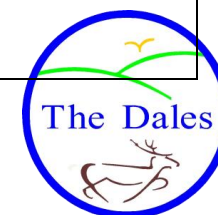


The Dales School – Upper School – Medium Term Plan - **Time**

Class: Cresswell	Term: Spring 1 2018	Theme/big idea: Time Machines
<p>Key questions:</p> <p>What time is it? Why do we need time? Can we travel through time? Where could we go? What has changed over time?</p>	<p>Vocabulary:</p> <p>Time Time zones Technology Past Future History</p>	
<p>Visits/Visitors</p> <p>Newcastle Airport Mr George’s Museum</p>	<p>Whole School/Seasonal events</p> <p>Creative Project Exhibition</p>	
<p>Family Learning</p> <p>Creative Project Exhibition</p>	<p>Learning in the garden</p> <p>Time trials: finding items, sorting items ‘against the clock’</p>	
<p>Learning in the house</p> <p>Big breakfast with joint class (Wallington Class)</p>	<p>Learning in the park/active zone</p> <p>Time trials: completing obstacle courses ‘against the clock’</p>	
<p>Learning in soft play</p> <p>Time trials: completing obstacle courses ‘against the clock’</p>	<p>Learning in the sensory room/sensory play</p> <p>Musical / sensory experiences across the ages. E.g. Medieval, prehistoric, Victorian eras</p>	
<p>Intervention activities</p>	<p>Other</p>	



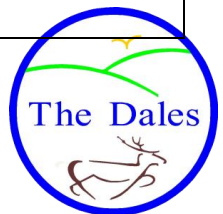
	Learning outcomes –National Curriculum statements	Possible learning opportunities and experiences	Enhanced continuous provision in the learning environment and routines
ENGLISH	<p>Reading NC Year 1:</p> <ul style="list-style-type: none"> - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - develop pleasure in reading, motivation to read, vocabulary and understanding - participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them <p>Writing NC Year 1:</p> <ul style="list-style-type: none"> - name the letters of the alphabet - apply simple spelling rules and guidance - sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 - write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher - develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words; joining words and joining clauses using and; beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; using a capital letter for names of people, places, the days of the week; and the personal pronoun 'I' 	<p>Power of Reading Focus text and comprehension questions - The Train Ride</p> <p>Writing letters to past / future</p> <p>Story openings and formats - “Once upon a time”, “Long, long, ago...”</p> <p>Exploring Old English - “Which words sound the same / different?”</p>	<p>Reading records and home school reading books</p> <p>Visuals and signs around the classroom.</p> <p>RWI display - ‘sound of the week’</p> <p>Interactive, communication friendly displays using children’s own work, own labels and titles and their phrases from learning.</p> <p>Variety of books, stories, non-fiction, rhymes, class books, catalogues, maps, comics newspapers focused around the topic of ‘time’</p> <p>Mark making opportunities: individual whiteboards, markers, rubbers. Pens, pencils, chalk, finger paint, fine motor activities, threading, beads, lacing</p>



<p style="text-align: center;">MATHS</p>	<p>Number NC Year 1:</p> <ul style="list-style-type: none"> - count, read and write numbers to 100 in numerals - count in multiples of twos, fives and tens given a number, identify one more and one less <p>Measurement NC Year 1:</p> <ul style="list-style-type: none"> - compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] - measure and begin to record the following: time (hours, minutes, seconds) - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 	<p>Telling the time to the hour / half hour / 5s of minutes</p> <p>Calculating distance in time</p> <p>Big Maths with jet packs - travelling, following directions</p> <p>Different calculations of time - analogue vs. digital</p>	<p>'Number zone' exploration of numeracy resources: Numicon shapes and templates, 2D/3D shapes, cubes, beads, coins, clocks, rulers, scales, play money, till, etc</p>
<p style="text-align: center;">SCIENCE</p>	<p>Working Scientifically NC Year 1:</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions 	<p>Exploring the solar system - 'light years' focus</p> <p>STEM sessions</p>	<p>Texts focusing on the solar system</p> <p>Sensory materials to explore small world planets</p>



<p style="text-align: center;">PSHE</p>	<p>Making Relationships EYFS 40-60+ months:</p> <ul style="list-style-type: none"> - Initiates conversations, attends to and takes account of what others say - Explains own knowledge and understanding, and asks appropriate questions of others - Takes steps to resolve conflicts with other children, e.g. finding a compromise <p>Managing Feelings and Behaviour EYFS 40-60+ months:</p> <ul style="list-style-type: none"> - Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. - Aware of the boundaries set, and of behavioural expectations in the setting. - Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy 	<p>Class routines</p> <p>Paired work with Wallington Class</p> <p>Visits to Haltwhistle Station and Mr George's Museum</p> <p>Creative Project Exhibition</p>	<p>Daily circle time / snack time routines</p> <p>Choose boards for activities</p> <p>Child's own display - with likes / dislikes, All About Me</p> <p>Emotional Literacy resources accessible to children</p>
<p style="text-align: center;">GEOGRAPHY & HISTORY</p>	<p>History NC KS1:</p> <ul style="list-style-type: none"> - changes within living memory – where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally - the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality <p>Human and Physical Geography NC KS1:</p> <ul style="list-style-type: none"> - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>History of PCs</p> <p>Visit to Haltwhistle Station and Mr George's Museum</p> <p>Geography throughout time - "Where is Dr Who?"</p>	<p>Texts focusing on the the wider world, maps, inventors</p> <p>Small world resources</p>



MUSIC	<p>Music NC KS1:</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Music across the ages - medieval music, variations in timing music</p>	<p>Sensory room access to a range of musical instruments - percussion, guitars, keyboards</p>
ART	<p>Art and Design NC KS1:</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Making a Tardis</p> <p>Making futuristic costumes</p> <p>Making jet packs for Big Maths</p>	<p>Opportunities in continuous provision: drawing, painting, play doh, junk modelling, sensory exploration, cutting, sticking</p>
D&T	<p>Design & Technology NC KS1:</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - explore and evaluate a range of existing products evaluate their ideas and products against design criteria - build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms in their products. 	<p>Exploration of Raspberry Pis</p> <p>VR experience across the ages</p> <p>Exploring everyday technology incorporating time - kettles, toasters, lights, ovens, microwaves, alarms, etc</p>	<p>Access to Raspberry Pi's when available</p> <p>Clocks</p> <p>Watches</p> <p>Cogs</p>



PE	<p>PE NC KS1:</p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p>Obstacle course time trials</p> <p>FMS time trials</p>	<p>In class: objects of various sizes, tweezers, stop watches</p> <p>In hall: hoops, tunnels, skipping ropes, balls, stop watches</p>
RE	<p>People and Communities EYFS ELG+:</p> <ul style="list-style-type: none"> - talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <p>Understanding the World EYFS ELG+:</p> <ul style="list-style-type: none"> - Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 	<p>Looking at Blyth through the ages - comparing / contrasting photos from the past and present</p>	<p>Texts focusing on the the local area, maps, notable people</p> <p>Small world resources</p>

