

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: Way Back When

Year Group: 1

Terms: 1 and 2

Subject - Discrete	Maths				
Unit	Number: Place Value (within 10) 4 weeks	Number: Addition and Subtraction (within 10) 4 weeks	Geometry: Shape 1 week	Number: Place Value (within 20) 3 weeks	Consolidation 1 week
Concepts	<ul style="list-style-type: none"> Sort objects Count objects Represent objects Count, read and write forwards from any number 0-10 Count, read and write backwards from any number 0-10 Count one more and one less One to one correspondence to start to compare groups Introduce > and = signs Compare numbers Order groups of objects Order numbers Ordinal numbers The number line 	<ul style="list-style-type: none"> Part whole model Addition symbol Fact families- addition facts Find number bonds for numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds Addition- adding together Finding a part Subtraction- taking away, how many left? Crossing out Subtraction symbol 	<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"> • Fact families- the 8 facts • Subtraction- counting back 			
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Subjects - Discrete	RE	MFL	ICT	PE – Outdoors	PE – Indoors
Unit	<i>Jesus as a Friend, Christmas Story Christianity</i>		Term 1 Computer Systems and Networks – Technology around us Term 2 Multimedia – Digital Writing	Athletics (Term 1 and 2)	Send and receiving (Term 1)
Concepts	<p>What is Friendship <i>Read ‘Starry Eyed Stan’ and discuss – how would you describe stan at the beginning of the story? Is he a good friend? Why/why not?</i> <i>Repeat for the end of the story.</i> <i>Do you need friends? Why?</i> <i>Statement sort – is this something that a good friend would do?</i> <i>Drama activity – How to be a good friend</i></p> <p>Jesus as a friend <i>Discuss Jesus – who is he?</i> <i>Explain that Jesus was a friend to all and on earth to spread the words of God.</i> <i>Show clips, for each discuss whether/how Jesus was a good friend.</i> <i>Was it easy for him to be a good friend?</i> <i>Videos – Jesus calms the storm, Story of Zacchaeus, Mary Martha and Lazarus</i> <i>On word, write down top tips for being a good friend, as taught by Jesus</i></p> <p>Analysing friendship <i>Teacher to draw together the three Bible stories about Jesus showing friendship. In groups, children to freeze-frame a scene from each story.</i></p>		<p>Starters: Project Evolve Copyright and Ownership I can identify technology around me and explain how technology helps us. Explore what is technology and locate examples in the classroom. Think of other examples of technology in the world around them. What are the benefits of technology? I can identify a computer and its main parts, switching it on and logging on. I can use a mouse in different ways. Explore the parts of a computer. Practice switching the computer on and logging on. Children to have time to explore the desktop. Practice using the mouse to open and close different programs. I can use the keyboard to type and edit text. I can save my work. Open up Word and practice using the keyboard to type. Teach children how to save their work. I can open my work from a file. I can use the keyboard to edit text. Teach children how to open their saved work. Give them time to continue typing & increase familiarity with the keyboard. Go through editing and how to delete words and use the arrows to navigate through the text. Starters: Project Evolve Self-Image and Identity I can use a computer to write.</p>	<ul style="list-style-type: none"> • Adjust running pace smoothly • Can demonstrate a range of jumping styles • Describes 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"> • 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.

	<p><i>Children to discuss the feelings of each person in the story. What do you: see, think, feel.</i></p> <p><i>What do children value about their friends – circle time.</i></p> <p>Special objects</p> <p><i>Children to find a special item from the classroom that is important to them – book, toy etc.</i></p> <p><i>Discuss – why is it important? What memories to you have with your special item.</i></p> <p><i>Choose somebody to give it to as a gift – how does it make the receiver/giver feel?</i></p> <p><i>Discuss other times we receive gifts and why? Link Jesus’ birthday to Christmas</i></p> <p>Jesus’ Gifts</p> <p><i>Tell story of Jesus’ birth and discuss gifts given to Jesus and what they symbolise.</i></p> <p><i>Would we give these gifts to a baby today?</i></p> <p><i>Sack of presents – discuss if we’d give them to a baby, baby Jesus or wouldn’t give them as a gift.</i></p> <p><i>Children to act the three wise men choosing the gifts and why they chose them. Perform as a whole class.</i></p> <p>My gift to Jesus</p> <p><i>Recap Jesus’ gifts. If they were a wise man, what would they have given a baby? Children to draw their present and put in a basket at the front with name on. Pull out each present as a whole class and discuss.</i></p>	<p>Think of all the different things that you can use to create writing.</p> <p>Show children Microsoft Word and discuss what it can be used for and what they can see on the screen.</p> <p>Teach them how to open it on their computers.</p> <p>Explore the keyboard – what keys can you see.</p> <p>Give them time to practice typing different things.</p> <p>Introduce some more of the keys to them – enter, space bar and backspace.</p> <p>Remind children how to shut Word down.</p> <p>I can add and remove text on a computer.</p> <p>Type catdog onto the computer without any spaces – what is wrong with this? Introduce the space bar.</p> <p>Set children the task of writing some sentences about a given topic.</p> <p>Bring in using full stops and remind children of the back space to delete/remove errors.</p> <p>Get children to save their work at the end.</p> <p>I can change the look of text on a computer.</p> <p>I can make careful choices when changing text.</p> <p>Get children to open their saved work from last session.</p> <p>Introduce how to use capital letters – model with the CAPS Lock and with holding shift.</p> <p>Give children time to edit their writing for capital letters.</p> <p>Point to the toolbar and explain what the toolbar is. Introduce B I U functions – give them time to try this out on their writing.</p> <p>Show children how to change the font style and size. Extend to changing the colour of their writing.</p> <p>I can explain why I used the tools I chose.</p> <p>I can compare writing on the computer to writing on paper.</p> <p>Read some descriptions of how text is changed – can children work out how the writing is being changed e.g. italics, bold etc.</p> <p>Show children a sentence on flip chart paper with errors in – ask how can I edit it?</p> <p>Show them the sentence on the computer – how can I edit it here? Edit it together and then</p>		
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			<p>discuss how to improve the sentence (add adjectives). How would I do this on paper? Compare the similarities and differences / pros and cons between paper and computer. Introduce the undo and redo buttons. Give children time to work on their writing – with a focus on editing. If possible, teach them how to print their work.</p> <ul style="list-style-type: none"> • Discuss their views on writing on the computer – did they like it? Is it easier or harder than on paper? Quicker or slower? 		
			<p>Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>		

Topic	Big Questions	Subject Coverage (Subject, Context)	Learning Opportunities	Objectives Covered (Copied from NC)
<p>Class Reader: Chn to listen to a range of picture books based on our Topic theme.</p> <p>SS: New toys museum shelf created with the children’s most treasured toys.</p> <p>MM: Film production afternoon: Chn to watch each other’s stop motion movies from the past.</p> <p>FF:</p>	<p>BQ1: Which toys are best? Old or new?</p> <p>T1, 4 weeks</p> <p>Big Answer 1– Would you choose old toys or new toy? Collect data from the class and create a tally chart, pictogram and bar chart of their responses.</p>	<p>Reading: Old-Time Toys – Bobby Katman The Velveteen Rabbit Margery Williams Lost in the Toy Museum: An Adventure- David Lucas Dogger- Shirley Hughes The Magical Toybox- Melanie Joyce Toys in the Past- Joanna Brundle</p> <p>Writing: Non narrative (lists and labels, narrative- missing toy adventure story.</p>	<p>Stunning Start: Create a toy shelf in the classroom full of the children’s special toys.</p> <p>Children to be bring in a treasured toy into school to share with the class. They will explain why they have chosen their toy, what made it special to them and describe the different things they enjoyed doing with their toy. Chn to have the opportunity to play with each other’s toys too.</p> <p>PUPIL VOICE SHEETS TO BE STUCK AT FRONT OF TOPIC BOOKS. What do you want to know about toys? What do we know already?</p> <p>Art Andy Warhol toy art printing, painting and drawing. Teach chn his screen printing technique. Chn to explore with different lines drawing with wax pastels and be taught water colour technique. Book Covers – Chn to apply the skills that they have learnt about Andy Warhol and Watercolour to draw/paint their most special toy. Chn to have the opportunity to practice within their own time and taught. Chn to use sketching skills, editing and improving over time. Still drawing choice in ED time- using skills they have been taught</p>	<p>Reading – Class text: Dogger- Shirley Hughes Word Meaning – understanding new and complex vocabulary Verbal Retrieval questions as English Starters Practically sequencing the story Verbal Inference and Prediction whilst reading aloud. Old-Time Toys – Bobby Katman The Velveteen Rabbit – Margery Williams Lost in the Toy Museum: An Adventure- David Lucas Dogger- Shirley Hughes The Magical Toybox- Melanie Joyce Toys in the Past- Joanna Brundle</p> <p>Storytelling</p> <ul style="list-style-type: none"> • I sit correctly at a table, holding a pencil comfortably and correctly. I can form digits 0-9. • I spell unknown words using my phonemes • I say a sentence out loud before I write it down. • I use the personal pronoun I • I leave spaces between words. I use a capital letter for the start of a sentence.

<p>Learning Environment: robots, dolls, action figures, loose parts to invent new things.</p> <p>Role Play Area: Museum full of things from the past/ museum themes door display.</p>		<p>GPS: Capital letter, full stop, finger spaces, personal pronoun I. History: Toys that are old and new. Timelines.</p> <p>Computing: Using paint to create a computer game front cover.</p> <p>Art: Andy Warhol toy art painting.</p> <p>Life Skills: Treating our and others special things with care.</p>	<p>independently for a range of old and new toys on display around the room.</p> <p>Topic: Explore old and new toys. How do we know they are old? What material are new/old toys made from? How did old toys move compared to toys that are new? What do new toys have now that old toys didn't have? Box of old and new toys for children to explore with in Ed.</p> <p>Self-drawn Venn Diagram in books. Children to use cello tape as a template to draw their venn diagram. HA to be encouraged to think what could go in the middle (Dolls, toy trains, etc) Selection of old and new toys in the 'museum.' Children to self-select and draw them into the correct place on their venn diagram. Adults to write down observations on what the children have identified when comparing.</p> <p>Sort toys into old and new and create a time line. Chn to consider what older toys were likely to be made of (wood/cloth) and how they moved. Children to then cut out the pictures of old and new toys and sort them into a timeline- Victorian toys, parents' toys and my toys.</p> <p>Children to design their own futuristic toy using their knowledge of how toys have changed over time. They will label the features it has linked to what they have learnt about new toys. (Batteries, electronic, remote control).</p> <p>What skills do we need to collect data on the classes favourite toys? Create a questionnaire and children to go around and ask each child what is there favourite toy is from a list of old and new toys.</p> <p>Children to use their questionnaire to interview people at home using video and email it to your teacher (letter sent to parents with tutorial, other arrangement to be made for those without access to video.</p> <p>Storytelling Chn to write a brief description as to why their toy is really special to them and what they doing with their toy (Using capital letters, full stops, finger spaces, pronoun I and some adjectives).</p> <p><i>(Dogger: Shirley Hughes)</i> Missing toy story: Chn to learn and unpick the model text, sequence the model text, storymap the key facts/parts to step out, chn to plan and invent their own version.</p>	<p>GPS Capital letter Full stop Pronoun I</p> <p>History – Chronological understanding</p> <ul style="list-style-type: none"> ● Put up to three objects in chronological order (recent history) ● Use words and phrases like: old, new and a long time ago ● Talk about things that happened when they were little ● Know that some objects belonged to the past <p>Historical enquiry</p> <ul style="list-style-type: none"> ● Ask and answer questions about old and new objects ● Spot old and new things in a picture ● Answer questions using an artefact/ photograph provided ● Give a plausible explanation about what an object was used for in the past ● Begin to identify the main differences between old and new objects ● Identify objects from the past, such as vinyl record <p>Computing</p> <ul style="list-style-type: none"> ● Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies ● Recognise common uses of IT beyond school ● Save a file ● Use technology purposefully to create, oragnise, store, manipulate and retrieve digital content <p>Art</p> <ul style="list-style-type: none"> ● To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
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<p>BQ2: Can you create a classic movie?</p> <p>Term 1, 2 weeks Term 2, 3 weeks</p> <p>Big Answer 2: Chn to produce a movie from the past on the traditional tale, Hansel and Gretel that reflects features of a classic movie.</p>	<p>Reading:</p> <ul style="list-style-type: none"> ● Hansel and Gretel – Will Moses ● Hansel and Gretel - Susan Jeffers ● Trust me Hansel and Gretel are sweet. Nancy Loewen ● Hansel and Gretel Rachel Isadora <p>Writing: Narrative-traditional tale (Hansel and Gretel)</p> <p>GPS: Capital letter, full stop, finger spaces, proper nouns and adjectives.</p> <p>History: Movies from the past and how they have changed.</p> <p>Computing: Creating a stop motion classic movie.</p> <p>Art: Making sculptures/models for their movie. Evaluating their movie.</p> <p>Life Skills: Team work, negotiating, turn taking.</p>	<p>(Term 1) Topic: Share some classic stop motion movies. (Wallace and Gromit, Morph, Lego movie, Chicken Run)</p> <p>Show the children a video on how old and new movies are made. Show how Wallace and Gromit is made by using clay and stop motion. Show how they make characters out of clay and move them a little bit each time whilst taking a series of pictures. Then, show how the Lego movie was made. Compare similarities and differences between old and new. (Clay, stop motion, voice overs, recordings)</p> <p>Clay lesson- Teach chn how to manipulate the clay, cut and form shapes. Chn to explore in a lesson.</p> <p>Skills for stop motion- Introduce the chn to stop motion- What is it? How is a stop motion made? Show the chn some examples and discuss what the chn notice (lots of small movements/images are put together one after another to create movement). Chn to have a go at creating a stop motion of their clay character creating a simple action. (walk, wave) Discuss what went well? What did they have to improve? What would they do differently next time?</p> <p>Chn to use their improvement comments to improve their stop motion action for a 2nd time.</p> <p>Storytelling Chn to learn an old traditional tale from the past (Hansel and Gretel). Chn to learn and unpick the model text, chn to storymap the key facts/parts to step out, Chn to use drama to act out the key parts of the story and make characters come to life. Then, chn to plan and invent their alternative ending.</p>	<p>Reading – Class text: Hansel and Gretel 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 sit correctly at a table, holding a pencil comfortably and correctly. I can form digits 0-9. ● I spell unknown words using my phonemes ● I say a sentence out loud before I write it down. ● I leave spaces between words. I use a capital letter for the start of a sentence. <p>GPS Capital letter Full stop Adjectives</p> <p>History</p> <ul style="list-style-type: none"> ● Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. ● <p>Computing</p> <ul style="list-style-type: none"> ● Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies ● Recognise common uses of IT beyond school 	

			<p>Term 2</p> <p>Storytelling/Drama Chn to learn an alternative ending/version of an old traditional tale from the past (Hansel and Gretel). Chn to learn and unpick the model text, chn to storymap the key facts/parts to step out, Chn to use drama to act out the key parts of the story and make characters come to life. Then, chn to plan and invent their own alternative ending. They will sequence it, write it, edit it, then publish it. Chn will then use their writing to produce a stop motion movie from the past.</p> <p>Chn to create the characters for their stop motion movie out of clay.</p> <p>Chn to create the stop motion movie in MA groups that represents a movie from the past (black and white)</p> <p>Chn to evaluate their stop motion movie's from the past</p> <p>Art/DT Chn to produce a shoe box scene backdrop for their movie. Skills to be embedded in provision. Chn to make all accessories needed for their big answer (clay characters, clay objects, puppets, backdrop).</p> <p>Big Answer 2– To use what they have learnt about movies from the past to create a classic film on a traditional tale. They can choose to produce a stop motion clay film on an Ipad, create a classic film puppet show or film themselves retelling a traditional tale.</p>	<ul style="list-style-type: none"> ● Save a file ● Use technology purposefully to create, oragnise, store, manipulate and retrieve digital content <p>Life Skills/PSHE Teamwork: what makes a good team? Negotiating ideas Turn taking</p> <p>Art</p> <ul style="list-style-type: none"> ● Use a range of materials creatively to design and make products ● Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ● To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
<p>BQ3: What makes the perfect band? Term 2, 3 weeks</p> <p>Big Answer 3: Perform in your own band on the x factor.</p>	<p>Reading:</p> <ul style="list-style-type: none"> ● The Beatles for Kids – John Millea and Gary Millea ● John Lennon (Little People, BIG DREAMS) Maria Vegara ● Hay, Grandude – Paul McCartney ● The yellow submarine -The Beatles. ● All you need is love – Paul McCartney and John Lennon. <p>Writing: Non – Fiction – Fact file.</p>	<p>Topic: Introduce the children to music from the past? Music through the years 1920- recent. Appreciation: Chn listen to an old and new piece of music. Do they like the sound of the music? How did it make them feel? Vote on each song. Show how they feel towards a piece of music. Place a range of colours. Choose colours and draw how this piece of music makes you feel.</p> <p>Compare old and new music. How did people like to listen to music? Which do you prefer? Use musical vocabulary to describe. Order images to create a music timeline from old to new of ways we listen to music.</p> <p>Children to become mini journalists. The hall will be set up with pictures/facts/key dates of the Beatles life. Children will be given a mini notepad and pen and will go around using the given evidence and facts to answer a set of given questions.</p>	<p>Reading – Class text: Hay, Grandude, - Paul McCartney. 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> <p>Writing – Non-Fiction</p> <ul style="list-style-type: none"> ● I sit correctly at a table, holding a pencil comfortably and correctly. I can form digits 0-9. ● I spell unknown words using my phonemes ● I say a sentence out loud before I write it down. ● I use the personal pronoun I ● I leave spaces between words. I use a capital letter for the start of a sentence. <p>GPS</p>	

		<p>GPS: Capital letter for names and places, full stop, finger spaces.</p> <p>History: Comparing new and old music. Significant individuals.</p> <p>Music: Exploring musical instruments, Live and recorded music. New and old music.</p> <p>Life skills: Internet safety Teamwork, I can accept the needs of others, I can take turns and share resources, sometimes with support from others.</p>	<p>Children to use the facts they gathered on the Write a fact file about a member of the Beatles using the facts they gathered.</p> <p>Hear some live music and discuss the difference between live and recorded music.</p> <p>Form your own band. Learn to play a range of instruments throughout the week. Experts to share sessions with children. Can you play rhythmically? Follow instructions? Keep to the beat?</p> <p>Big Answer 3: Perform in your own band on the x factor. Will you choose an old or a new song to perform? Chn to practice and perform as a band.</p> <p>Adults in Year 1 to come in dressed as the Spice Girls to model a band performance.</p>	<p>Capital letter Full stop Pronoun I</p> <p>History</p> <ul style="list-style-type: none"> 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. Events beyond living memory that are significant nationally or globally. <p>Music</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music. <p>Computing</p> <ul style="list-style-type: none"> File and folder structure e.g. basic locations of our file and folder structure including ipads Make, save and open files
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British Values:

Democracy	Rule of law	Individual liberty	Mutual respect	Tolerance
<ul style="list-style-type: none"> Whose toy design interests you? (BQ1) Developing an educated point of view before making a decision. I can influence my learning by putting up my hand and responding. 		<p>I have the freedom to make choices and share my opinion. (BQ3)</p>	<ul style="list-style-type: none"> Listening to others opinions and respecting their ideas. (BQ3) 	<ul style="list-style-type: none"> What makes a good friend?