

## Repton Manor Primary School Medium Term Plan



<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships	<b>Greater Depth Skills</b>
<b>Applying</b> Use info in a new situation			
<b>Understanding</b> Understand and make sense of info			<b>Expected Skills</b>
<b>Remembering</b> Remember and recall info			<b>Emerging Skills</b>

**Topic:** Help! Help! Who can Help?

**Year Group:** EYFS

**Terms:** 3

Subject - Discrete	Mathematics			
Unit	Subitising	Cardinality, ordinality and counting	Composition	Comparison
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>experience patterns which show a small group and '1 more'</li> <li>continue to match arrangements to finger patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop verbal counting to 20 and beyond</li> <li>continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>order numbers, linking cardinal and ordinal representations of numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> <li>Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>begin to see that numbers within 10 can be composed of '5 and a bit'.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>Continue to compare sets by matching, identifying when sets are equal, explore ways of making unequal sets equal.</li> </ul>
<b>Enhancements to Continuous Provision</b>	Dice games Number blocks resources Multi link Counters Number cards and Bingo dabbers Loose parts	Number song resources Objects to count with containers Hand painting with number flashcards Number cards Number order puzzles Large peg boards	Blocks, loose parts, containers and fabric Number cards Part, part whole frames Tens frames and counters	Balance scales and loose parts Part, part whole frames Tens frames and counters

Subjects - Discrete	PE	Storytelling
<b>Unit</b>		The Three Little Pigs
<b>Concepts</b>	See Physical development	<p>Read the text to the children establish key features the text – characters, setting, repeated refrains.</p> <p>Read text to establish clear comprehension of the text – answer children’s questions about the text.</p> <p>Hook – children to read a letter from the three little pigs asking for help because the big bad wolf keeps blowing down their houses. Take ideas from the children about how they can help him. What could we use? How would you do it? Record language and ideas.</p> <p>Making houses out of a variety of materials - including sticks, straw and bricks. Make houses of different sizes - link to maths.</p> <p>Adult to use puppets/ small word objects to retell the story to the children. Children use puppets and masks to retell the story.</p> <p>Sequencing pictures of the story.</p> <p>Shared writing of a story map using pictures – encourage story based language.</p> <p>Oral retelling with actions</p> <p>Children to use puppets and small world objects to retell the story.</p> <p>Adult to model innovating the story – which features can we change – food type, animals, gender. Children understand the story stays essentially the same.</p> <p>Children begin to innovate the story together to create a new class story.</p>
<b>EYFS objectives</b>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance (S)</p>	<p>Begins to be aware of the way stories are structured, and to tell own stories (K)</p> <p>Talks about events and principal characters in stories and suggests how the story might end. (S/K)</p> <p>Begins to navigate apps and websites on digital media using a drop down menu to select websites and icons to select apps. (S/K)</p> <p>Begins to read some high frequency words, (K) and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. (S)</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes - tickets, lists and creating their own stories and books. (S/K)</p> <p>Introduces a storyline or narrative into their play. (K)</p> <p>Questions why things happen and gives explanations. Asks e.g. who, why and when. (S)</p> <p>Builds up vocabulary that reflects the breadth of their experiences. (K)</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Able to demonstrate two-channelled attention for a short period of time. (S)</p> <p>Understands questions such as who; why; when. (S)</p>

Topic	Big Questions	Learning Opportunities	Enhancements to Continuous Provision	Objectives Covered
<p><b>Class Reader:</b> Chn to listen to a range of picture books based on our Topic theme.</p> <p>The Three little pigs</p>	<p><b>BQ1: How can we help the three little pigs to build a strong house?</b> <b>(2 weeks)</b></p> <p>(Focus - Builders)</p>	<p>Stunning Start: Letter from the Three Little Pigs asking for help.</p> <p><u>PS</u><b>ED</b> : Circle time - managing risk</p> <p><u>CL</u>: Question skills - prepare questions to ask the builder.</p> <p>Vocabulary related to Builders and The Three Little Pigs.</p> <p><u>PD</u>: Squiggle while you Wiggle, Mini bricks to create structures, large bricks outside, hammers and nails (DT room)</p> <p><u>L</u>: Little Pigs story sequencing Story mapping - Little pigs Non-fiction books on Builders and houses and homes around the world.</p> <p><u>UTW</u>: Looking at different houses locally. Houses past and present.</p> <p><u>EAD</u>: Peter and the wolf music Drawing skills - take a line for a walk - encourage children to experiment with applying different pressures.</p>	<p>The Three little Pigs Puppets and texts and masks.</p> <p>Construction materials: to include a variety of boxes, sticks, bricks and straw.</p> <p>Cut and stick the pictures of the houses using real resources.</p> <p>Blowing straws and ping pong balls.</p> <p>Builder's merchant - including bricks for sale, cement</p> <p>Fine motor - mini bricks.</p> <p>Local walk to look at different house</p> <p>Drawing - sketching - different lines, shapes, sketching pencils, combine 2 materials - e.g. pencil and water colour</p> <p>Huge paper - sticks and pens and tak for a walk.</p> <p>Fine motor set up - identified through previous weeks observation of children.</p>	<p>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p> <p>Shows understanding of the need for safety when tackling new challenges, (K) and considers and manages some risks. (Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. (K)</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met (S)</p> <p>Shows some understanding that good practices with regard to exercise and hygiene and how they can contribute to good health. (K)</p> <p>Shows understanding of the need for safety when tackling new challenges, (K) and considers and manages some risks. (S)</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's wants (S/K)</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs (S)</p>

<p><b>BQ2: What happens to my letter when I post it?</b> (1 week)</p> <p>Jolly Postman (Focus - Postman)</p>	<p>Stunning Start: A large pile of letters that need sorting, addressed to characters from traditional tales.</p> <p><u>PSED</u> : Circle time: What could the wolf do to make friends with the pigs? Discuss strategies - use your words not actions.</p> <p><u>CL</u>: Questions about the story -who was the letter for, why did they send it? What do they want? Where did the postman go next?</p> <p><u>PD</u>: Squiggle while you Wiggle, letter formation using a range of tools - differentiated by size and grasp, joining materials - staples, tape, paper clips, treasury tags, split pins. Jumping activities - adult to model the correct way to land.</p> <p><u>L</u>: Different homes Jolly Postman visits. Jolly Postman role play</p> <p><u>UTW</u>: Postoffice role play - video of inside a sorting office. Sorting based size, shape, colour. Learning about the role of a postal worker - investigate through asking questions and using technology and texts to support understanding.</p> <p>Draw a map of the Jolly Postman's route.</p> <p><u>EAD</u>: Drawing skills - take a line for walk again, get children to experiment with taking different tools for a walk - pen, pencil, felt tip, charcoal, water colour.</p>	<p>Post office role play - scales for weighing parcels, cards, letters and envelopes, stamps.</p> <p>Postman hats and bags</p> <p>Bike route for the postman (bikes and chalks, signposts)</p> <p>Maps from the story</p> <p>Ipads available with beebot app</p> <p>Small world set up - homes and people</p> <p>Houses and homes display added to the construction area - children have opportunities to add numbers to the doors.</p> <p>Joining materials area - focus on process not product.</p> <p>Fine motor set up - identified through previous weeks observation of children.</p> <p>Addition of drawing tools - charcoal, pastels</p> <p>Addition of music instruments - a wider range</p>	<p>Able to demonstrate two-channelled attention for a short period of time. (S)</p> <p>Understands questions such as who; why; when. (S)</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Introduces a storyline or narrative into their play. (K)</p> <p>Questions why things happen and gives explanations. Asks e.g. who, why and when. (S)</p> <p>Builds up vocabulary that reflects the breadth of their experiences. (K)</p> <p>Chooses to move in a range of ways, moving freely - slithering, shuffling, rolling, crawling, walking, rolling</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance (S)</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention. (S)</p> <p>Begins to form recognisable letters independently (S)</p> <p>Begins to be aware of the way stories are structured, and to tell own stories (K)</p> <p>Talks about events and principal characters in stories and suggests how the story might end. (S/K)</p> <p>Begins to navigate apps and websites on digital media using a drop down menu to select websites and icons to select apps. (S/K)</p> <p>Begins to read some high frequency words, (K)</p>
<p><b>BQ3: How do the police help us?</b> (1 week)</p> <p>Book - keeping you safe - a book about police officers</p> <p>(Focus - Police)</p>	<p>Stunning Start: A visit from a Policeman/or our local Community Support Officer..</p> <p><u>PSED</u> : Stranger Danger - understanding the need to manage risk and the reason we do this.</p> <p>Crossing the road role play before doing so outside the school - children to notice hazards and discuss how they will be managed.</p> <p><u>CL</u>: Questions to ask the Police Officer - focus on where, why, how.</p> <p><u>PD</u>: Squiggle while you Wiggle, Move (Police) cars along a drawn 'road', letter formation using a range of</p>	<p>Police uniforms and Hats</p> <p>Mini notebooks and pencils for making police notes - giving out tickets, making lists.</p> <p>Police investigation - looking for clues to solve a crime - muddy footprints, finger prints, crime scene tape</p> <p>Children use measuring tools in a police station role play - measuring how big the badie is.</p>	<p>and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. (S)</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes - tickets, lists and creating their own stories and books. (S/K)</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters, identifying letters and writing in sequence. (K)</p> <p>Shows interest in different occupations and ways of life indoors and outdoors. (K)</p> <p>Begin to understand the effect their behaviour can</p>

	<p>tools, jumping activities with a focus on body shape when jumping. Tweezer activity - focus on using small motor activities.</p> <p><u>L:</u> Non-fiction books about the police</p> <p><u>UTW:</u> A day in the life of a police officer. Look at the range of police vehicles. Learning about the role of a police officer - investigate through asking questions and using technology and texts to support understanding.</p> <p><u>EAD:</u> Drawing skills - shading - focusing on pressure of on the paper Music - copying a beat - simple rhythms - using claves.</p>	<p>Fine motor set up - identified through previous weeks observation of children.</p> <p>Fingerprinting</p> <p>ID photos for police warrant cards</p> <p>Children use a camera to take photographs of clues - children to understand technology can be used for a purpose.</p> <p>Range of surfaces for children to experiment with media from previous week - sugar paper, material, canvas</p>	<p>have on the environment. Talk about the past - family members. (S)</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Safely use tools appropriately for the chosen technique. (S/K)</p> <p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song. (S)</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p>
<p><b>BQ4: – I feel poorly. Who can help?</b> (2 weeks)</p> <p>Book: Keeping you healthy Ann Owen</p> <p>(Focus - Hospital)</p> <p><b>Big Answer 4: Know the difference between a range of professions and their role within the community and wider world.</b></p>	<p>Stunning Start: Meet a health professionals and ask questions related their job.</p> <p><u>PSED:</u> Circle time related to expressing our feelings and emotions. How to explain how we feel unwell. Articulating our needs and wants. Discussion on what contributes to good health. Sort activity focused on healthy and unhealthy foods.</p> <p><u>CL:</u> Two channels - Follow 2 steps of instructions whilst doing - brick building, drawing</p> <p><u>PD:</u> Squiggle while you Wiggle, wrapping rolling bandages, peeling and sticking plasters, folding and tying slings, syringes of water, letter formation using a range of materials.</p> <p><u>L:</u> Miss Polly had a Dolly singing. Sequencing Miss Polly. Sorry map of the traditional rhyme Oliver’s Vegetables - Blending and segmenting sounds in words. Orally retelling the story and naming the vegetables</p> <p><u>UTW:</u> What is it like inside an ambulance? Basic first aid. How can I stay fit and healthy? Healthy fruit kebabs.</p> <p><u>EAD:</u> Drawing skills - tone, create a still life set up for children to draw using all the skills learnt so far.</p>	<p>Change home corner into Hospital role play - bed, food, drink, clipboards, medical equipment - syringes, thermometers, stethoscopes, blood pressure etc.</p> <p>Promote healthy snack bar</p> <p>Create healthy fruit kebabs</p> <p>Meal choice plates - choose 5 things to put on your plate. What would you choose to make it healthy?</p> <p>Fine motor set up - identified through previous weeks observation of children.</p> <p>Miss Polly had a Dolly role play and small world set up.</p> <p>Additional music instruments for children to experiment with.</p>	<p>Develops an understanding of using lines to enclose a space</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects. (S)</p> <p>Introduces a storyline or narrative into their play (K)</p>

	<p>Music - Using claves to change the volume and sound coming from the instrument.</p> <p><u>Fabulous Finish</u>: Come to school dressed as what you'd like to be when you grow up.</p>		
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<b>British Values:</b>				
<b>Democracy</b>	<b>Rule of law</b>	<b>Individual liberty</b>	<b>Mutual respect</b>	<b>Tolerance</b>
<ul style="list-style-type: none"> <li>- I have my own ideas and understand people have different ideas.</li> <li>- I can influence my learning by putting up my hand and responding.</li> </ul>	<p>My new classroom has rules and we need to work together to follow them.</p>	<p>I have the freedom to make choices and share my opinion.</p>	<ul style="list-style-type: none"> <li>- Listening to others opinions and respecting their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- What makes a good friend?</li> </ul>