

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: Explorers

Year Group: 1

Terms: 3 and 4

Subject - Discrete	Maths				
Unit	Geometry: Shape 1 week	Number: Place Value (within 20) 2 weeks	Addition and Subtraction to 20. 3 weeks	Place Value to 50 3 weeks	Measurement length and Height 2 weeks
Concepts	<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"> Counting on Adding ones Number bonds to 20 Making ten Subtraction not crossing Subtraction counting back Related facts Comparing 	<ul style="list-style-type: none"> Counting to 50 Counting forwards and backwards Tens and ones Represent numbers One more one less Comparing objects Comparing numbers Skip counting 2's and 5's 	<ul style="list-style-type: none"> Comparing length Comparing height Compare L and H Measuring length non standard Measure length ruler Adding length Subtracting length

Subjects - Discrete	RE	MLF	PE - Outdoors	PE - Indoors
Unit			Attacking and defending Net and Wall	Gymnastics 1 – Travel and Shapes Gymnastics 2 – Balances and Jumps
Concepts	•			
NC objectives	•		PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities PE1/1.1b Participate in team games, developing simple tactics for attacking and defending	PE1/1.1 Sport & Games PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities PE1/1.1b participate in team games, developing simple tactics for attacking and defending PE1/1.1c perform dances using simple movement patterns.

Topic	Big Questions	Subject Coverage (Subject, Context)	Learning Opportunities	Objectives Covered (Copied from NC)
<p>Class Reader: See class texts</p> <p>SS: Walking to Postbox to post letters to families</p> <p>MM: Around the World Day with mini activities to celebrate diversity Create the Art attack UK (using blue and green collage on the playground. Parents add pieces to create</p>	<p>BQ1: What do I love about where I live?</p> <p>T3</p> <p>Big Answer 1– Create a me on the map book</p>	<p>Reading:</p> <p>Writing: Descriptive piece about their locality. (Adjectives focus)</p> <p>Funny Bones- Retell journey and directions from children’s bed to school in the style of the text. (Prepositional language and adjectives)</p> <p>GPS: Capital letters (for start of a sentence, places and names) Full stops Conjunctions- and Word Classes (Adjectives, nouns, bossy verbs) Suffixes- ing, ed, er and est where no change is needed in the root words</p> <p>Geography: Exploring our local area.</p>	<p>Stunning Start: Whose house is whose? (Children to sort through the clues to match the teachers to their houses)</p> <p>PUPIL VOICE SHEETS TO BE STUCK AT FRONT OF TOPIC BOOKS.</p> <p>Book Covers – Picture of their house</p> <p>Topic: Lesson 1: (My home): Children learn about different types of houses and think about what type of house they live in. Then, they will draw a picture of their home.</p> <p>Lesson 2: (My home) Use google earth to find their home and learn their addresses. Post your house drawing from last lesson and send it in the post with their hand written address on.</p>	<p>Reading – Class text: Country Mouse and City Mouse Home- Carson Ellis Town and Country (A Turnaround Book) Craig Shuttlewood In Every House on Every Street Jess Hitchman and Lili La Beleine FunnyBones- Janet and Allan Ahlberg</p> <p>WHAT SKILL DO WE WANT TO FOCUS ON?</p> <ul style="list-style-type: none"> • Word Meaning – understanding new and complex vocabulary • Verbal Retrieval questions as English Starters • Verbal Inference and Prediction whilst reading aloud. • Who, What, Where, When, Why questions <p>Storytelling</p>

<p>the United Kingdom. Can they label where the places go?</p> <p>FF: ?????</p> <p>Learning Environment:</p> <p>Role Play Area: Travel Agents Airport</p>		<p>Countries of the UK Capital Cities Physical and Human features Simple Maps</p> <p>DT: Building structures Exploring mechanisms Exploring food and healthy eating (Diversity)</p> <p>Science: Plants</p> <p>Life Skills: I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can name places that are near and places that are far away. (geography)</p>	<p>Lesson 3: Lesson 3: (My home): Children to learn about human features of a room and explore the features of their own. Then, they will draw a floor plan of their house using simple symbols to represent each room.</p> <p>Lesson 4: (My locality) Explore different map forms and then draw a map showing the journey from Waitrose to school.</p> <p>Lesson 5: (My school) Plan a route, follow and read a map of your school and find the hidden symbols.</p> <p>Lesson 6: (My Town and county) Learn about Ashford being our town and Kent being our county. Chn to 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.</p> <p>Lesson 7: (My country) Children to learn about the United Kingdom and find it on the map.</p> <p>Lesson 8: (My country) Children to make a floor book template, then learn about the 4 countries that make up the United Kingdom England- Learn and add facts to lap book.</p> <p>Lesson 9: (My country) Northern Island- Learn and add facts to lap book.</p> <p>Lesson 10: (My country) Scotland-- Learn and add facts to lap book.</p> <p>Lesson 11 (My country) Wales- Learn and add facts to lap book.</p> <p>Lesson 12- My continent (Europe)</p> <p>Lesson 13: Map on me (Big Answer)</p> <p>Storytelling Short descriptive piece of writing about their locality. Chn to learn about adjectives and senses. They will go on a senses walk around their house, using 4 senses (hear, smell, touch, hear) to describe where they live and what surrounds them. They will then plan and</p>	<ul style="list-style-type: none"> ● Using the personal pronoun 'I.' ● I form lower case letters in the correct direction, starting and finishing in the right place. (cursive – kicks and flicks). ● I write from memory simple dictated sentences including the words taught so far. ● I can plan my writing by saying what I am going to write about. ● (Build a sentence). ● I can read my own writing aloud so it can be heard by others and to check for sense. ● I use 'and' to join ideas within a sentence. ● I can use finger spaces between words. ● I begin to use other punctuation such as exclamation and question marks. ● I use a capital letter and a full stop accurately. ● I use suffixes –ing, –ed, –er and est where no change is needed in the root words. <p>GPS</p> <ol style="list-style-type: none"> i. using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ii. using the prefix un– iii. using –ing, –ed, –er and –est where no change is needed in the spelling of root words <p>Geography</p> <ul style="list-style-type: none"> ● use basic geographical vocabulary to refer to: <ol style="list-style-type: none"> i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
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		<p>write a short descriptive piece of writing to describe their locality. The children will present this in a poster style. They will write their piece of writing in the same of their house, then draw what surrounds their house around it.</p> <p>Journey Tale: FunnyBones- Children to hear, map, step then speak the story. Chn to focus on just the opening of the story and sequence and storyboard the places the character’s visit. They will then invent this by retelling the journey from their bed to school thinking about what places they pass and the order they pass them in. Chn to describe each place using adjectives and write in the style of the story- repeating adjectives. Chn to write their journey using their invented storyboard.</p> <p>Instruction/Direction Writing- Chn to hear, map, step, speak an example set of directions on how to get from my house to a local beach. Chn to then plan their own route to their favourite local place. They will draw a storymap, then use this to complete a plot matrix to plan their set of directions, Chn will learn about bossy verbs and time connectives, then use these in their plans. Chn to then write their set of instructions using their plan. (Chn to use numbered bullet points, bossy verbs, capital letters, full stops. GD stretched to include an introduction and a question, adjectives, time connectives and a final note of safety section to finish.</p> <p>Big Answer 1- Create a me on the Map book</p>	<ul style="list-style-type: none"> ● use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. ● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>OUTDOOR LEARNING: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>DT:</p> <ul style="list-style-type: none"> ● build structures, exploring how they can be made stronger, stiffer and more stable ● explore and use mechanisms, in their products. <p>Art</p> <ul style="list-style-type: none"> ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Science - OUTDOOR LEARNING</p> <ul style="list-style-type: none"> ● identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ● identify and describe the basic structure of a variety of common flowering plants, including trees
<p>BQ2: Where on Earth am I?</p> <p>Term 4,</p> <p>Big Answer 2: Create their own paper Mache globe- got to put themselves on the map, label the</p>	<p>Reading: Flat Stanley The Great Explorer: Chris Judge The Polar Bear Explorer Club: Alex Bell The Brave Beast: Chris Judge</p> <p>Writing: The story of Christopher Columbus Flat Stanley – Write a postcard The Brave Beast- write own Defeating the monster tale</p>	<p>Topic:</p> <ul style="list-style-type: none"> ● Letter arrives from Flat Stanley. He was going back to visit his friend in America but got sent somewhere else and he doesn’t know where he is. Can we learn about the world and he will send us clues when he explores some more? ● How can we become a good explorer? ● Who is Christopher Columbus? 	<p>Reading – Class text: Flat Stanley</p> <p>Word Meaning – understanding new and complex vocabulary Verbal Retrieval. Practically sequencing the story Verbal Inference and Prediction whilst reading aloud.</p> <p>Storytelling</p>

	<p>oceans and continents. Chn to add family and friends that live in other parts of the world onto the globe.</p>	<p>Literacy Shed: https://www.literacyshed.com/23-degrees-5-minutes.html Write some diaries from an explorer's point of view, they could be fictional or real</p> <p>GPS: Conjunctions- and Capital Letters Word Classes Exclamation and question marks Suffixes- ing, ed, er and est where no change is needed in the root words</p> <p>Geography: Continents and oceans Using Maps</p> <p>Science: Weather</p> <p>Life Skills: I know the four seasons and can name characteristics of this time of year. · I can name places that are near and places that are far away. (geography)</p>	<ul style="list-style-type: none"> ● How do we travel around the world now? Create your own flat Stanley. Do we know anyone that lives in another place in the world that we can send him too? ● If you could go anywhere in the world where would you go? <ul style="list-style-type: none"> ● The 5 oceans of the world ● Is Flat Stanley near an ocean? <ul style="list-style-type: none"> ● The 7 continents of the world? ● Hot continents and the Equator <ul style="list-style-type: none"> ● Cold continents and how the world looks from space. <ul style="list-style-type: none"> ● Explore different maps of the world <ul style="list-style-type: none"> ● Find these places on the map and match the correct landmark. <p>Storytelling The story of Christopher Columbus- Children to hear, map, step, speak the story. Chn to work in MA groups and use drama to act out the key events in the story and sequence them into the correct order. Chn to plan a retell of the story using a plot matrix.</p> <p>Flat Stanley Postcard- Chn to learn about Flat Stanley and listen to it being read to them as class reader. Children to receive a letter from Flat Stanley about his time in California. Chn to use clues in the pictures to predict what it is like in California. Then, chn to research a place of their own and invent and plan their own postcard about that place.</p> <p>Big Answer 2– Create their own paper Mache globe- got to put themselves on the map, label the oceans and continents. Chn to add family and friends that live in other parts of the world onto the globe.</p>	<ul style="list-style-type: none"> ● I form lower case letters in the correct direction, starting and finishing in the right place. (cursive – kicks and flicks). ● I use the suffixes –ing, -ed, -er and –est where no change is needed in the root words. ● I write from memory simple dictated sentences including the words taught so far. ● I can plan my writing by saying what I am going to write about. ● (Build a sentence). ● I can read my own writing aloud so it can be heard by others and to check for sense. ● I use ‘and’ to join ideas within a sentence. ● I begin to use other punctuation such as exclamation and question marks. ● I use a full stop accurately. <p>GPS</p> <ol style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words <p>Geography</p> <ul style="list-style-type: none"> ● name and locate the world's 7 continents and 5 oceans ● use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map ● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ● use simple fieldwork and observational skills to study the geography of their school
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				<p>and its grounds and the key human and physical features of its surrounding environment.</p> <p>History 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</p> <p>Life Skills/PSHE</p>
	<p>BQ3: Where is Africa and is it different to where I live?</p> <p>Term 4, 3 weeks</p> <p>Big Answer 3: Create two posters- Draw all the things you know about Africa and all the things you know about where you live.</p>	<p>Reading: Handa’s Surprise</p> <p>Writing: Innovate Handa’s Surprise.</p> <p>Literacy Shed: https://www.literacyshed.com/catchit.html How would you help the Meerkats?</p> <p>GPS: Conjunctions Capital Letters Word Classes Plurals</p> <p>Geography: Comparing the England and Kenya</p> <p>Science: Weather</p> <p>Life skills I know the four seasons and can name characteristics of this time of year. · I can name places that are near and places that are far away. (geography)</p>	<p>Topic:</p> <ul style="list-style-type: none"> ● Where is Africa, its surrounding oceans and the equator using a map and/or globe. ● Use world maps to Find out where Africa is and how many countries is has. Map work ● All about Kenya.- Learn about Kenya and where it is in Africa. ● Similarities and Differences ● Exploring food – Writes/draw a food recipe for a traditional Kenyan meal. ● Create your own African Dance. ● Weather Chart. Track the weather for a week in Kenya and the UK, What did you find out? ● Kenyan Home – Create your own African home from natural resources. ● Animals in the Uk and Africa – Sorting. ● Retell a traditional African tale – Can you think of an English traditional tale? <p>Big Answer 3: Create two posters- Draw all the things you know about Africa and all the things you know about where you live.</p>	<p>Reading – class text: Handa’s Surprise</p> <p>Lila and the Secret of Rain David Conway & Jude Daly All Aboard for the Bobo Road Stephen Davies & Christopher Corr The Ugly Five – Julia Donaldson</p> <p>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>Storytelling</p> <ul style="list-style-type: none"> ● I form lower case letters in the correct direction, starting and finishing in the right place. (cursive – kicks and flicks). ● I use the suffixes –ing, -ed, -er and –est where no change is needed in the root words. ● I write from memory simple dictated sentences including the words taught so far. ● I can plan my writing by saying what I am going to write about. ● (Build a sentence). ● I can read my own writing aloud so it can be heard by others and to check for sense. ● I use ‘and’ to join ideas within a sentence. ● I begin to use other punctuation such as exclamation and question marks. ● I use a full stop accurately. <p>GPS</p>

				<ul style="list-style-type: none"> iv. using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs v. using the prefix un– vi. using –ing, –ed, –er and –est where no change is needed in the spelling of root words <p>Geography understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Science observe and describe weather associated with the seasons and how day length varies.</p> <p>DT Understand where food comes from.</p> <p>History significant historical events, people and places in their own locality±</p>
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British Values:

Democracy	Rule of law	Individual liberty	Mutual respect	Tolerance
Sharing their views on similarities and differences respectfully		Knowing that their opinion or ideas may not be similar to their friends. Respecting their view and gaining a wider knowledge of the world.	Respecting the beliefs of others and showing understanding of the different cultures around the world.	Respecting the values, ideas and beliefs of others whilst not imposing our own on others