

Repton Manor Primary School Medium Term 3 Plan (Our Wonderful World part 1)



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		

Greater Depth Skills

Expected Skills

Emerging Skills

Topic: Our Wonderful World

Year Group: 1

Terms: 3

Unit	Place value to 20	Addition and Subtraction to 20
Small Steps	Week 1 Count within 20 Understand 11, 12, 13 Week 2 Understand 14,15,16 Understand 17,18,19 Understand 20 Week 3 1 more, 1 less Number line to 20 Estimate on a number line to 20 Week 4 Compare numbers to 20 Order numbers to 20	Week 4 Add by counting on within 20 Week 5 Add ones using number bonds Find and make number bonds to 20 Doubles week 6 Subtract ones using number bonds Subtraction - counting back subtraction - finding the difference week 7 Related number facts Missing number problems

Framework objectives	<p>I can read and write numbers in numerals to 20.</p> <p>I can read scales in divisions of ones.</p> <p>I can partition a two-digit number within 20 into tens and ones and demonstrate an understanding of place value using resources.</p> <p>I can partition two-digit numbers into tens and ones, explaining my thinking using resources.</p>	<p>I can add and subtract one-digit numbers and explain my method verbally, in pictures or by using resources.</p> <p>I can recall all the number bonds to and within 10 and use these to reason with.</p>
Enhanced Provision	<p>Part whole models with counters/tens and one counters/dienes block and blocks</p> <p>Measuring tapes and class height charts/footprint measuring/rolling pin length</p> <p>Subitize numbers to 20 - how many ways can they make 20?</p> <p>Subitize numbers to 10 - how many ways can they make 10? Use of different resources (tens frames, dice, numicon)</p> <p>Gingerbread man cookie decorations using numbers to 20 (playdough)</p> <p>Hidden numbers hunt - order numbers on a number line</p> <p>Washing line ordering outside (water tray activity)</p> <p>Number lines outside with chalk - estimate where numbers belong on the line. Place objects along the line in the correct place. Draw number cards and challenge each other - can they find objects to match the number they have written?</p>	<p>Subitize numbers to 10 - how many ways can they make 10? Use of different resources (tens frames, dice, Numicon, dot arrangements)</p> <p>Subitize numbers to 20 - how many ways can they make 20? Match numbers to arrays</p> <p>Computer tasks - toy shop finding change</p> <p>Start with an unknown number (trial and error game) to solve a number sentence</p> <p>Making tens memory game, extend to making 20 memory game</p> <p>First, then, now stories for addition and subtraction with number lines including giant number lines outside with chalk and space hoppers</p>

Subjects - Discrete	RE	Games	PE	Music	Computing	E-Safety
Unit	Was it always easy for Jesus to show friendship?	Attacking and defending	Gymnastics - shape and travel	Round and Round	Programing - moving a robot	Health, wellbeing and lifestyle
Small Steps	<p>Week 2 Listen to a story using a puppet to explain how it feels to be left out. Engage with text using role play. Qu: How could you show friendship to this character to make them feel included? Qu: Do I need friends? Why?</p> <p>Week 4 Engage with texts to deepen understanding of the key question over several sessions: When might Christians today find it difficult to show friendship and how would they ask God to help them? Story of Zacchaeus (Luke 19:1-9): Jesus showing friendship to someone who was isolated and unpopular.</p>	<p>Can identify and find space.</p> <p>Can show understanding of basic attacking principles.</p> <p>Can show understanding of basic defending principles.</p> <p>Can show understanding of basic tactics in a game.</p> <p>Can weave in and out of stationary</p>	<p>Create a curled shape and travel in that shape on the floor.</p> <p>Create a stretched shape and travel in that shape on the floor.</p> <p>Demonstrate a bunny hop, travelling forwards, with correct form and technique.</p> <p>Effectively replicate a 3-piece sequence</p>	<ul style="list-style-type: none"> - To make different sounds (loud, quiet, high, low). - To choose a song they have learnt and perform it. - To add their own ideas to a performance. - To think about what could make their work even better (playing faster or louder, etc). - To use their body parts to respond to music. - To say if they like or dislike a piece of music. - To recognise fast, medium and slow tempos. - To use a given piece of music to inspire them to make simple changes. - To find the pulse. - To listen to a short rhythm and clap it back. 	<p>To explain what a given command will do</p> <p>To act out a given word</p> <p>To combine forwards and backwards commands to make a sequence</p> <p>To combine four direction commands to make sequences</p> <p>To plan a simple program</p> <p>To find more than one solution to a problem</p>	<p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>

- Stilling the Storm (Luke 8: 22-25)
Jesus taking care of His friends during a dangerous time.
- Mary, Martha and Lazarus (Luke 10: 38-41) Jesus spending time with His friends at their home.

Week 6

Children to order pictures from the three stories in order of how easy or difficult each situation would be to show friendship in.

When was it easiest for Jesus to show friendship and why?
When was it hardest for Jesus to show friendship and why?
Did God help Jesus show friendship even when it was difficult?

Week 7

Children to create friendship bracelets to practically show their friendship to others and have circle time sessions to discuss:

Whole class activity; e.g. web of friendship, a ball of wool is passed around the circle, with each child holding their part, saying 'I find it easy to be friends with you because...'. At the end of the circle time, a visual web is created.

objects at pace.

incorporating 3 different components.

Execute an egg roll with correct form and technique.

Travel alternating from 2 feet to 1 foot with correct form and technique

– To use voices to copy back.
– To learn that they can make different sounds with their voices.
– To learn to start and stop singing when following a leader.
– To listen and follow musical instructions from a leader.
– To improvise using one or two notes.
– To create a simple melody using up to 3 notes.
– To begin to learn how the notes of a composition can be written down in symbols/pictorial format.
– To begin to represent sounds with simple marks and symbols.
– To choose sounds to represent different things, (emotions, objects, ideas).

<p>Framework objectives</p>	<ul style="list-style-type: none"> – I can talk about my friends and why I like them. – I can say how Jesus tried to be a good friend. – I can remember a story about Jesus showing friendship and talk about it. – We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult. 	<ul style="list-style-type: none"> – I can demonstrate the fundamental skills including: balancing, running, jumping, catching, hopping, throwing, galloping, skipping, leaping and kicking. – I can demonstrate team work. – I can use simple gripping and holding skills and correct wrist position when throwing and catching. – I can assess my own risk and develop trust in myself and my peers. 	<ul style="list-style-type: none"> – I can combine movements fluidly to create a routine in gymnastics. – I can assess my own risk and develop trust in myself and my peers. 	<ul style="list-style-type: none"> – To use their body parts to respond to music. – To say if they like or dislike a piece of music. – To recognise fast, medium and slow tempos. – To use a given piece of music to inspire them to make simple changes. – To find the pulse. – To listen to a short rhythm and clap it back. – To use voices to copy back. – To learn that they can make different sounds with their voices. – To learn to start and stop singing when following a leader. – To listen and follow musical instructions from a leader. – To improvise using one or two notes. – To create a simple melody using up to 3 notes. – To begin to learn how the notes of a composition can be written down in symbols/pictorial format. – To begin to represent sounds with simple marks and symbols. – To choose sounds to represent different things, (emotions, objects, ideas). – To make different sounds (loud, quiet, high, low). – To choose a song they have learnt and perform it. – To add their own ideas to a performance. – To think about what could make their work even better (playing faster or louder, etc). 	<ul style="list-style-type: none"> – I know some technology follows instructions. – I understand what an algorithm is. – I know what the word debug means. – I can use simple instructions to make a robot move. 	<p>I can explain rules to keep us safe when we are using technology both in and beyond the home and give some examples.</p>
<p>Topic Application</p>	<ul style="list-style-type: none"> – Friendship role play – Friendship scenarios – Modelled language to manage friendships 	<ul style="list-style-type: none"> – Games during OPAL play 	<ul style="list-style-type: none"> – Focus on co-ordination and balance 	<p>To be completed in term 4.</p>	<ul style="list-style-type: none"> – Beebots on the UK/World map 	

Enhanced Provision	<p>– How could you teach the world to be a kind friendship? Mind mapping/drawing designs/building tools/writing notes</p> <p>– How can you spread kindness?</p> <p>– Make a gift for someone who isn't your friend yet.</p> <p>– What makes a strong boat? (Application to Christopher Columbus and DT materials)</p>	<p>– Test out and create (see previous box) obstacle courses, taking risk into account and effective ways to manage this.</p> <p>– Use whiteboard picture clues to challenge friends to balance/change direction at various stages.</p>	<p>– Write some music to welcome Columbus back from his travels. Can you record your composition and use it to perform your piece?</p> <p>– Play a piece of music using sounds represented with marks and symbols.</p>	<p>– Beebots, make maps, obstacle courses to give directions/instructions</p> <p>-Chalk pen drawings on tables to create different routes.</p>	<p>-Create rules posters for the computers/devices (reinforcing our class ones),</p>
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Our Wonderful World	Big Questions	Subject Coverage (Subject, Context)	Learning Opportunities (Lesson order and structure, including small steps)	Enhancements to Provision (Additions to the environment which allow children to continue/ extend their learning)	Objectives Covered (from subject Frameworks)
<p>Class Reader: Gingerbread Girl, Meerkat Mail Christopher Columbus, Gigantosaurus</p> <p>SS: Term 3 Make gingerbread man</p> <p>MM: T4 W1 Dinosaur week</p> <p>FF: Term 4 Sapphire Hoe trip</p> <p>Learning Environment:</p>	<p>BQ1: How could we travel the world?</p> <p>Big Answer: Transport printing</p> <p>BQ2: Why am I proud of my country?</p> <p>Big Answer: DT day</p>	<p>Writing: instructions, traditional tales writing</p> <p>Design and Technology - everyday materials, structures</p> <p>Geography - continents, UK</p> <p>History - Famous people from History</p>	<p>Storytelling/topic</p> <p>week 1</p> <p>Lesson 1- Read the Gingerbread Girl to the children. Talk about what is the same/different between this story and the original Gingerbread man. Retell the story outside (adults perform for the children on the outdoor stage).</p> <p>Lesson 2 - Reread the Story and in groups the children will act out the story using props (ED role play)</p> <p>Lesson 3 - Recap the key events of the story and CT to story map in front of the class. Children create their own story maps of the Gingerbread girl in their new writing groups.</p> <p>Lesson 4 - Children create their own gingerbread men. Children look through a recipe as a class and talk about what we need. Discuss the origins of the ingredients as a class. In small groups children weigh out ingredients, mix, knead and cut gingerbread men.</p>	<p>Role play area: bakery with aprons, mixing bowls, trays, silicone baking cases, playdough (scented), wigs for the old lady and the old man. Playdough enhancement so children can sell what they make.</p> <p>Use supporting texts to innovate the story linked to animals who live in each continent from the previous topic.</p> <p>Empty books to write narratives in.</p> <p>Explore spices, smells, colours and spice using collage and art.</p> <p>Challenges to follow lego building instructions in ED. STEM building kits</p> <p>Scent playdough using different spices - which ones are best? Invent combinations and trial scents. Self-service playdough station.</p> <p>Use equipment safely, exploring chalk with hammers/water/boards/paint rollers etc and make basic prints.</p>	<p>Writing:</p> <ul style="list-style-type: none"> ● I form consistently sized and recognisable lower case letters in print. ● I use the suffixes -s, -es, -ing, -ed, -er and where no change is needed in the root words. ● Use prefixes un-. ● I write from memory simple dictated sentences including the words taught so far (hold a sentence). ● I can plan my writing by saying what I am going to write about. ● I can read my own writing aloud so it can be heard by others and to check for sense. ● I use 'and' to join ideas within a sentence. ● I begin to use other punctuation such as exclamation and question marks.

**Art and Design -
Line, shape,
value, colour,
texture, pattern,
exploration and
expression,
critical thinking
and language**

Lesson 5 - Children to be shown the ingredients available to create a design for their gingerbread man on paper. Children then use their design to decorate gingerbread men.

Lesson 6 - Children taste their gingerbread men and then discuss gingerbread men using their senses (smell, look, taste, feel) as a class. Children will then create their own shape poem of some of the ideas they had.

week 2

Lesson 1 and 2 - Children to recap making and decorating gingerbread men the previous week. Children write their own instructions for gingerbread men.

Lesson 3 - Children to be introduced to the 7 continents through songs and rhymes. The children will use world maps to create their own using playdough.

Lesson 4 - Children recap the continents and learn some facts about each of the continents such as countries, landmarks, animals etc. The children label the continents on a world map.

Week 3

Lesson 1 - Children to learn about the explorer Christopher Columbus and how he is a significant person in History and how he has benefited our lives. (discovering spices, countries etc)

Lesson 2 - sequence story of Christopher Columbus

Lesson 3 - write a biography of Christopher Columbus

Lesson 4 - Gingerbread girl wants to travel around the world like Christopher Columbus, class discussion of how could she travel? What would be best? What could she see/do? Children to create their favoured form of transport for her travels. Children use their models when classes pretend to

Revisit shapes from T2 using 2D shapes to explore building a gingerbread man/girl design.

Can you build the world in a tuff spot? Children create and label (scrunched up scrap paper/collage/draw in sand) the world map. Use globes and atlases to support.

- Extend to recreate on a paper plate.

Can you make a boat for the gingerbread girl to sail across the world in? Test out using different materials to find a way to make the gingerbread girl travel across the water tray. Look at waterproof materials.

Use world maps in the classrooms and an image of the gingerbread girl - where is she visiting today? - encourage children to name the continent she has visited each day. Write a postcard from the Gingerbread Girl/letters asking her to bring back something like Columbus.

Puppet theatre with story spoons/characters from the gingerbread girl and gingerbread man - children can revisit traditional tale along with the sequel text to compare and contrast. Coloured whiteboard pens to create story maps. Include toy animals to add to story inventions.

4 countries of the UK sorting activity. Pupils sort landmarks, flag, capital city names into the correct areas on a map of the UK.

Redesign the union jack flag, what would you include? Why? How does this represent the UK?

Children have access to google Earth/map on iPads/ IWB to look at the local area and places in the UK. Look at human and physical features.

- I use a full stop accurately.

Design and Technology

- understand where food comes from.
- I can explain how different food might be prepared.
- I can begin to talk about and demonstrate how to safely use equipment.

Geography

- I can name and locate the world's seven continents.
- I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.
- I can identify characteristics of the four countries of the United Kingdom.
- I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents studied at this key stage.
- I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

History

- I can appreciate that some famous people have helped our lives be better today. (Explorers - Christopher Columbus, Edith Cavell)

Art and Design

- They begin to have more control over the types of

travel the world visiting each continent (large scale world map outside).

Week 4

Lesson 1 - Brian Pollard and printing introduction. The children will find out information about the artist and what is meant by printing. They will say if they do or do not like a piece of art and give a reason. The children will be given time to complete printing exploration. The children will make their own collagraphs and stencils to try printing.

Lesson 2 - Plan the final piece. The children will use their understanding of printing to choose whether they would like to create a stencil or a collagraph for their final piece. They will decide on their mode of transport and think about colours and tools they will use for their final piece.

Lesson 3 - Final piece. The children will complete a final print following their plan on cartridge paper.

Lesson 4 - Evaluation. The class will look at all their peers' art work in a tabletop gallery and self or peer assess what has been successful and how they could improve their artwork.

week 5

lesson 1 - Children to plan a different version of the Gingerbread Girl. Children innovate their own version of events where the gingerbread girl visits another continent and meets animals from that continent to make the story their own. Children will complete a plot matrix.

Lesson 2+3 - Children to write their story from their plan.

week 6 and 7

Children learn about each Country of the UK with a focus on physical and human features. The children will create a flap book of each of the countries and each lesson label the map with the countries name and the capital city.

Lesson 1 - England

Human and physical features sorting using aerial photographs of different parts of the UK.

Make a picture viewer - what can you see? Is it a human or physical feature? Can you sketch what you see?

marks made with a range of media.

- They begin to experiment with a range of techniques using a pencil.
- They can create simple observational drawings of objects and people.
- They can explore and produce a range of patterns and textures using a variety of media.
- They can use tools and equipment competently and appropriately.

Lesson 2 - Wales

Lesson 3 - Scotland

Lesson 4 - Northern Ireland

Lesson 5 - To complete their learning, the children will learn about the seas around the United Kingdom. They will add labels to their map in their flipbook.

Lesson 6 - The children will focus on man-made structures from around the UK and evaluate why they are successful.

Lesson 7 - The children will complete experiments on everyday materials to discover their properties. They will record their findings.

Lesson 8 - The children will use what they have learnt about different materials to make their own structures of a landmark they know.

Lesson 9 - Evaluation. The class will look at all their peers' made structures in a table top gallery and self or peer assess what has been successful and how they could improve their structures.

British Values:

Democracy

Rule of law

Individual liberty

Mutual respect and tolerance

- Setting and learning to respect classroom rules, e-safety rules and school rules.
- Learning about the queen/king as a special person and the world we live in.

- Reinforced by the positive role models and interaction of staff at all levels and visiting members of the community
- Reinforced while learning our topic 'All about me' and noticing all our friends are different and unique, our likes and dislikes and celebrating those differences.