

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
Applying Use info in a new situation		
Understanding Understand and make sense of info		
Remembering Remember and recall info		

Topic: Drip, Drip!

Year Group: EYFS

Term: 3

Subject - Discrete	Mathematics			
Unit	Subitising	Cardinality, ordinality and counting	Composition	Comparison
Small Steps	Continue to identify when sets can be subitised and when counting is necessary Develop conceptual subitising skills including when using a rekenrek	Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. Begin to generalise about 'one more than' and 'one less than' numbers within 10	Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame	Compare quantities and numbers, including sets of objects which have different attributes Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
Enhanced Provision	<ul style="list-style-type: none"> ● Dice games ● Number blocks resources ● Multi link ● Counters ● Rekenreks ● Loose parts 	<ul style="list-style-type: none"> ● Number song resources ● Objects to count with containers ● Number cards ● Number order puzzles ● Symbols for more and less ● Bucket scales 	<ul style="list-style-type: none"> ● Blocks, loose parts, containers and fabric ● Number cards ● Part, part whole frames ● Tens frames and counters ● Doubling games ● Dice 	<ul style="list-style-type: none"> ● Balance scales and loose parts ● Part, part whole frames ● Tens frames and counters ● Bucket scales
Framework objectives	<p>Mathematics (M) <u>Number</u> Subitise to 5</p> <p>Recite numbers from 0 to 10 (and beyond) and back from 10 to 0</p> <p><u>Numerical Patterns</u> Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</p> <p>Begin to recognise numerals 0 to 10 Subitises one, two and three objects (without counting)</p> <p>Increasingly confident at putting numerals in order 0 to 10 - ordinality</p>			

Subject - Discrete	PE
Unit	The Sea
Framework objectives	<p>I know that I can use my arms to balance.</p> <p>I can balance and move with a good level of coordination. Chooses to move in a range of ways, moving freely - slithering, shuffling, rolling, crawling, walking, running. (S)</p>

	Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance (S)
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Topic	Big Questions	Adult Directed Learning Opportunities	Enhanced Provision	Objectives Covered (from subject Frameworks)
Class Reader: Noah's ark	Stunning Start - Noah's ark in role play footprints in two's leading to it. BQ1: How did Noah save the animals? 1wk	CL: Read the text Noah's ark, alliterative animals, children to choose phonic and listening skills. Adults to model questioning one another about the story. Chn to begin to ask their questions about the text. Poetry Basket - I can build a snowman PSED: Circle time - wants and needs picture cards (this child wants to draw a picture, what could they do?) etc Circle time - Adult model how to repair a relationship using small world toys/ drama. PD: Letter formation activities and correct pencil grip Moving water from one location to another using large containers. Large apparatus - supporting climbing and balancing skills. L: Noah's ark storytelling sessions Read the text to establish key features of the text – characters, setting, repeated refrains in song 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. Hook –Role play based on the story of the Noah's ark, large ark in role-play area, children to be supported to use voice and tone to recreate the story and the characteristics of characters. Adults use puppets/ small word objects to retell the story to the children. Children use puppets and masks to retell the story. Sequencing pictures of the story and label animals UTW: Explore watery science - floating and sinking. Investigate how many animals they can get in their boat before it sinks? EAD: Take a pencil for a walk, noah's ark instrumental music. Look at the pressure of the pencil.	Sand and Water area: Large containers, lots of water trays allowing for transportation of water. Range of materials for floating and sinking and animals. Small world & Construction area: Noah's ark small world, puppets, boats Writing: animal labels, animals texts, register/list of animals for the boat Malleable: animal making, textured rolling pins Loose Pieces: blue fabric and ribbons, shiny, mirrors, glittery materials Role Play area: Noah's ark and animals masks I wonder area: non-fiction texts about boats, range of boat toys Technology: Story centre CD of Noah's ark Ipad with paint app drawing animals, designing boats Creative station: cut and stick a new animal using photos and add to year group ark. Calm area: light table with blue items Outside area: Large containers, lots of water trays allowing for transportation of water. Range of materials for floating and sinking and animals. Addition of small world area outside including a range of plastic animals.	Personal, Social & Emotional Development (PSED) Building Relationships Is increasingly flexible and cooperative as they are more able to understand other people's wants (S/K) Is proactive in seeking adult support and able to articulate their wants and needs (S) Managing Self I can understand how to keep myself safe when using equipment. I know how to keep myself safe when participating in PE and other physical activities. Shows some understanding of good practices with regard to exercise and hygiene and how they can contribute to good health. (K) Shows understanding of the need for safety when tackling new challenges, (K) and considers and manages some risks. (S) Self Regulation Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. (K) Is more able to manage their feelings and tolerate situations in which their wishes cannot be met (S) Physical Development (PD) Fine Motor Handles tools, objects, construction and malleable materials safely and with increasing control and intention. (S) Begins to form recognisable letters independently (S) Gross Motor I know that I can use my arms to balance. I can balance and move with a good level of coordination. Chooses to move in a range of ways, moving freely - slithering, shuffling, rolling, crawling, walking, running. (S) Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance (S)
Class Reader: Once Upon a Raindrop, the story of water.	BQ2: Where does water come from? How does it move? 2wks	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. Poetry Basket - Let's Put on our Mittens PSED: Circle time - making a request and managing it not being able to be met. Adults provide and model strategies. Dentist visit - oral hygiene Safe or not safe sorting activity. PD: Letter formation activities and correct pencil grip Moving water from one location to another using pipettes and syringes. Large apparatus - supporting climbing and balancing skills.	Sand and Water area: Waterproofing materials to experiment with in conjunction with the water area and workshop. Separating sand and water using sieves, material and pippets. Capacity enhancement Small world & Construction area: Three billy goats gruff, bridges, pics of bridges and photos of water transport, pirate ship and small world boats, sea creatures Writing: Story map templates, postcards, speech bubbles. Malleable: Blocks added for bridge building, pictures of characters to represent, self service dough station. Loose Pieces: blue gems, shiny, mirrors, glittered materials Role Play area: Three billy goats gruff enhancements Motor Skills: Cutting a range of materials, weaving	Communication and Language (C&L) Listening, Attention and Understanding Able to demonstrate two-channelled attention for a short period of time. (S) Understands questions such as who; why; when. (S) Speaking I comment and ask questions about aspects of my familiar world, such as the place where I live or the natural world. I can talk about why things happen and how things work. Introduces a storyline or narrative into their play. (K) Questions why things happen and gives explanations. Asks e.g. who, why and when. (S) Builds up vocabulary that reflects the breadth of their experiences. (K)

		<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.</p> <p>Billy Goats Gruff storytelling sessions 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 –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 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>UTW: Explore watery science - floating and sinking. Chromatography using filter paper - link to and build on prior knowledge of colour mixing.</p> <p>Children create rain catchers and monitor how often they fill up link to measure.</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 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>Introduce weaving skill, under, over, tying in. Use garden trellis to create tube hangers for the outdoor area. Manipulate recycled items and natural items.</p>	<p>I wonder area: Filter paper and pippets to investigate Cooking enhancements - boiling, steaming vegetables. Access to books about oceans, rivers and weather alongside atlas’.</p> <p>Technology: Story centre CD of Billy Goats Gruff Ipad with paint app drawing characters</p> <p>Creative station: Making rainmaker instruments. Water colour paints, powder paints and how they change with water quantity.</p> <p>Calm area: rainmaker stick, stereo with water sounds</p> <p>Outside area: Melting ice trapped sea creatures using salt etc Rainmaker instruments to explore and make music with. Moving water from one place to another using pipes, containers and pulley systems.</p>	<p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Literacy (L) <u>Comprehension</u> The three billy goats gruff Postcards Acrostic poems</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><u>Word Reading</u> Begins to read some high frequency words, (K)</p> <p>Use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. (S)</p> <p><u>Word Writing</u> 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>Understanding the World (UTW) <u>People, Cultures and Communities</u> I know that different places have different environmental and cultural features.</p> <p><u>Past and Present -</u> I know some traditional songs and stories.</p> <p>I can recite a traditional story and sing a traditional song.</p> <p><u>The Natural World</u> I understand the change of state. e.g. water, ice, steam.</p>
<p>BQ3: What might we discover on the beach?</p> <p>2wk</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.</p> <p>Children create helicopter stories using new vocabulary, support to use language through colour to build structure.</p> <p>Children are supported to pose questions which they would like to find out using the internet and texts.</p> <p>Poetry Basket - Wise Old Owl & Falling Apples</p> <p>PSED: Circle time - Adult model how to repair a relationship using small world toys/ drama. Children engage in drama to practise scenarios.</p> <p>Continue with learning around oral hygiene - children bring their tooth brushes for oral hygiene sessions.</p> <p>PD: Letter formation encourages the use of a tripod grip. Large apparatus - supporting climbing and balancing skills.</p> <p>L: Children create their own insert/ flap book page based on their knowledge of pirate Pete text. Label objects using phonic knowledge.</p>	<p>Sand and Water area: Floating and sinking resources available in provision</p> <p>Small world & Construction area: Three billy goats gruff, bridges, pics of bridges and photos of water transport, pirate ship and small world boats, sea creatures. Puppets linked to the story of Tiddler.</p> <p>Introduction of a pulley system for children to explore moving objects.</p> <p>Writing: Story map templates, postcards, speech bubbles. Rhyming games to support children’s rhyming skills. Addition of fiction and non-fiction texts based on pirates and lighthouses.</p> <p>Malleable: Sand dough and selection of seaside pieces</p> <p>Loose Pieces: Treasure chest with money added both real and plastic. Children sort using magnets and categorise into coin type</p> <p>Role Play area: Three billy goats gruff enhancements</p> <p>I wonder area: Non-fiction texts about senses and sea creatures Opportunities to explore sense of touch, sight, smell, taste and sound. Observation tray of fish to explore using senses. Opportunities to use magnifying glasses and art resources to re create. Map making resources alongside atlas’</p>	<p>I know that different places have different environmental and cultural features.</p> <p>I can make observations of the world around me.</p> <p>I understand processes and changes in the natural world - seasons and changes in states and matter.</p> <p><u>Technology</u> Using the mouse / Multimedia – Digital Painting Topic Application:</p> <p><u>E-safety</u></p> <p>Online Reputation</p> <p>I can identify ways that I can put information on the internet.</p> <p>Privacy and Security</p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>Expressive Arts & Design (EAD) <u>Creating with Materials</u> I can explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

		<p>Story map using pictures and labels linked to the story of the Three Goats Gruff – encourage story based language and repeated refrains.</p> <p>Innovating the story of the Three Billy Goats Gruff. Change animals and villains. Labels added using children’s phonic knowledge.</p> <p>UTW: Floating and sinking investigations.</p> <p>Explore atlas’, online maps to look at key features of different places - desert, ocean, mountain, forest.</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>Children share a non-fiction text about Lighthouses - ask questions about lighthouses and find information using the internet search engine and texts.</p> <p>EAD: Role play based on the story Pirate Pete, children to role play travelling on a boat, support to use new language in a purposeful manner.</p> <p>Drawing skills - take a line for a walk - encourage children to experiment with applying different pressures.</p> <p>Drawing skills - shading - focusing on pressure of on the paper</p>	<p>Technology: Story centre CD of Billy Goats Gruff Ipad with paint app drawing characters</p> <p>Creative station: Combining a range of media to create beach art in a range of textures.</p> <p>Calm area: rainmaker stick, stereo with whale music and water sounds.</p> <p>Outside area: Small world set up using sea creatures and natural sea life resources.</p>	<p>They can safely explore and use a variety of materials.</p> <p>Being Imaginative and Expressive To copy basic rhythmic patterns.</p> <p>To invent a pattern using one pitched note.</p> <p>To perform a nursery rhyme by adding a simple instrumental part.</p> <p>Life Skills Fire safety, Emergency number 999, healthy eating, oral hygiene.</p> <p>British Values Rules of law - making and working toward class rules.</p> <p>Trips / Visits Beach school/Greatstone</p>
	<p>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?’</p> <p>1wk</p> <p>Fabulous Finish Pirate Day</p>	<p>CL: Children introduced to new vocabulary - past, present, traditional, modern, pier, windbreaks, promenade, beach hut, pebbles, rock, sunscreen, amusements. Children use the newly introduced vocabulary when looking at photographs of the beach now and in the past.</p> <p>Children ask questions of an older member of the community about the beach. Children supported using questioning language by adults providing stem sentences.</p> <p>Poetry Basket - Popcorn</p> <p>PSED: Circle time - Adult model how to use zones of regulation when solving a problem or using the restorative justice board to help them solve a dispute/ problem.</p> <p>PD: Creating traditional puppets using cutting skills. Recognisable letter formation using developing tripod grip. Large apparatus - supporting climbing and balancing skills.</p> <p>L: Children receive pictures and letters from an older person, explaining what the beach was like before. Children can discuss what was written and respond using their own ideas verbally.</p> <p>Children write postcards pretending they are at the beach, use key vocabulary related to the beach within their writing.</p> <p>Children to label pictures of beach objects using their developing phonic knowledge.</p> <p>UTW: Now and then beach sorting activity, children give explanations for their choices.</p> <p>Look at the history of Punch and Judy puppet shows, children make their own puppet shows in their style (humour).</p> <p>EAD: Children learn traditional seaside shanty songs.</p>	<p>Sand and Water area:</p> <p>Small world & Construction area: Three billy goats gruff, bridges, pics of bridges and photos of water transport, pirate ship and small world boats, sea creatures. Beach small world set up</p> <p>Writing: Writing templates - postcards, posters, tickets.</p> <p>Role Play area: Three billy goats gruff enhancements Puppet theatres and puppets</p> <p>I wonder area: Now and then sorting activity - beach/ seaside themed. Class timeline added with historical events linked to children, teachers and events we have learnt about. Children attempt to sequence these.</p> <p>Technology: Story centre CD of Billy Goats Gruff Ipad with paint beach scenes</p> <p>Creative station: Puppet making - sock, stick, finger. Children investigate a range of ways to make puppets.</p> <p>Calm area: rainmaker stick, stereo with whale music and water sounds.</p> <p>Outside area: Beach role play outside - sand pit</p>	

		Drawing skills - tone, create a still life set up for children to draw using all the skills learnt so far.		
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British Values:			
Democracy	Rule of law	Individual liberty	Mutual respect and 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. 	<ul style="list-style-type: none"> My new classroom has rules and we need to work together to follow them. 	<ul style="list-style-type: none"> 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. What makes a good friend?