

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: Let's get moving

Year Group: EYFS

Terms: 4

Subject - Discrete	Mathematics			
Unit	Counting, ordinality and cardinality	Comparison	Doubling, odds and evens	Composition
Enhancements to Continuous Provision	<p>Make museums of 6, 7 or 8. Use a washing line to display representations of quantity to 8, such as the finger representation cards. Ask the children to throw objects (e.g. bean bags) into a bucket or hoop. How many can you get on target? Count as you go! Set challenges with construction materials. Can you make a car/rocket/pirate ship using this many pieces?</p>	<p>Number plates and encourage the children to look for opportunities to 'hide' some numbers underneath others. Which numbers can be hidden underneath 3? Why? Can 4 be hidden under 3? Why not? Provide images of the Numberblocks from the session. Place interlocking cubes in a play tray with images of the Numberblocks from the session resources, and ask the children to make their own Numberblock towers. Provide opportunities to roll large dice and play track games outside. Place 7 different toys in a play tray with a piece of blue cloth or paper to represent a pond. Move some of the toys onto the pond.</p> <p>Provide number plates that represent 7 and some number pegs, counters or beads in 2 different colours for the children to use for matching activities that expose the composition of 7.</p>	<p>Provide butterfly outlines for decorating Can you use gems/counters/foam shapes to decorate your butterfly using the same number on each side? How many have you got altogether? How do you know? Some children may want to draw or construct their own animals to show patterns of doubles. Provide the resources to play the butterfly matching game from Session 4 again, as an opportunity for independent practice and exploration. Draw large chalk outlines in the playground (e.g. circles, squares, rectangles) and divide them with a line down the centre. Ask the children to make a pattern on 1 side of the shape and then to copy or repeat it on the other side. Use mirrors to explore making arrangements of objects and seeing their double.</p>	<p>Place some empty containers and a collection of small items in a play tray for the children to sort. Provide further opportunities for the children to play games such as 'How am I sorting?' and 'Spot the funny one' Set the children challenges for sorting: Which of these (3D) shapes are great for building towers? Which are not? Why? Which of these shapes roll well down this ramp? Which don't? Why? When working with malleable materials or in the mud kitchen, ask: Can you sort the cakes that you've made? Where will you put them so we can see which is which?</p>

Subjects - Discrete	PE	Storytelling
Unit		Little Red Riding Hood
Concepts	See Physical development planning	<p>Read the text to the children establish key features the text – characters, setting, repeated refrains. Read text to establish clear comprehension of the text – answer children’s questions about the text.</p> <p>Hook – children receive a basket of bread and cakes from Red Riding Hood, telling us she is going to make a journey using a map. children to explore the story map she sends. Children use thr story map to base much of their storytelling skills on.</p> <p>Adults 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>
EYFS objectives		<p>Listens and responds to ideas expressed by others in conversation or discussion.</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 own stories.</p> <p>Talks about events and principal characters in stories and suggests how the story might end.</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes</p>

Topic	Big Questions	Learning Opportunities	Enhancements to Continuous Provision	Objectives Covered
Class Reader:	<p>BQ1: What journeys can you make on foot?</p>	<p>Stunning Start: PSED: Introduce the topic by taking the children on a 'journey on foot' around the local area or school grounds. Before going out, talk about the need to hold hands, listen carefully and stay together. Take photographs to use in later activities. Look at enlarged photographs of local places that the children may walk to, Encourage children to use their question in language to find out more information about local places' purposes. Do they enjoy walking or do they prefer to go by car? During circle time, talk about how it might feel to not be able to walk. If possible, borrow some child-sized crutches/ wheelchair. How easy would it be to travel around the classroom/school in a wheelchair?</p> <p>CL: See UTW world for focus on vocabulary related to the local area . Adult to model asking questions about the local area using a broad range of questioning language. Children then share their questions with their peers before feeding back to the whole group. Spend time demonstrating how to find answers to their questions- local people, internet.</p> <p>PD: See PE planning above Squiggle Whilst you Wiggle targeted at key areas of need from observation during term 3. Woodwork developed throughout the term - focus on handling tools with control and a clear intention - making a wheeled object. Letter formation focused on smaller and more consistently sized print.</p> <p>L: Make a class book of 'Journeys the children have made... beginning this week with 'on foot' and add to it throughout the learning journey. Ask chn to draw pictures of themselves on a favourite walk. Help them to write or scribe descriptions of what they might see. On my walk I can see....' See storytelling for planning based on traditional tale Red Riding Hood.</p> <p>UTW: Help the children to find out more about where they live and the local area. Display a map- Talk about local landmarks and support children to find them on</p>	<p>map making resources available for children to experiment with features of a map. Addition of a travel agent role play to be added to inside.</p> <p>Bee bots available with street view children to use technology to move vehicles - addition of recognisable features - coffee corner, waitrose, school.</p> <p>Red Riding Hood resources and texts</p> <p>Globes, atlas' and local guide books</p> <p>Motor skills provision aimed at skills being developed in SWW.</p> <p>Cameras and ipads accessible for children to photograph features of their environment.</p>	<p>Is aware of behavioural expectations (K) and sensitive to ideas of justice and fairness. (S)</p> <p>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. (K) Eats a healthy range of foodstuffs and understands the need for variety in food. (K)</p> <p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad Can initiate and describe playful actions or movements for other children to mirror and follow. Will take steps to resolve conflicts with other children by negotiating and finding a compromise. (S)</p> <p>Work and play cooperatively and will take turns without adult support. (S)</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's wants (S/K). Understands a range sentence structures including negatives, plurals and tense markers. (K)</p> <p>Understands questions such as who; why; when; where and how. (S)</p> <p>Questions why things happen and gives explanations. Asks e.g. who, who; why; when; where and how. (S)</p> <p>Uses language to imagine and recreate roles. (K)</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- hopping, skipping. (S)</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>the local map. Ask chn to find their homes if they are from the local area. Who lives furthest away? How do the chn travel to school? What do they like or dislike about where they live? Key vocab: Live, map, local, address, road, street, town, village, Ashford, nearest, furthest.</p> <p>Invite chn to draw simple maps of their journeys from home to school.</p> <p>EAD: Sit in a circle with the children. Encourage them to close their eyes and imagine that you are all going on a journey together. Talk about how you are getting there, for example, by bus, train, car, aeroplane or boat, and how the journey feels. Then, encourage the children to use all of their senses to describe the journey. Finally, invite the children to describe the place that they have arrived at. Ask the children to use these imaginary thoughts to create a painting or picture – it can be of the journey; the place; or the vehicle that they travelled in - Children to apply the skills I learnt in times three related to drawing.</p>		<p>Begins to form recognisable letters independently. (S)</p> <p>Use a range of small tools – scissors, paintbrushes and cutlery. (S)</p> <p>Describes main story settings, events and principal characters in increasing detail. (K)</p> <p>Re-enacts and reinvents stories they have heard in their play. (S)</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices. (K)</p> <p>Engages with books and other reading materials at an increasingly deeper level, drawing on their phonic knowledge to decode words. (S)</p> <p>Sounds for alphabet letters and 10 digraphs (K)</p> <p>Sounds for alphabet letters and 10 digraphs (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>BQ2: What kinds of transport might we find on the road?</p> <p>:</p>		<p>PSED : Circle time related to behaviour expectations in different places. Start to discuss the idea of fair and unfair, talk about playing a game and the idea of winning and not winning. Children to have opportunities to play games where they may lose!</p> <p>CL:Support the children in developing a role play area from the following examples: travel agency, bus or train station, garage, airport. Make tickets, booking forms. Play alongside chn in a role play area to explore a variety of roles and experiences. Where would the chn like to visit? How will they get there? Talk about the sort of writing that the children might see in a ticket office, for example, posters, leaflets, tickets, timetables and signs.</p> <p>PD: See PE planning above</p> <p>Squiggle Whilst you Wiggle targeted at key areas of need from observation during term 3.</p> <p>Woodwork developed throughout the term - focus on handling tools with control and a clear intention - making a wheeled object.</p> <p>Letter formation focused on smaller and more consistently sized print.</p> <p>Threading and weaving activity making a wheel</p>	<p>Create a role-play garage outdoors. Invite the children to help set up a role-play garage in your outdoor area. Fill it with a combination of real (safe) tools and toy tools, spare parts, wheeled toys and so on. Encourage the children to go into the role of mechanics and explore the tools and objects, using bicycle pumps to pump up spare or old tyres, simple spanners to tighten nuts and bolts and so on. Let the children explore and investigate the resources freely.</p> <p>Resources to set up a road system</p> <p>Traffic signs and traffic lights</p> <p>Board games to enable the idea of fairness and understanding of rules.</p> <p>Bike fixing area outside - mechanics resources</p>	<p>Uses their developing phonic knowledge to write things such as labels and captions. (S/K)</p> <p>creating their own stories and books</p> <p>Verbally count to 20.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children to start to find the difference - GD</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds.</p> <p>Begin to know the name and properties of both 2D and 3D shapes.</p> <p>Knows that other children do not always enjoy the same things, and is sensitive to this. (S)</p> <p>Shows care and concern for living things and the environment. (S/K)</p>

		<p>L: Continue with the work based on Red Riding Hood. Helicopter stories with a focus on children beginning to record some ideas themselves. Share the story duck in the truck - Children start to add captions and speech bubbles to illustrations from the book. Adults focus on ensuring children are able to apply their phonics skills to their writing.</p> <p>UTW: Talk about the different reasons for making journeys by road e.g. going to school, shopping, doctors, holidays, visiting friends and family. As a group, cut out and paint a large car shape and add labels including all the children's reasons and suggestions. Adults initially model asking a broad range of questions and then encourage children to question one another? Children add questions they want to find out. Children carry out a traffic survey at the front of the school, focusing on the colour or the type of vehicle. Children talk about their findings with an adult and to form questions and answers related to this.</p> <p>EAD: Use a variety of junk modelling materials e.g. boxes, tubes, bottle tops etc to make 3D models of road vehicles. Model and support children to construct simple axles using straws and cotton reels. Paint with wheeled toys and drive it through the paint in shallow trays and then onto long strips of paper. Talk about the patterns and various treads on the tyres of different vehicles. Encourage children to follow directions.</p> <p>Enjoy adding percussion and vocal sound effects to a variety of songs and stories with a vehicle/ Journey theme.</p> <p>Fabulous finish - Bus Journey</p>		<p>Talks about past and present events in their own life and in the lives of family members. (S)</p> <p>Know some similarities and differences between things in the past and now. (K)</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. (K)</p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. (S/K)</p> <p>Road safety.</p> <p>Using money for a purpose.</p> <p>Making toast</p> <p>Democracy - making decisions together.</p> <p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p>
	<p>BQ3: Where might we visit by rail?</p>	<p>PSED: Circle time healthy lifestyles relating to food. Children to discuss which foods have the best nutrients in. Healthy and unhealthy food sorting activity- children give reasons for their choices.</p> <p>CL: Use Maddie do you know clip to model children's questions related to trains, children to be given sentence structures including who, what, where, how, and why.</p>	<p>Books related to trains both fiction and non-fiction</p> <p>Healthy and unhealthy sorting activity</p> <p>Computer program setup for healthy and unhealthy</p> <p>Train travel artifacts</p> <p>Word maps</p>	

	<p>Children prepare questions to ask a train driver, writing of these is encouraged using questioning vocabulary, adults scribe for children who are yet not at this stage of their writing development.</p> <p>Children begin to use and apply vocabulary related to train parts, children have to have the opportunity to label trains orally and apply this to role-play situations. Vocab- Carriages, electric, steam, coal, engine, piston, track, station, ticket, signal</p> <p>PD: See PE planning above Squiggle Whilst you Wiggle targeted at key areas of need from observation during term 3. Woodwork developed throughout the term - focus on handling tools with control and a clear intention - making a wheeled object. Letter formation focused on smaller and more consistently sized print.</p> <p>L: Continue work on little red Riding Hood, children begin to develop their innovation skills. Children develop their story writing skills beginning to write simple captions relating to pictures they've drawn. Helicopter stories, a greater focus on children recording their own ideas and illustrating. Children have access to a non-fiction text comparing trains now and in the past, children write a caption about the differences between the trains. Children focus on writing in short sentences so that they are able to read back themselves with support.</p> <p>UTW: Look at trains then and now. Use non-fiction books and photographs to find out about how different trains work. Support chn using a writing frame to consolidate their ideas e.g. Then: Steam trains like Thomas the Tank Engine; Now: Electric trains. Extend this to other journeys, Then: Horse and cart; Now: Car, Plane</p> <p>Discuss the impact of travel on the planet and how it impacts the environment. Experiment using a candle and a spoon, look at how smoke produces soot. Share non fiction texts explain that air pollution makes it difficult for animals and people to breathe. Encourage children to experiment with charcoal to create pictures demonstrating air pollution. Encourage children to ask</p>	<p>Charcoal and a range of surfaces</p> <p>Books focused on environmental issues</p>	
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		<p>as many questions as possible using a broad range of questions in language, record children's questions and look at answering them collectively using books and the Internet as a source of information.</p> <p>EAD: Explore fast and slow using train rhythms and percussion instruments.</p> <p>Fabulous Finish -</p>		
	<p>BQ4: – How can we travel through the air?</p>	<p>PSED : Healthy eating, children to learn about the need for water and a balanced diet. Children use pre prepared resources to create a balanced meal using a template. Children use real objects to sort into categories based on this food's nutritional value and food group.</p> <p>CL: Talk with chn about packing a suitcase to fly on holiday to another country. Ask chn to think of different places they would like to go and what they would need to pack for their chosen destination. Help them to think about how the contents would change according to the climate and activities they will participate in whilst there. Play 'When I pack to go away I need ...' with each child adding a new item.</p> <p>Share a non-fiction text about aeroplanes and hot air balloons with children, introduce them to new vocabulary related to flying. Children develop questions related to flight which they are able to find answers to from the text and from Internet sources.</p> <p>PD: See PE planning above Squiggle Whilst you Wiggle targeted at key areas of need from observation during term 3. Woodwork developed throughout the term - focus on handling tools with control and a clear intention - making a wheeled object. Letter formation focused on smaller and more consistently sized print.</p> <p>L: Introduce passports and help children to make their own as part of role play activities. Show chn a real passport. Explain that everyone has to take their passport with them when travelling on a journey to another country. Support chn making a list of what is needed in a passport e.g. photograph, date of birth,</p>	<p>Vehicle sorting resources</p> <p>Passport making resources</p> <p>Suitcases and a range of resources to pack</p>	

		<p>signature. Provide mirrors and ask chn to draw small colour self portraits for their passport or incorporate ICT through using the digital camera and helping chn to print out their own photograph. Let chn enjoy using their passports as part of role play.</p> <p>Share the text fantastical fly machines with the children, children to design their own fantastical fly machine which they are able to write captions about describing it. Children encouraged to write in full sentences or short captions. Adults encourage children to read their writing back.</p> <p>UTW: Explore with children how aircraft has changed over the many years, look at photographs of old aeroplanes and encourage children to ask questions and make comparisons between aircraft now and in the past.</p> <p>Children label aircraft with some common features that have remained throughout times such as wings, wheels and a space for passengers. .</p> <p>EAD: Children to design and create a flying machine, children to be encouraged to think about what they know about aeroplanes and aircraft. They are to use this information to create their own flying device, children to show control and attention when using materials.</p>		
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British Values:				
Democracy	Rule of law	Individual liberty	Mutual respect	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. 	<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"> - Listening to others opinions and respecting their ideas. 	<ul style="list-style-type: none"> - What makes a good friend?