

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			Expected Skills
Understanding Understand and make sense of info			Emerging Skills
Remembering Remember and recall info			

Topic: Drip! Drip!

Year Group: EYFS

Terms: 5

Subject - Discrete	Mathematics				
Unit	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Addition and subtraction/ Number facts
	<ul style="list-style-type: none"> Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. 	<ul style="list-style-type: none"> Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting. 	<ul style="list-style-type: none"> Explore the composition of 10. 	<ul style="list-style-type: none"> Order sets of objects, linking this to their understanding of the ordinal number system. 	<ul style="list-style-type: none"> Develop their recall of number bonds within 10, through the use of exercises which use manipulatives/ written numerals and fingers. Develop understanding of subtraction by removing some objects/ part.

Subjects - Discrete	PE	Storytelling
Unit		Traditional tale - The Three Billy Goats Gruff
Concepts		<p>Read the text to establish key features of the text – characters, setting, repeated refrains. Read text to establish clear comprehension of the text – answer children’s questions about the text and encourage children to ask questions of their own.</p> <p>Hook – Large</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 and writing captions, speech bubbles and sentences.</p> <p>Story map using pictures and labels – encourage story based language.</p> <p>Oral retelling of the story with actions.</p> <p>Children use puppets and small world objects to retell the story.</p> <p>Role play based on the story of the Three Billy Goats Gruff, children to be supported to use voice and tone to recreate the story and the characteristics of characters.</p> <p>Adults model innovating the story – which features can we change – location, animals, villain Children understand the story stays essentially the same.</p> <p>Children create wanted posters to find the villain the Troll - children to develop adjectives related to specific characters.</p>
EYFS objectives	<p>Move energetically –running, jumping and climbing. (S)</p> <p>Negotiate space and obstacles safely, with consideration for their own safety. (S)</p> <p>Balance and coordination (S)</p>	<p>Make comments about what they have heard and ask questions to gain clarity. (S)</p> <p>Make use of recently introduced vocabulary. (K)</p> <p>Demonstrate what has been read to them by retelling narratives in their own words. (S/K)</p> <p>Use and understand recently introduces vocabulary about stories and during role play. (K)</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives.</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. (S/K)</p>

Topic	Big Questions	Learning Opportunities	Enhancements to Continuous Provision	Objectives Covered
Class Reader: Once Upon a Raindrop, the story of water.	<p>BQ1: Where does water come from? How does it move?</p> <p>2wks</p>	<p>CL: Read the text Once Upon a Raindrop, children learn new vocabulary - ocean, rivers, streams, lakes, steam, dripping, dropping, gushing, pouring. Children are encouraged to ask questions about the texts and answer inference questions.</p> <p>PSED: Children have to duplicate a simple sculpture you've made from building blocks. Each team member is allowed to sneak a peek once during the activity.</p> <p>PD: Letter formation activities and correct pencil grip Moving water from one location to another using pipettes and syringes. Sewing on binca- developing accuracy. Large apparatus - supporting climbing and balancing skills.</p> <p>L: Observe water on the move - as rain, in streams, or disappearing down the plughole - and collect words and phrases to describe it. Use the words to compose poems. Billy Goats Gruff storytelling sessions (as above)</p> <p>UTW: How do we collect water and make it safe for use? And how can we conserve water and reduce our consumption?</p> <p>Explore watery science - floating and sinking, freezing and chromatography using filter paper.</p> <p>Using different shades of paint and other media, create a snaky blue river from source to estuary. Decide how to represent the river's features and surrounding landscape using <i>collaged symbols or painted directly onto the background</i>. Use Nomoco's illustration to help consider design and layout. Label the infographic?</p> <p>EAD: Explore the movements made by 'cloud, rain, river, sea', then add sound effects and music to act out the water cycle. Look at the endpapers of the text and spot the swimmers in the waves, how many can be found? Where do your children play and swim in the water? What's it like to swim or jump through waves? Ask</p>	<p>Making ice lollies and ice smoothies on the snack table.</p> <p>Moving water from one place to another using pipes, containers and pulley systems.</p> <p>Access to books about oceans, rivers and weather alongside atlas'.</p> <p>Rainmaker instruments to explore and make music with.</p> <p>Making rainmaker instruments.</p> <p>Filter paper and pippets to investigate</p> <p>Water colour paints, powder paints and how they change with water quantity.</p> <p>Separating sand and water using sieves, material and pippets.</p> <p>Capacity enhancement</p> <p>Cooking enhancements - boiling, steaming vegetables.</p> <p>Waterproofing materials to experiment with in conjunction with the water area and workshop.</p>	<p>Set and work towards simple goals. being able to wait for what they want and control immediate impulses. (S)</p> <p>Show an understanding of their own feelings and how they can impact others. (K)</p> <p>Show independence. resilience and perseverance in the face of a challenge. (S)</p> <p>Have sensitivity to their own and other's needs and will negotiate and problem solve. (S)</p> <p>Will take steps to resolve conflicts with other children by negotiating and finding a compromise. (S)</p> <p>Make comments about what they have heard and ask questions to gain clarity. (S)</p> <p>Hold conversations when engaged in back-forth exchanges. (S)</p> <p>Understands questions such as who; why; when; where and how. (S)</p> <p>Participate in small group and class discussions offering your own ideas. (S)</p> <p>Make use of recently introduced vocabulary. (K)</p> <p>Express ideas and feelings about their experiences in full sentences. (S)</p> <p>Builds up vocabulary that reflects the breadth of their experiences. (K)</p> <p>Move energetically –running, jumping and climbing. (S)</p> <p>Negotiate space and obstacles safely. with consideration for their own safety. (S)</p> <p>Balance and coordination (S)</p> <p>Hold a pencil using a tripod grip in almost all cases. (S)</p> <p>Use a range of small tools – scissors, paintbrushes and cutlery. (S)</p> <p>Begins to form recognisable letters independently. (S)</p> <p>Use a range of small tools – scissors, paintbrushes and cutlery. (S)</p> <p>Retell and recreate stories that have been read to them by retelling narratives in their own words. (S/K)</p>

<p>Class readers: Tiddler Commotion in the Ocean</p>		<p>children to draw or paint themselves swimming or playing in the waves and add their cut-outs to your frieze. Invite children to introduce their figures verbally – how do their picture-selves feel as they're playing in the water?</p>		<p>Use and understand recently introduces vocabulary about stories and during role play. (K)</p>
	<p>BQ2:How can we use our senses to describe the sea? What can we find living in the ocean? 1wk</p>	<p>CL: Children to be supported to learn the names of sea creatures using the commotion in the ocean text and non-fiction. Children are supported to pose questions which they would like to find out using the internet and texts.</p> <p>PSED: Parachute and balloon - This activity gives children a clear demonstration of teamwork; if someone lets go of the fabric or doesn't lift at the same time as the others, the balloon will not bounce.</p> <p>PD: Letter formation, encourage to hold pencil in a tripod grip. Sewing skills to support children's fine motor skills. Large apparatus - supporting climbing and balancing skills.</p> <p>L - Children to write speech bubbles from the characters in the story Tiddler, children to use their developing phonics skills to write in full sentences. Children write descriptions of sea creatures using adjectives, adults to uplevel children's vocabulary. Shiny- glimmering. Making a nonfiction text using knowledge of sea creatures.</p> <p>Children to work on Rhyming using the text commotion in the ocean - children to play rhyming pairs.</p> <p>UTW - Children compare sea life creatures features - colours, skills, place in the echo system. Set up a tuff tray and use video of sounds that represents the ocean, children can use senses to describe the smell, noise and what they can see.</p> <p>Children explore a fish - describing the texture, smell and the features of the fish - fins, eye, scales, gills, tail. Children add labels to photos of a fish.</p> <p>EAD - Children learn to combine media to create texture. Children are supported to plan before starting and follow through, enabling them to discuss the outcome within a group.</p>	<p>Non-fiction texts about senses and sea creatures</p> <p>Opportunities to explore sense of touch, sight, smell, taste and sound.</p> <p>Small world set up using sea creatures and natural sea life resources.</p> <p>Large scale sewing opportunities both inside and outside</p> <p>Observation tray of fish to explore using senses. Opportunities to use magnifying glasses and art resources to re create.</p> <p>Rhyming games to support children's rhyming skills.</p> <p>Interesting writing templates</p> <p>Art resources added with a variety of textures to join or to print with.</p> <p>Puppets linked to the story of Tiddler.</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>Sounds for alphabet letters and 10 digraphs for ELG 15 GD(K)</p> <p>Read words consistently by sound-blending. (K)</p> <p>Can read 15 common exception words (K)</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Spell words by identifying sounds in them. (K)</p> <p>Write mostly recognisable letters. (S)</p> <p>Describe their immediate environment using knowledge from observations, texts and discussion. (S/K)</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. (K)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p> <p>Begin to understand the effect their behaviour can have on the environment.</p> <p>Know some similarities and differences between things in the past and now. (K)</p> <p>Make use of props and materials when role playing characters from narratives.</p> <p>Uses their increasing knowledge and understanding of tools and materials (K) to explore their interests and enquiries and develop their thinking. (S)</p> <p>Invent, adapt and recount narratives.</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. (S/K)</p>

<p>Class Readers: Pirate Pete's Smelly Feet/ Pirate Pete</p> <p>The Lighthouse Keepers Lunch</p>	<p>BQ3: What might we discover on the beach?</p> <p>2wks</p>	<p>CL: Children learn vocabulary related to pirates - captain, compass, treasure, desert island, crows nest, hook, parrot. Children supported using new language in speech and discussion. Children create helicopter stories using new vocabulary, support to use language through colour to build structure. Retell the narrative 'Lighthouse keepers lunch' using picture cards and props. Use story related vocabulary - lighthouse, cottage, basket, devoured, napkin, days of the week.</p> <p>PSED: Let the children use their resources however they wish to make a picture – but if they want to have more than one colour, they will need to share.</p> <p>PD: Children use kitchen utensils to make sandwiches for the Lighthouse keeper's basket. Support children's spreading and cutting skills. Letter formation using a tripod grip. Large apparatus - supporting climbing and balancing skills.</p> <p>L: Children create their own insert/ flap book based on their knowledge of pirate Pete text. Children write key elements of the story, retelling the narrative in the correct order. Labelling food in a basket.</p> <p>UTW: Find information about pirates and the history associated with pirates and ships. Look at the differences between boats in the past and the present.</p> <p>Floating and sinking investigations.</p> <p>Create maps - use work on atlas' to inform children's maps. Encourage children to add some common features - river, sea, mountain, volcanoes, forests.</p> <p>Look at sources of light and investigate which is more effective - candle, torch, sun, lamp, lightbulb.</p> <p>Children ask questions about lighthouses and find information using the internet search engine and texts. Create a fact file.</p>	<p>Lighthouse keepers lunch role play</p> <p>Introduction of a pulley system for children to explore moving objects.</p> <p>Treasure chest with money added both real and plastic. Children sort using magnets and categorise into coin type.</p> <p>Snack table - sandwich making resources and instructions.</p> <p>Addition of fiction and non-fiction texts based on pirates and lighthouses.</p> <p>Small world pirate ship to be added</p> <p>Pirate role play resources added to provision</p> <p>Map making resources alongside atlas'</p> <p>Floating and sinking resources available in provision</p> <p>Circuits resources alongside bumps to investigate and explore.</p> <p>Dark area and sources of light for exploration</p>	
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Class Reader: Seaside Holidays Then and Now		EAD: Role play based on the story of the Lighthouse Keepers Lunch, children to be supported to use key phrases from the text. Combining a range of media to create beach art in a range of textures.		
	BQ4: What were seaside holidays like when our parents/grandparents were young? 'What is different and what is the same about seaside holidays now and then?' 1wk	CL: Children introduced to new vocabulary - past, present, traditional, modern, pier, windbreaks, promenade, beach hut, pebbles, rock, suncream, amusements. Children use the newly introduced vocabulary when looking at photographs of the beach now and in the past. Children ask questions of an older member of the community about the beach. Children use a broad range of questioning language. PSED: The aim of this activity is to work together to keep a beach ball or balloon in the air for as long as possible. PD: Creating puppets using cutting and sewing skills. Recognisable letter formation using tripod grip. Large apparatus - supporting climbing and balancing skills. L: Children receive pictures and letters from an older person, explaining what the beach was like before. Children can read the letter and write further questions using their phonic knowledge. Children write postcards pretending they are at the beach, use key vocabulary related to the beach within their writing. UTW: Now and then beach sorting activity, children give explanations for their choices. Look at the history of Punch and Judy puppet shows, children make their own puppet shows in their style (humour). EAD: Children learn traditional seaside shanty songs.	Class timeline added with historical events linked to children, teachers and events we have learnt about. Children attempt to sequence these. Puppet making - sock, stick, finger. Children investigate a range of ways to make puppets. Puppet theatres and puppets Writing templates - postcards, posters, tickets. Beach role play outside - sand pit Beach small world set up Now and then sorting activity - beach/seaside themed.	

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. 	My new classroom has rules and we need to work together to follow them.	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. 	<ul style="list-style-type: none"> - What makes a good friend?