

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: Lets Celebrate!

Year Group: EYFS

Terms: 2

Subject - Discrete	Mathematics			
Unit	Subitising	Cardinality, ordinality and counting	Composition	Comparison
Small Steps	<ul style="list-style-type: none"> Subitise within 5, perceptually and conceptually, depending on the arrangements. Identify subgroups in larger arrangements Create their own patterns for numbers within 5 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"> Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 Begin to count beyond 5 and then 10. Begin to recognise numerals, relating these to quantities they can subitise and count. 	<ul style="list-style-type: none"> Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot Explore the composition of numbers within 5. 	<ul style="list-style-type: none"> Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.
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"> Dice pattern and numeral matching game Counting songs on CD's for the listening station collections of objects to count Dominoes and car park game 	<ul style="list-style-type: none"> Numicon Number blocks Multilink cubes Collections of objects to count Part part whole diagrams/machines 	<ul style="list-style-type: none"> bucket scales sorting hoops containers holding objects large balance scales numicon shapes
Framework objectives	Learn that numbers are made up (composed) of smaller numbers. Matches the numeral with a group of items to show how many there are (up to 10) Beginning to recognise that each counting number is one more than the one before. Compare two small groups of up to five objects, saying when there are the same number of objects in each group.			

Subject - Discrete	PE	
Unit		
Small Steps		
Framework objectives	Travels with confidence and skill around, under, over and through balancing and climbing equipment.	

Topic	Big Questions	Adult Directed Learning Opportunities	Enhanced Provision	Objectives Covered (from subject Frameworks)
<p>Class Reader:</p> <p>Sparks in the Sky</p>	<p>BQ1: Why do fireworks go boom?</p> <p>Big Answer: Fireworks are made of an explosive material.</p>	<p>Stunning Start: Box of Fireworks is delivered (pretend)</p> <p>Personal, Social, Emotional Development: Circle time focused on understanding the emotions of others. Role play scenarios modelled to children for them to notice emotions and respond using some problem solving skills.</p> <p>Explore ways to display empathy and comfort to others. Mirror Mirror - one person makes a face and the other person copies it. Children identify the emotion they are mirroring.</p> <p>Communication and Language: Children to experiment with the technology Beebots, children to be given two instructions to input and follow.</p> <p>Prepositions games using hoops - inside, outside, next too, beside, behind, in front of, on top of. Adults give two instructions at a time for children to follow.</p> <p>Vocabulary related to bonfire night and the traditional Guy Fawkes story.</p> <p>Physical Development: Squiggle whilst you Wiggle - chalk</p> <p>Loose pieces pattern making alongside beads and pipe cleaners.</p> <p>Letter formation related to the letter sounds that are being taught - using a wide range of tools.</p> <p>Literacy: Helicopter stories – children use story language to make a simple story they will act out.</p> <p>Gunpowder plot story sequencing of the story.</p> <p>Shared story mapping of the Gunpowder plot.</p> <p>Writing onomatopoeias to describe firework noises - hear initial sounds in words. Children use the sounds they have learnt in RWI thus far.</p> <p>Story - Sparks in the Sky</p> <p>RWI- l, h, sh, r, j, v, y, w. Large focus on children developing oral blending skills.</p> <p>Understanding the World: Gunpowder plot understanding this element of British History. Bonfire night traditions related to British values.</p> <p>Fire safety - children to understand the dangers of fire and how to keep safe.</p> <p>Expressive Arts and Design: Jackson Pollock art technique representing fireworks - explore colour and texture of materials</p>	<p>Sand and Water area: Sieving glitter/ sequins from the sand/ water focusing on children maintaining concentration over a period of time.</p> <p>Small world & Construction area: Guy Fawkes puppets and texts</p> <p>Writing: Firework pictures and paper stimulating interest.</p> <p>Malleable: Loose pieces added to playdough area</p> <p>Loose Pieces: Light box and loose pieces</p> <p>Role Play area: Outside - bonfire night celebration.</p> <p>Motor Skills: Letter formation into glitter and coloured sand. Threading beads onto pipe cleaners Auditory fireworks - popping bubble wrap</p> <p>I wonder area: Creating sparklers using breadsticks, chocolate and sprinkles. Firework/ bonfire night photographs to prompt discussion.</p> <p>Technology: Paint program creating firework pictures</p> <p>Creative station: Powder paint, pastels, chalk and black paper</p> <p>Calm area: Glitter jars</p> <p>Outside area: Spray bottles and watered paint to create firework representations.</p>	<p>I can show acceptance of the differences between a range of cultures.</p> <p>I can recognise different cultures and settings in different texts.</p> <p>Looks to a supportive adult for help in resolving conflict with peers</p> <p>I can use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions.</p> <p>Understands their own and other people's feelings, offering empathy and comfort.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters independently.</p> <p>Is able to follow directions – two steps.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Understanding how and why questions.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Begins to be aware of the way stories are structured, and to tell their own stories.</p> <p>Talks about events and principal characters in stories and suggests how the story might end.</p> <p>Handles books and touch screen technology carefully and the correct way up with growing competence.</p> <p>Begins to develop phonological and phonemic awareness - Recognises rhythm in songs, poems and rhymes.</p> <p>Hears and says the initial and final sound in word.</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes - such as making greetings cards, invitations.</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.</p> <p>I know the difference between two or more religions: Hinduism, Judaism, Islam and Christianity.</p> <p>I can name and recognise different cultural traditions and routines.</p> <p>I can talk about a special time for a religion e.g. Eid, Christmas, Diwali.</p>

		<p>Explore sounds of instruments to represent fireworks sounds - discussion around the type of sound - banging, scraping etc</p> <p>Characteristics of Effective Learning: Focus on children having their own ideas which they are able to use when playing and exploring the environment.</p>		<p>I understand different times in the day. I can use language such as today, yesterday, when I was little.</p> <p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know.</p>
<p>Class Reader:</p> <p>Rama and Sita story</p>	<p>BQ2: Why do Hindu's light Diya lamps?</p> <p>Big Answer 2: Children understand that Diya lamps were lit to help Rama and Sita find their way home.</p>	<p>Stunning Start: Arrive at school with a pathway of Diya lamps leading to classroom (battery)</p> <p>Personal, Social, Emotional Development: Circle time related to different beliefs and tolerance.</p> <p>Making and trying foods eaten during Diwali.</p> <p>Communication and Language: Puppets - encourage children to recall the story and use forms of speech matching the characters.</p> <p>Instruction based games - speech and languages resources focused on following two or more instructions.</p> <p>Kim's Game - develops the capacity to maintain concentration, observe and remember details.</p> <p>Physical Development: Squiggle while you Wiggle supporting the letters that are being taught during RWI sessions.</p> <p>Sequins and dot sticking, Rangoli patterns</p> <p>Letter formation related to the letter sounds that are being taught - using a wide range of tools.</p> <p>Making flat bread developing hand muscles by kneading</p> <p>Building temples using small construction materials</p> <p>Literacy: Rama and Sita story and sequencing activity using a series of 4-6 pictures, children to orally retell the story aloud.</p> <p>Story mapping story of Rama and Sita</p> <p>Making cards to celebrate the festival of Diwali</p> <p>RWI - th, z, ch, qu, x, ng, nk. Large focus on children developing oral blending skills.</p> <p>Understanding the World: Hindu blessing demonstration using artefacts. Children continue to have access to this during CI to develop understanding through roleplay.</p> <p>Cebbeies - https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-diwali Children use the video to understand the customs and routines surrounding the celebrations. Discussion based learning enabling children to explore links to their own lives.</p> <p>Parents and/or members of the school community visit to teach children about Diwali celebrations.</p> <p>Look at traditional Diya designs - discuss</p>	<p>Sand and Water area: Pattern making and using tools to create marks in shallow sand.</p> <p>Small world & Construction area: Rama and Sita puppets and role play resources.</p> <p>Looking at pictures of Hindu temples in relation to the celebration of Diwali - building materials</p> <p>Writing: Story writing resources alongside versions of the story and nonfiction texts about Diwali.</p> <p>Malleable: Pulses added to the playdough station to encourage children to manipulate small objects.</p> <p>Role Play area: Traditional celebratory dress - Hindu</p> <p>Motor Skills: Fine motor - Rama and Sita pathway activity Rangoli patterns - pulses</p> <p>I wonder area: Encourage children to use their senses to identify and match spices.</p> <p>Hindu artefacts set up to make an area for blessings similar to that you would find in the home of a Hindu.</p> <p>Technology: Walkie Talkies to support communication skills</p> <p>Creative Station: Children experiment with different spices in the form of paints.</p> <p>Calm area: Patterned materials to look at</p> <p>Outside : Graters, chalks and spray bottles. Large scale Rangoli pattern resources outside.</p>	<p>I can explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Cooking and Nutrition: I know some foods that can be grown locally.</p> <p>They can create simple representations of events, people and objects.</p> <p>To know a performance is sharing music.</p> <p>To Sing along with a pre-recorded song and add simple actions.</p> <p>To sing along with a backing track.</p>

		<p>Expressive Arts and Design: Diya lamps - talk about texture and how it changes as the clay dries. Focus on pinching and pulling as a technique.</p> <p>Dancing associated with Diwali celebrations involves learning simple actions to go alongside a piece of music.</p> <p>Christmas Nativity - preparation</p> <p>Characteristics of Effective Learning: Focus on children becoming engrossed in play for extended periods of time.</p> <p>Marvellous middle - Diwali Party - children to prepare food and music for the party.</p>		
<p>Class Reader:</p> <p>Nativity story, Dear Santa story</p>	<p>BQ3: Why do Christian's perform Nativity plays at Christmas?</p> <p>Big Answer 3: To remember Jesus being born.</p>	<p>Stunning Start: Christmas Trees Delivered Kindness Elf arrives</p> <p>Personal, Social, Emotional Development: Circle time related to Christmas around the world, looking at different traditions and why families and friends gather together at this time.</p> <p>Acts of kindness - discussion relating to things we can do to be kind in our community. Talk about and plan an EYFS Christmas appeal to support a charity with the children and the impact this would have.</p> <p>Discussed relating to the different feelings we get around Christmas time 'excited' 'apprehensive' 'overwhelmed' and how we can cope with these feelings - related to zones of emotional regulation.</p> <p>Communication and Language: Puppet retelling the story of the nativity and Role Play, encourage children to use vocabulary learnt through hearing the story,</p> <p>Instruction based games - speech and languages resources focused on following two or more instructions. Include prepositions for the children who are developing this skill at an accelerated rate.</p> <p>Physical Development: Squiggle while you Wiggle supporting the letters that are being taught during RWI sessions. Letter formation related to the letter sounds that are being taught - using a wide range of tools.</p> <p>Joining paper chains focusing on using a pincer grip to clasp them together.</p> <p>Balancing activities, focusing on children controlling their bodies at a low height.</p> <p>Literacy: Sequencing The Nativity Story using picture cards. Children are encouraged and supported to use their new vocabulary to tell the story aloud.</p> <p>Make class Dear Santa story using their knowledge of the text.</p>	<p>Sand and Water area:</p> <p>Small world & Construction area: Addition of Father Christmas and Reindeer small world toys, nativity scene with characters to retell the story. Baskets of tinsel and ribbon to enhance structures.</p> <p>Writing: Festive writing paper, glitter pens, Christmas word mats</p> <p>Malleable: Christmas playdough cutters, festive spices and pieces such as dried fruit pieces</p> <p>Role Play area: Decorating the Christmas tree in the role play, addition of decorations, stockings and festive enhancements.</p> <p>Motor Skills: Wrapping presents using tape, string and ribbon. Pom pom and Christmas tree fine motor activity. Posting games focusing on children manipulating small objects.</p> <p>I wonder area: Artefacts relating to the Christmas story.</p> <p>Technology: Bee bot Christmas mat - helping Father Christmas deliver the gifts.</p> <p>Creative Station: Creating Christmas cards and gifts for others</p> <p>Outside: Reindeer antlers and Father Christmas hats added Snow scenes added with appropriate animals. Christmas music and bells.</p>	

	<p>Write letters to Father Christmas, children to understand the purpose and some of the text features in a letter.</p> <p>RWI - Focus on children developing oral blending and segmenting skills. Assessment of skills and sounds gained and move onto Ditties.</p> <p>Understanding the World: Learn about the postal service and how they help during the festive season.</p> <p>Visit the local postbox, learning about ways to move around the local area safely.</p> <p>Learn about Christmas traditions around the world, how they are similar and different from one another. Discuss how our Christmas celebrations may differ and how some members of our class community do not celebrate Christmas due to their religion or families beliefs.</p> <p>Expressive Arts and Design: Learn, rehearse and perform a Nativity production to the infants and parents.</p> <p>Create Christmas greeting cards depicting their own understanding of Christmas using techniques they have learned so far - colour mixing, painting skills, cutting and sticking.</p> <p>Characteristics of Effective Learning: Focus on using information they have learnt to inform choices they make in their play and during discussions.</p> <p>Fabulous Finish: Christmas Party and Nativity</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?