



Medium Term Plan Template

Principles:

The following are planned for and made explicit for all teachers teaching this unit - novice, expert, subject-specialists and non-subject specialists:

- Learning aims for each lesson/sequence of lessons (and how many lessons are needed for each learning aim)
- Prior learning that *should* be embedded from previous years/units/key stages
- Vocabulary to be explicitly taught and tested
- Specific knowledge to be retrieved in Do Now or other lesson tasks
- What new knowledge needs to be learned
- What potential misconceptions or gaps in knowledge need to be anticipated and addressed
- What teachers and students will do within the I Do/ We Do/ You Do structure
- Specific resources to use
- Which threshold concepts students should have mastered by the end of the unit (and whether these will be assessed formally)
- Where students will deepen their understanding of these concepts in future units



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Practice:

- The MTP template should be completed before completing the SOW by a subject teacher with the relevant expertise in teaching the unit
- The threshold concepts and learning aims should be set by the Subject Leader and communicated to the member of staff completing the MTP and SOW
- It can be separated into individual lessons or lesson sequences
- If organising as lesson sequences, indicate how many lessons would usually be needed to fulfill each learning aim
- You can add remove the blue rows according to how many lessons/learning aims you need (so it may increase to more than one slide)
- Content in the vocabulary column needs to be explicitly taught so the 'how' also needs referring to in the content and pedagogy section

Year group 1/Term:1 Drama Skills			
Focus/ learning aim/ no. of lessons	Tier 2+3 Vocabulary	Do Now Retrieval Interleaved content	Content (What) : Core/powerful knowledge, Misconceptions/gaps to address Pedagogy (How) : Lesson activities, I Do/We Do/You Do, Resources, Formative assessment
Prior learning		Students will have a variety of different experiences of drama at KS2, and extra curricular.	
LESSON 1: Drama Games	Deliberate vocabulary: Improvisation, freeze frame. Key vocab: Mime Facial expression Gesture collaboration	Do Now: What rules do we need to follow in drama to keep us safe?	Cold Call - What rules do we need to follow in drama to keep us safe? I Do - teacher demonstrates safe entry and being safe in drama. We Do - students will play a variety of drama games designed to ice break, work collaborately. Reflection on what skills we use in drama games and how they help us as actors?
LESSON 2: Using Voice	Deliberate vocabulary: Improvisation, freeze frame. Key vocab: Mime Facial expression Gesture Collaboration.	Do Now: Why do actors play games? What do we learn from games?	Cold Call – Why do actors play games? What do we learn from playing games? Classroom safety in drama? I Do – teacher explains and demonstrates the 5 P in voice work- projection, pitch, pronunciation, placing emphasis and pause. We Do - students will repeat after the teacher. You Do: Pair work, and small group work. <ul style="list-style-type: none"> React and create improvisations in different scenarios. Reflection on the 5 ps in drama.
LESSON 3: Freeze Frame	Deliberate vocabulary: Improvisation, freeze frame.	Do Now: Retrieval – The 5ps in voice work?	Cold Call – The 5ps in drama? How does the voice help the audience understand the character? What do we learn from playing games? Classroom safety in drama?