

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: Lets Party

Year Group: EYFS

Terms: 2

Subject - Discrete	Mathematics			
Unit	Ordinality Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10	One more Beginning to recognise that each counting number is one more than the one before.	Conservation of number Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.	Shape, Space and Measure: Language associated with routine and time.
Concepts	<ul style="list-style-type: none"> Count and read any number 0-5 then 5-10 One to one correspondence Compare quantities Order groups of objects Order numbers 	<ul style="list-style-type: none"> Count objects One to one correspondence to start to compare groups Compare quantities Use language of more, less and the same Order groups of objects Order groups of quantities 	<ul style="list-style-type: none"> Count objects One to one correspondence to start to compare groups Partitioning numbers into 1's Part part whole Compare quantities 	<ul style="list-style-type: none"> Time of the day - morning, afternoon, night time Time related language - before, after, later, next Standard units of time - minute, hour, day, week
Enhancements to Continuous Provision	<ul style="list-style-type: none"> Number flashcards Numbered objects - toilet doors, pegs, boxes etc Numbered trikes and balance bikes Numbers added to small world and construction areas Hop scotch 	<ul style="list-style-type: none"> Egg boxes and loose pieces Number cards Numicon and unifix Playing cards/ snap cards Balance scales and loose pieces/ sorting toys 	<ul style="list-style-type: none"> Tens frames Double sided counters loose pieces and containers Numicon and unifix Part part whole template 	<ul style="list-style-type: none"> Teaching clocks, sand timers, stopwatches Visual timetable Communication through print for times of the day

Subjects - Discrete	PE	Storytelling
Unit	See Physical development planning	Gingerbread Man
Concepts		<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 watch a video of the Gingerbread Man in the EY setting, what is he doing here, how can we help him, how will we catch him. Record language and ideas.</p> <p>Baking gingerbread men - discussing the change in state and whether this helped the GBM.</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>
EYFS objectives	<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>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 - such as making greetings cards, invitations.</p> <p>Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.</p>

Topic	Big Questions	Learning Opportunities	Enhancements to Continuous Provision	Objectives Covered
<p>Class Reader: Chn to listen to a range of picture books based on our Topic theme.</p> <p>Sparkes in the Sky</p>	<p>BQ1: Why do fireworks go boom?</p> <p>Big Answer 1:</p>	<p>Stunning Start: Box of Fireworks is delivered (pretend)</p> <p>PSED : Circle time - other people's feelings and how to help others</p> <p>CL: Beebots - 2 steps</p> <p>Prepositions games using hoops - inside, outside, next too, beside, behind, in front of, on top of.</p> <p>Instruction based games - speech and languages resources.</p> <p>Prepositions - needed due to observation of the children.</p> <p>Kim's Game</p> <p>Vocabulary related to bonfire night</p> <p>PD: Squiggle while you Wiggle, beads and pipe cleaners, chalking, threading, letter formation</p> <p>L: Gunpowder plot story sequencing Story mapping - Gunpowder plot Writing onomatopoeia to describe firework noises - hear initial sounds Story - Sparks in the Sky</p> <p>UTW: Gunpowder plot, fire safety, Bonfire night traditions</p> <p>EAD: Jackson Pollock art technique representing fireworks - explore colour and texture of materials</p> <p>Explore sounds of instruments to represent fireworks sounds - discussion around the type of sound - banging, scraping etc</p>	<p>Guy Fawkes puppets and texts</p> <p>Powder paint, pastels, chalk and black paper</p> <p>Dark den, torches and coloured film</p> <p>Light box and loose pieces</p> <p>Range of musical instruments</p> <p>Spray bottles and watered paint to create firework</p> <p>Role play outside - bonfire night celebration</p> <p>Collaging using a range of materials</p> <p>Children to make own paint using a range of materials</p>	<p>Understands their own and other people's feelings, offering empathy and comfort. Is able to follow directions – two step. Links statements and sticks to a main theme or intention. Builds up vocabulary that reflects the breadth of their experiences. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters independently. Begins to develop phonological and phonemic awareness - Recognises rhythm in songs, poems and rhymes. Begins to break the flow of speech into words, to hear and say the initial sound in words. Enjoys joining in with family customs and routines. Recognises and describes special times or events for family or friends. Develops an understanding of how to create and use sounds intentionally. Experimenting with colour and texture. Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</p>

		<p>Bonfire night collage using natural materials - discussion around texture of materials</p> <p>Outdoor learning: Plant recycled containers and collect recycled and natural materials and make insect hotel</p> <p>Fabulous Finish - Fireworks Display</p>		
<p>BQ2: Why do Hindu's light diya lamps?</p> <p>Big Answer 2:</p>		<p>Stunning Start: Arrive at school with a pathway of Diya lamps leading to classroom (battery)</p> <p>PSED : Circle time related to different beliefs and tolerance. Making and trying foods eaten during Diwali</p> <p>CL: Puppets - encourage children to recall the story and use forms of speech matching the characters.</p> <p>PD: Squiggle while you Wiggle, sequins and dot sticking, Rangoli patterns, letter formation, making flat bread, building temples using small construction materials</p> <p>L: Rama and Sita story and sequencing Story mapping story of Rama and Sita Making invitations to invite people to a Diwali party</p> <p>UTW: Hindu blessing demonstration, Diwali card making, Cebbeies - https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-diwali Parent/ member of the community visit to teach children about Diwali (Anita) Learning about traditions associated with Diwali Look at traditional Diya designs - discuss</p> <p>EAD: Diya lamps - talk about texture and how it changes as the clay dries, dancing associated with Diwali celebrations. Christmas Nativity - preparation</p> <p>Outdoor learning - winter birds - make bird feeders - look at what birds like to eat, identify different birds. make Yogurt pot bird feeders.</p> <p>Fabulous finish - Large Rangoli pattern outside, Diwali party</p>	<p>Rangoli patterns - pulses</p> <p>Traditional celebratory dress - Hindu</p> <p>Fine motor - Rama and Sita pathway activity</p> <p>Rama and Sita puppets and role play resources</p> <p>Looking at pictures of Hindu temples in relation to the celebration of Diwali - building materials</p> <p>Clay, salt dough, plasticine</p> <p>Story writing resources</p> <p>Children experiment with different spices in the form of paints. Encourage children to use their senses to identify them.</p> <p>Hindu artifacts in the role play area</p>	<p>Understands their own and other people's feelings, offering empathy and comfort. Is able to follow directions – two step. Links statements and sticks to a main theme or intention. Builds up vocabulary that reflects the breadth of their experiences. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters independently. Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end. Begins to develop phonological and phonemic awareness - Recognises rhythm in songs, poems and rhymes. Begins to break the flow of speech into words, to hear and say the initial sound in words. Enjoys joining in with family customs and routines. Recognises and describes special times or events for family or friends. Experimenting with colour and texture. Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures. · Recognises that they belong to different communities and social groups and communicates freely about own home and community</p>

	<p>BQ3: Why do we celebrate birthdays?</p> <p>Big Answer 3:</p>	<p>Stunning Start: Classroom has number 5 balloons, with bunting and birthday cake.</p> <p>PSED : Circle time related to how we celebrate birthdays. What are the different ways in which our families celebrate?</p> <p>CL: Write birthday invitations, cards and thank you notes. Sing birthday songs from different cultures.</p> <p>PD: Squiggle while you Wiggle, cutting and making bunting, biscuit icing pens, wrapping presents, folding paper into envelopes and putting stamp on, letter formation</p> <p>L: <u>It's my birthday by Helen Oxenbury. Kippers birthday by Mike Inkpen</u> Story mapping. Follow instructions to make a cake.</p> <p>UTW: Birthdays in the past - look at photos. What did you do for your birthday last year? Look at baby photos - how have we changed?</p> <p>EAD: Explore different sounds created by a variety of instruments. Create birthday music using instruments.</p>	<p>cake moulds, candles, cake toppers with playdough</p> <p>Balloon paint printing</p> <p>Bunting - colour, cut, stick</p> <p>Birthday themed books in areas.</p> <p>Birthday cards, invitations and thank you notes in writing areas.</p> <p>Wrapping paper, tape and boxes</p> <p>Children make cakes, decorate biscuits, make sandwiches</p> <p>Birthday tea party - cups, plates, cake stands, table cloths</p>	
	<p>BQ4: – Why do Christian's perform Nativity plays at Christmas?</p> <p>Big Answer 4:</p>	<p>Stunning Start: Christmas Trees Delivered Kindness Elf arrives</p> <p>PSED : Circle time related to Christmas around the world. Looking at different traditions. Acts of kindness - discussion of things we can do to be kind in our community. EYFS Christmas appeal to support a charity?</p> <p>CL: Puppet retelling the story of the nativity, dress up to role play the Nativity story, Kim's game.</p> <p>PD: Squiggle while you Wiggle, paper chain making, decorate Christmas trees, making Christmas cards</p> <p>L: Nativity story, Dear Santa story Sequencing Nativity story Role play nativity story and puppets Make class Dear Santa story Write letters to Father Christmas</p>	<p>Mince pie making</p> <p>Gingerbread house - fine motor decorate with sweets.</p> <p>Make Christmas decoration to take home - bauble?</p> <p>Christmas cards writing</p> <p>Christmas present wrapping</p> <p>Christmas wish list</p> <p>Sing Christmas songs - visit care home?</p> <p>Large cardboard boxes - make a sleigh with bells</p>	<p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p>

		<p>UTW: Learn about the postal service and visit the local post box, Christmas around the world.</p> <p>EAD: Snow scene pictures</p> <p><u>Fabulous Finish - Nativity/ Christmas Party/Post box walk</u></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?