

Repton Manor Primary School Medium Term 1 Planning (This is Me)



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		

Topic: This is Me

Year Group: 1

Terms: 1

Subject - Discrete	Maths	
Unit	Place value (5 weeks)	Addition and Subtraction within 10 (3 week)
Small Steps	<ul style="list-style-type: none"> Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Compare numbers Order objects and numbers The number line 	<ul style="list-style-type: none"> Introduce parts and whole Part whole models Write number sentences Fact families - addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition - add together Addition - add more Addition problem
Framework objectives	<ul style="list-style-type: none"> *Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number - - *Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least * Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least 	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer)

	* Compare numbers using <, > and = signs * Read and write numbers from 1 to 20 in numerals and words	
Enhanced Provision	Number lines Tens frames Counters Dice Numicon Missing number tracks	Part, part whole and counters Dice Number fans\

Subjects - Discrete	RE	Games	PE	Music	Computing	E-Safety
Unit	Does God want Christians to look after the world?	Sending and receiving	Athletics	Banana Rap	Networks and systems	Copyright and ownership
Small Steps	<ul style="list-style-type: none"> Learn about the world around us, see what the Earth looks like. Where did it come from? Christian creation story. Sequence the story Why did God create these things? Does God want Christians to look after the world? Sort pictures of how people treat the world. 	<ul style="list-style-type: none"> Can dribble a ball using a range of body parts. Can pass a ball accurately using a range of body parts. Can receive a ball using a range of body parts. Can shoot at a target using rolling and kicking. 	<ul style="list-style-type: none"> Adjust running pace smoothly. Can demonstrate a variety of jumping styles. Can describe the effect of throwing from sitting, kneeling or standing. Can perform hop and jump combinations with balance and control. Can throw and retrieve equipment safely. 	<ul style="list-style-type: none"> Listen and respond making sound beat and rhythm tempo dynamics simple representation/composition 	<ul style="list-style-type: none"> To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly 	<ul style="list-style-type: none"> I can explain why work I create using technology belongs to me. I can say why it belongs to me (eg" I designed it" or "I filmed it"). I can save my work under a suitable title or name so that others know it belongs to me (eg filename, name on content) I understand that work created by others does not belong to me even if I save a copy.
Framework objectives	I can say how it felt to make something. I can express an opinion about the Christian belief about creation	<ul style="list-style-type: none"> Can dribble a ball using a range of body parts. Can pass a ball accurately using a 	<ul style="list-style-type: none"> Adjust running pace smoothly. Can demonstrate a variety of jumping styles. Can describe the effect of 	<ul style="list-style-type: none"> To listen to a piece of music and say if they liked or disliked it and why. To begin to identify some instruments they can hear. 	<ul style="list-style-type: none"> I can identify a computer and its main parts, switching it on and logging on. 	<ul style="list-style-type: none"> I can save my work so that others know it belongs to me

I can remember the Christian Creation story and talk about it.

- range of body parts.**
- **Can receive a ball using a range of body parts.**
 - **Can shoot at a target using rolling and kicking.**

- throwing from sitting, kneeling or standing.**
- **Can perform hop and jump combinations with balance and control.**
 - **Can throw and retrieve equipment safely.**

- To know that music has a steady pulse, like a heartbeat
- To know the different ways of making different notes on a range of instruments.
- To learn the names of some of the instruments they are playing.
- To explore the sounds of different instruments they use.
- To know that improvisation is about making up your own tune on the spot. It is not written down and belongs to them.
- To use a given piece of music to inspire them to make simple changes.
- To know a performance is sharing music with other people, called an audience.
- To know what makes a good audience
- To use their body parts to respond to music.
- To say if they like or dislike a piece of music.
- To recognise fast, medium and slow tempos.
- To find the pulse.
- To listen to a short rhythm and clap it back.
- To use voices to copy back.
- To explore different ways to play instruments (shaking, hitting, scraping, etc).
- To learn that they can make different sounds with their voices.
- To learn to start and stop singing when following a leader.
- To treat instruments carefully and with respect.
- To listen and follow musical instructions from a leader.
- To improvise using one or two notes.

- I understand that technology is all around us and can be used for a variety of things.
- I can identify technology around me and explain how they help us.
- I can use a mouse in different ways.
- I can use the keyboard to type and edit text.
- I can save my work and open my work from a file.

(e.g. filename, name on content).

				<ul style="list-style-type: none"> ● To create a simple melody using up to 3 notes. ● To begin to learn how the notes of a composition can be written down in symbols/pictorial format. ● To begin to represent sounds with simple marks and symbols. ● To choose sounds to represent different things, (emotions, objects, ideas). ● To make different sounds (loud, quiet, high, low). ● To choose a song they have learnt and perform it. 		
Topic Application	All about me - different beliefs and ideas about where people come from. Tolerance and understanding.	<ul style="list-style-type: none"> ● sending and receiving consolidation competition lesson 	<ul style="list-style-type: none"> ● Athletics consolidation lesson 	<ul style="list-style-type: none"> ● See Term 2 	<ul style="list-style-type: none"> ● Type a name label for a letter. 	<ul style="list-style-type: none"> ● Part of Computing
Enhanced Provision	<ul style="list-style-type: none"> ● Children to create something during Child-Initiated Learning and reflect on what they have created during the following RE session. in teams ● Scavenger hunt to look for 5 objects to bring back into the classroom, e.g. the smallest thing, the spikiest object etc. Together explore the objects found. ● Creation wheel, collage and role play. ● Natural objects collage/pictures 	<ul style="list-style-type: none"> ● Balls and targets 	<ul style="list-style-type: none"> ● obstacle course 	<ul style="list-style-type: none"> ● songs playing, untuned and tuned instruments, nursery rhymes (sheet music) 	<ul style="list-style-type: none"> ● Touch typing games ● Capital letter recognition ● Computer games using different keys ● Build a computer - label the parts. 	<ul style="list-style-type: none"> ● Part of Computing

This is Me	Big Questions	Subject Coverage (Subject, Context)	Learning Opportunities (Lesson order and structure, including small steps)	Enhancements to Provision (Additions to the environment which allow children to continue/ extend their learning)	Objectives Covered (from subject Frameworks)
<p>Class Reader: No hugs for Porcupine</p> <p>SS: Special show and tell</p> <p>MM: Postcards home</p> <p>FF: Science day</p> <p>Learning Environment : Home corner roleplay Curiosity area - which box is which teacher, make your own box, Queen box</p> <p>Doctors roleplay, skeleton and body parts</p>	<p>BQ1: What makes us special?</p> <p>Big Answer: Talent show</p>	<p>Writing: Capital letter, full stop, finger spaces, personal pronoun I, Labels/ captions, Cards/letter postcards</p> <p>Life Skills: Treating others equally and fairly, celebrating differences, likes/dislikes, strengths and weaknesses, what makes a good friend</p> <p>History: Our monarch</p> <p>DT: cooking - raw materials, joining materials (sliders)</p> <p>Science: Humans</p> <p>Geography: Local study</p>	<p><u>Topic (circle time/life skills)</u></p> <p>Lesson 1: Circle time activities where the chn think about likes and dislikes and get to know their new teachers and each other better, building their confidence to speak to others about their interests.</p> <p>Lesson 2: Circle time activities when chn think about their individual strengths and weaknesses, appreciating that everyone is different and has special talents and abilities. This will link to lessons later on.</p> <p>Lesson 3: Chn to think about the qualities they look for in a friend and think about what makes a good friend. Reading a story to help them see what a good friend is. Revisit the question during the day 'what makes a good friend?'</p> <p>Lesson 4: Show and tell - bring into school one thing that is special to them and vocalise why this is important. Share with others and appreciate differences/similarities</p> <p>Lesson 5: Talent show - share a talent across the class. Children will recognise their own strengths and abilities and celebrate these with others.</p> <p>Lesson 6: Who is a special person - the queen. Learn about our current monarch and the good qualities they possess. What the purpose of a monarch is and know that Britain has had a king or queen for many years.</p> <p>Lesson 7: Puppet show/ castles - design and make castles and puppets linked to historical</p>	<p>Sorting activities based on seasonal items found outside as well as sorting activities using maths resources inside. Different sorting activities to be offered regularly for the skill to be developed at different levels.</p> <p>Characteristics of effective learning challenges (e.g. try something new today). Children will be encouraged at the start of the year to try something new such as make a new friend, play somewhere new.</p> <p>Write a complimentary cup for their friend, saying what makes them a good friend. Focus will be on using sounds to build words.</p> <p>Instruments/ dance music and ribbons/ art and craft materials (based on children's interests)</p> <p>Sort pictures of the royal family- the life of Queen Elizabeth 11 - how can we tell she was a child? when do you think the picture was taken?</p> <p>Role play area to have crowns, robes and beefeater costume for pupils to focus on different roles associated with the monarch</p> <p>Design a packed lunch/ plate/ picnic usings tools safely.</p> <p>King and queen puppets/ story props for retelling stories and making their own.</p> <p>Retell using the speak easy mics sequencing the VIPERS story correctly and using the animal masks to help them recall/summarise the main points of the story.</p>	<p>Science</p> <ul style="list-style-type: none"> I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. I ask simple questions I can perform simple tests. <p>Design Technology</p> <ul style="list-style-type: none"> Design: I can design purposeful, functional, appealing products for myself and other users based on design criteria. Make: I can understand a variety of ways to join materials. I can explain how different food might be prepared. I can accurately apply the most suitable material for joins. I can begin to talk about and demonstrate how to safely use equipment. <p>Life Skills</p> <ul style="list-style-type: none"> I am confident to speak to others about my interests and opinions and know that theirs may be different. I know ways in which I can help to keep our planet a safe place (reduce, reuse, recycle). I can talk about key events in my life (eg. Christmas, Birthday) <p>History</p> <ul style="list-style-type: none"> I understand that we have a queen who rules us and that

learning on the king/queen (using sliders for doors), joining materials carefully and with purpose and using equipment safely

Lesson 8: Feast for the king - understand that Kings and Queens have often given feasts, link learning back to the jubilee and discuss the events people celebrated then. When will the next big feast be? Use raw materials to create a simple feast for the queen/king, use tools safely and discuss what sort of foods we use to celebrate.

Story telling

Lesson 1 - Share the story 'No Hugs for Porcupine' and discuss how the porcupine felt due to being treated differently due to the way he looks and feels. Chn to draw the porcupine and add labels to describe his feelings throughout the story.

Lesson 2 -Chn to then hear, map, step and speak the story. They will use drama to retell the main events,sequencing the story accurately, including use of microphones in ED time and role play masks.

Lesson 3 -Storymap it into their books/paper, increasing independence to retell the story as a whole in the correct order.

Lesson 4 - Chn to write a message to the porcupine from the perspective of one of the forest animals to say sorry for treating him unfairly. Full stops, spaces between words and phonetically plausible spelling strategies.

Innovate the story templates focusing on developing their own ideas for writing based on the VIPERS story.

Britain has had a king or queen for many years.
Writing

- **Finger spaces** between words.
- End a sentence with a **full stop**.
- Capital letter for 'I' as a personal pronoun.

BQ2:
Where do I
live?

Topic /writing- Local study (Geography)

Lesson 1 - Share postcards from different locations and discuss when we send and

Maps - identify their houses using google earth, what features can they identify around

**Big
Answer:
walk to
postbox to
post
postcards
home**

receive postcards. Where have we visited that we sent postcards from? Talk about some key events in their life with increased confidence. Draw your front cover of the postcard based on this/of their own house.

Lesson 2 - What would we write to someone on a postcard? What information do we share on postcards? Write messages on postcards focus on full stops, spaces between words and phonically plausible spelling strategies.

Lesson 3 - Write addresses on their postcards. (links to my home 2 learning). Pupils to learn to set out their home address using a new line for each part of the address. Can pupils recall their house number? Which road do they live on? Link to life skills and possible extension discussions on knowing important information about ourselves and keeping it safe.

Lesson 4 - My School - map. Look at different maps and think about how they are used. When would someone need a map? (local study topic) What are the key features of our school? Which areas are important? What would we expect to see on a map of our school? Plan a route, follow and read a map of the school and find the hidden symbols.

Lesson 5 - My Town - landmarks. Learn about Ashford being our town and Kent being our county. Can learn the difference between a human and a natural feature. Can they build a feature in our town in any way they like? For example, large construction, Lego, junk modelling.

Lesson 6 - Walk to the postbox (links to my town learning) Children to look at a map of our local area. Can they spot a postbox? How will we get to the post box? Discuss the route with children and walk the class to the postbox to post their postcards they have made home.

their homes? Can they spot a park or a shop they visit often?

Postcards/ cards for others to decorate and send to friends around the classroom. Pupils have a writing focus during ED focus on pencil grip, letter formation, phonetically plausible spelling, using Fred Talk with tricky words..

Role play area to have a postbox, letters and envelopes to be available for the writing areas, different colours including stamps or stamp outlines for pupils to create their own letters. Can they copy the school address? What would the address of our classroom be?

Jolly postman props for role play to help retell and sequence the story accurately. Pupils to innovate their own story during role play.

Postbox game

Blank maps for the children to continue using during ED time. Can they draw a map of their house? Can they create a map for a journey?

BQ3: How does my body work?

Big Answer: Sense walk

Science
Main part of the body, senses

Topic (science)

Lesson 1 - Name parts of the body. Label and learn the names for different parts of the body, particularly those linked with the senses. Draw round a child on big paper and draw/label body parts/stick pictures in the correct places. Simple independent labelling/matching tasks.

Lesson 2 - Collect measurements challenges (order feet/ hands, patterns, etc) Draw around feet/hands and order them from largest to smallest/smallest to largest. Answer simple data based questions: who has the largest feet? Who has the smallest hands? Link to maths and ICT data collection.

Lesson 3 - What are our senses? Refer to earlier learning to discuss the 5 senses. Explain what these senses are and match different objects to the senses. What can we hear? touch? taste? feel? see? **LINK TO SEASONS AND WEATHER PATTERNS**

Lesson 4 - Senses walk. Take the children outside to explore the senses further. What can we hear? touch? feel? see while outside?

Story telling

Lesson 1 - Share the story 'Funny Bones'. Chn to then hear, map, step and speak the story. They will use drama to retell the main events, sequencing the story accurately, including use of microphones in ED time and role play masks.

Sensory boxes - what's in the box? Pupils can put their hands in the mystery box to try to work out what the items in the box are by using the sense of touch.

Can they create one of their own using junk modelling? Can they add a sliding door revisiting and using skills from previous DT focus this term?

Skeleton crafts - use paper straws to create a skeleton inside the outline of a body. Imagine how skeletons might look different for other animals.

Playdough human bodies - use laminated playdough mats to create facial features/skeletons. Which parts of the body are connected to the senses?

Match the different senses to the senses card. Is this an item we can hear? Is this an item we can smell/feel/taste?

Listening games - Can you listen to a friend give directions over small obstacles to safety?

Sensory play - add colour to the water/ foam (sensitive) writing tray outside with colours to mix in/objects to find. Sorting by texture: can pupils separate objects from a mix using only touch?

Lesson 2 -Storymap it into their books/paper, increasing independence to retell the story as a whole in the correct order.

Lesson 3 - Chn to plan their big write of the story (plot matrix). Full stops, spaces between words and phonetically plausible spelling strategies.

Lesson 4 - children to rewrite the story of Funny Bones. Full stops, spaces between words and phonetically plausible spelling strategies, capital letters. Beginning, middle and end.

British Values:

Democracy	Rule of law	Individual liberty	Mutual respect and tolerance
	<ul style="list-style-type: none"> ● Setting and learning to respect classroom rules, e-safety rules and school rules. ● Learning about the queen/king as a special person and the world we live in. 		<ul style="list-style-type: none"> ● Reinforced by the positive role models and interaction of staff at all levels and visiting members of the community ● Reinforced while learning our topic 'All about me' and noticing all our friends are different and unique, our likes and dislikes and celebrating those differences.