stages (life cycle).</p> <p>Physical Development: Cheerio caterpillar threading, cones game, squiggle while you wiggle, balancing</p> <p>Literacy:</p>	<p>Sand and Water area: Large balance scales and buckets with large lego blocks</p> <p>Small world & Construction area: Hungry caterpillar puppets</p> <p>Writing: fruit/veg keywords writing and name writing</p> <p>Malleable: playdough fruits and veg making and knives to practise cutting</p> <p>Role Play area: Addition of fruit basket</p> <p>Motor Skills: Chopping velcro fruits and veg, threading tools – beads, string, laces, cotton reels, pipe cleaners</p> <p>I wonder area: rainbow made of food</p> <p>Technology: Digital cameras to photograph rainbows of food</p> <p>Creative Station: Printing materials – tools, blocks, string, vegetables</p> <p>Card making resources – envelopes, folder paper, example cards</p> <p>Additional fruits and vegetables in the snack area to try and tools to prepare them.</p>	<p>I can describe my immediate environment.</p> <p>I can recognise, online or offline, that anyone can say ‘no’ - ‘please stop’ - ‘I’ll tell’ - ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p>Make: I can explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>They know there are 3 Primary colours and begin to make the secondary colours.</p> <p>They can use different colours in their work and choose appropriate or match colours.</p> <p>They can experiment a variety of ways of applying paint e.g. fingers, objects, different sized brushes, shapes, sponges etc. To know a range of nursery rhymes off by heart.</p> <p>To sing nursery rhymes and simple songs from memory.</p>

	<p>Name writing focus – children write their names in marvellous middle cards. Children initially recognise their name card before attempting to record.</p> <p>Hearing initial sounds in words – matching to fruit and vegetables.</p> <p>RWI - g, o, c, k, u, b, f, e. Large focus on children developing oral blending skills.</p> <p><u>Understanding the World:</u> 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><u>Expressive Arts and Design:</u> Mix colours to make different fruits and vegetables - discuss which colours are primary and secondary colours.</p> <p><u>Characteristics of Effective Learning:</u> Using what they know whilst engaged in play and discussion.</p> <p>Fabulous Finish: Grandparents tea and cake afternoon - sing the colours of the rainbow song.</p>		<p>To perform a nursery rhyme by singing and adding simple actions.</p> <p>Hand washing, toileting, dressing and undressing.</p> <p>Democracy - making decisions together.</p> <p>Rules of law - making and working toward class rules.</p> <p>Home/nursery visits</p>
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British Values:			
Democracy	Rule of law	Individual liberty	Mutual respect and 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. 	<ul style="list-style-type: none"> My new classroom has rules and we need to work together to follow them. 	<ul style="list-style-type: none"> I have the freedom to make choices and share my opinion. 	<ul style="list-style-type: none"> Listening to others opinions and respecting their ideas. What makes a good friend?