



Fairview Community Primary School

Medium Term Planner

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

Year Group: Reception  
Term 3

Critical Enquiry Questions:

- I wonder what the world was like when there were dinosaurs?
- I wonder where animals live and why they live there?

End of Unit Assessment Activity:

- Phonics assessment
- Using scissors effectively
- Discuss events in the past using the correct tense
- Talk about animals in detail and describe their characteristics and habitat
- Create a class fact book about dinosaurs
- Designing habitats for different animals

Wow moments:

- Wild Science
- Sharing Christmas photos
- Hooks – Sandpit fossil discovery, dinosaurs in classroom, pictures of our pets, spending time with Lenny

Term 3

|   | Week 1<br>(2 days)   | Week 2  | Week 3  | Week 4  | Week 5  | Week 6  |
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| <b>Communication &amp; Language:</b><br><br>Listening, Attention and Understanding<br><br>Speaking                          | Focus skills: <ul style="list-style-type: none"><li>• Listening during whole class carpet sessions</li><li>• Listening and responding to their peers in provision.</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Understand how to listen carefully and why listening is important.</li></ul> | Focus skills: <ul style="list-style-type: none"><li>• Using new vocabulary appropriately</li><li>• Using books to find information</li><li>• Recalling previously taught vocabulary</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary through the day.</li><li>• Engage in non-fiction books.</li></ul> | Focus skills: <ul style="list-style-type: none"><li>• Using new vocabulary appropriately in provision.</li><li>• Asking questions related to the topic</li><li>• Sharing what they know</li><li>• Checking understanding through questioning</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary through the day.</li><li>• Ask questions to find out more and to check they understand what has been said to them.</li><li>• Engage in non-fiction books.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul> | Focus skills: <ul style="list-style-type: none"><li>• Using new vocabulary appropriately</li><li>• Using books to find information</li><li>• Recalling previously taught vocabulary</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary through the day.</li><li>• Engage in non-fiction books.</li></ul>   | Focus skills: <ul style="list-style-type: none"><li>• Using new vocabulary appropriately in provision.</li><li>• Asking questions related to the topic</li><li>• Sharing what they know</li><li>• Checking understanding through questioning</li><li>• Talking about own experiences</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary through the day.</li><li>• Ask questions to find out more and to check they understand what has been said to them.</li><li>• Engage in non-fiction books.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul> | Focus skills: <ul style="list-style-type: none"><li>• Using the vocabulary learnt this term appropriately and in context</li><li>• Using non-fiction books to find information</li><li>• Talking about what they have learnt</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary through the day.</li><li>• Ask questions to find out more and to check they understand what has been said to them.</li><li>• Engage in non-fiction books.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul> |
| <b>Assessment Checkpoints</b>   |  |   |   |   |   |   |
| <b>Personal, social and emotional development</b><br><br>Self-Regulation<br><br>Managing Self<br><br>Building Relationships | No Jigsaw (2-day week)<br><br>Focus skills <ul style="list-style-type: none"><li>• Listening to others</li><li>• Work on perseverance and resilience</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li></ul> Development matters links  | <b>Jigsaw</b><br><br>To understand that if I persevere, I can tackle challenges<br><br>Provision:<br><br>Building card towers<br><br>Making towers out of building blocks that are a set hight<br><br>Making towers/shapes out of straws/ sticks and blue tac<br><br>Focus skills <ul style="list-style-type: none"><li>• Listening to others</li></ul>                               | <b>Jigsaw</b><br><br>To talk about a time when they didn't give up.<br><br>To set a goal they want to achieve<br><br>Provision:<br><br>Write goal in a football shape e.g. I want to write my name<br><br>I want to ride a bike<br><br>I want to learn to swim<br><br>I want to count to 100  | <b>Jigsaw</b><br><br>To use kind words to encourage people<br><br>Provision:<br><br>Look out and praise/ draw children's attention to other children using kind words in the classroom.<br><br>Focus skills <ul style="list-style-type: none"><li>• Listening to others</li><li>• Work on perseverance and resilience</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li></ul> Development matters links <ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li></ul> | <b>Jigsaw</b><br><br>To understand the link between what I learn now and the job I might want to do when I am older.<br><br>Provision:<br><br>Have pictures of people doing a variety of different jobs on the writing table. Children to draw a picture and write what they would like to be when they grow up e.g. I want to be a teacher.<br><br>Role play area -dressing up clothes- opportunities to act out different jobs.   | <b>Jigsaw</b><br><br>To say how I feel when I achieve my goal and to know what it means to feel proud.<br><br>Provision:<br><br>Make a medal and write something they can do that they are proud of. e.g. I can ride my bike or I can zip up my coat<br><br>Focus skills <ul style="list-style-type: none"><li>• Listening to others</li><li>• Work on perseverance and resilience</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li></ul>   |

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|  | <ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Build constructive and respectful relationships.</li><li>• Express their feelings and consider the feelings of others.</li><li>• Show resilience and perseverance in the face of challenge.</li><li>• Identify and moderate their own feelings socially and emotionally.</li><li>• Think about the perspectives of others.</li><li>• Manage their own needs.</li></ul>   | <ul style="list-style-type: none"><li>• Work on perseverance and resilience</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li></ul> <p>Development matters links</p> <ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Build constructive and respectful relationships.</li><li>• Express their feelings and consider the feelings of others.</li><li>• Show resilience and perseverance in the face of challenge.</li><li>• Identify and moderate their own feelings socially and emotionally.</li><li>• Think about the perspectives of others.</li><li>• Manage their own needs.</li></ul> | <p>Focus skills</p> <ul style="list-style-type: none"><li>• Listening to others</li><li>• Work on perseverance and resilience</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li></ul> <p>Development matters links</p> <ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Build constructive and respectful relationships.</li><li>• Express their feelings and consider the feelings of others.</li><li>• Show resilience and perseverance in the face of challenge.</li><li>• Identify and moderate their own feelings socially and emotionally.</li><li>• Think about the perspectives of others.</li><li>• Manage their own needs.</li></ul> | <ul style="list-style-type: none"><li>• Build constructive and respectful relationships.</li><li>• Express their feelings and consider the feelings of others.</li><li>• Show resilience and perseverance in the face of challenge.</li><li>• Identify and moderate their own feelings socially and emotionally.</li><li>• Think about the perspectives of others.</li><li>• Manage their own needs.</li></ul>                                     | <p>Small world figures of different occupations for role play</p> <p>Focus skills</p> <ul style="list-style-type: none"><li>• Listening to others</li><li>• Work on perseverance and resilience</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li></ul> <p>Development matters links</p> <ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Build constructive and respectful relationships.</li><li>• Express their feelings and consider the feelings of others.</li><li>• Show resilience and perseverance in the face of challenge.</li><li>• Identify and moderate their own feelings socially and emotionally.</li><li>• Think about the perspectives of others.</li><li>• Manage their own needs.</li></ul> | <p>Development matters links</p> <ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Build constructive and respectful relationships.</li><li>• Express their feelings and consider the feelings of others.</li><li>• Show resilience and perseverance in the face of challenge.</li><li>• Identify and moderate their own feelings socially and emotionally.</li><li>• Think about the perspectives of others.</li><li>• Manage their own needs.</li></ul> |
| Assessment Checkpoints   |   |   |   |  |   |  |
| Physical development- Gross Motor Skills and Fine Motor Skills | <p>Focus Skills:</p> <ul style="list-style-type: none"><li>• Handwriting</li><li>• Fine motor activities (Daily clever fingers)</li><li>• Yoga</li><li>• Outside activities (trim trail)</li><li>• Construction equipment</li></ul> <p>No PE this week.</p>   | <p>Focus Skills:</p> <ul style="list-style-type: none"><li>• Handwriting</li><li>• Fine motor activities (Daily clever fingers)</li><li>• Yoga</li><li>• Outside activities (trim trail)</li><li>• Construction equipment</li></ul> <p>PE:<br/>PE Hub- Speed, agility and travel unit 1 lesson 1<br/>To move indifferent directions. In PE the children will move forwards, backwards and sideways at speed improving speed by practice and demonstrating agility in a variety of games.</p>  | <p>Focus Skills:</p> <ul style="list-style-type: none"><li>• Handwriting</li><li>• Fine motor activities (Daily clever fingers)</li><li>• Yoga</li><li>• Outside activities (trim trail)</li><li>• Construction equipment</li></ul> <p>PE:<br/>PE Hub- Speed, agility and travel unit 1 lesson 2<br/>To keep our bodies safe in running games<br/>In PE the children will participate in chasing games safely and with control performing as part of a team in running games listening to and following instructions carefully.</p>   | <p>Focus Skills:</p> <ul style="list-style-type: none"><li>• Handwriting</li><li>• Fine motor activities (Daily clever fingers)</li><li>• Yoga</li><li>• Outside activities (trim trail)</li><li>• Construction equipment</li></ul> <p>PE:<br/>PE Hub- Speed, agility and travel unit 1 lesson 3<br/>To jump in different directions<br/>In PE the children will respond to cues to change direction and make choices about direction n games.</p> | <p>Focus Skills:</p> <ul style="list-style-type: none"><li>• Handwriting</li><li>• Fine motor activities (Daily clever fingers)</li><li>• Yoga</li><li>• Outside activities (trim trail)</li><li>• Construction equipment</li></ul> <p>PE:<br/>PE Hub- Speed, agility and travel unit 1 lesson 4<br/>To stop safely<br/>In PE the children will explore a variety of ways to start movement and explore different ways of stopping showing control.</p>   | <p>Focus Skills:</p> <ul style="list-style-type: none"><li>• Handwriting</li><li>• Fine motor activities (Daily clever fingers)</li><li>• Yoga</li><li>• Outside activities (trim trail)</li><li>• Construction equipment</li></ul> <p>PE:<br/>PE Hub- Speed, agility and travel unit 1 lesson 5<br/>To move at slow and fast speeds. In PE the children will recognise fast and slow movements and will perform as two fast moving animals and two slow moving animals.</p>                       |
|  | <p><b>Development matters links:</b></p> <ul style="list-style-type: none"><li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li><li>• Progress towards a more fluent style of moving, with developing control and grace.</li><li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li><li>• Combine different movements with ease and fluency</li><li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li><li>• Develop overall body-strength, balance, co-ordination and agility.</li><li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</li><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li></ul> |   |   |  |   |  |
| Assessment Checkpoints   |   |   |   |  |   |  |
| Literacy- Comprehension  | <p>Focus skills:</p> <ul style="list-style-type: none"><li>• Using their own experiences to write and talk about.</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>• What I did over Christmas</li><li>• Favourite part of the Panto</li></ul>   | <p>Focus skills:</p> <ul style="list-style-type: none"><li>• Children independently using taught vocabulary in their literacy activities</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>• Writing facts about Dinosaurs</li><li>• Writing own names (Sarasaurs)</li><li>• Labelling parts of the dinosaur</li><li>• What happened to the dinosaurs</li><li>• Making a fact book about chosen dinosaurs</li></ul>   |   | <p>Focus skills:</p> <ul style="list-style-type: none"><li>• Children independently using taught vocabulary in their literacy activities</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>• Writing facts about Pets</li><li>• How to care for pets</li><li>• Where do pets sleep</li><li>• Design and label a house for your pets</li></ul>  | <p>Focus skills:</p> <ul style="list-style-type: none"><li>• Children independently using taught vocabulary in their literacy activities</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>• Writing facts about Farm animals</li><li>• What do farm animals eat?</li><li>• Design a farm (homes for farm animals)</li></ul>  | <p>Focus skills:</p> <ul style="list-style-type: none"><li>• Children independently using taught vocabulary in their literacy activities</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>• Writing facts about different habitats and animals in different environments</li><li>• What do different animals eat?</li></ul>   |

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|                               | <p>Development matters links:</p> <ul style="list-style-type: none"><li>• Write their name</li><li>• Read individual letters by saying the sounds for them</li><li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li><li>• Form lower-case and capital letters correctly.</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul>   | <p>Development matters links:</p> <ul style="list-style-type: none"><li>• Write their name</li><li>• Read individual letters by saying the sounds for them</li><li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li><li>• Form lower-case and capital letters correctly.</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul>   |   | <p>Development matters links:</p> <ul style="list-style-type: none"><li>• Write their name</li><li>• Read individual letters by saying the sounds for them</li><li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li><li>• Form lower-case and capital letters correctly.</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul>  | <p>Development matters links:</p> <ul style="list-style-type: none"><li>• Write their name</li><li>• Read individual letters by saying the sounds for them</li><li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li><li>• Form lower-case and capital letters correctly.</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul>   |
| <b>Literacy- Word Reading</b> | <p>ELS Phonics:</p> <p>Week 1 – oo &amp; Recap of HRSW's</p> <p>Development matters links:</p> <ul style="list-style-type: none"><li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li><li>• Read a few common exception words matched to the school's phonic programme</li><li>• Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</li></ul>   | <p>ELS Phonics:</p> <p>Week 2 – ar, ur, oo &amp; or</p> <p>HRSW – they, all, are</p> <p>Development matters links:</p> <ul style="list-style-type: none"><li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li><li>• Read individual letters by saying the sounds for them</li><li>• Read a few common exception words matched to the school's phonic programme</li></ul>  | <p>ELS Phonics:</p> <p>Week 3 – ow, oi, ear, air</p> <p>Development matters links:</p> <ul style="list-style-type: none"><li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li><li>• Read individual letters by saying the sounds for them</li><li>• Read a few common exception words matched to the school's phonic programme</li></ul> | <p>ELS Phonics:</p> <p>Week 4 – ure, er, ow</p> <p>HRSW – ball, tall</p> <p>Development matters links:</p> <ul style="list-style-type: none"><li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li><li>• Read individual letters by saying the sounds for them</li><li>• Read a few common exception words matched to the school's phonic programme</li></ul>   | <p>ELS Phonics:</p> <p>Week 5 – Assesment Week &amp; review</p> <p>HRSW - when, what</p> <p>Development matters links:</p> <ul style="list-style-type: none"><li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li><li>• Read individual letters by saying the sounds for them</li><li>• Read a few common exception words matched to the school's phonic programme</li></ul>  |
| <b>Literacy- Writing</b>      | <p>No focus text</p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>• Forming letters correctly with a focus on handwriting</li><li>• Labelling pictures</li><li>• Writing all the sounds they can hear in each word.</li></ul> <p>Provison:</p> <ul style="list-style-type: none"><li>• What I did over Christmas</li><li>• Favourite part of the Panto</li></ul> <p>Development matters links:</p> <ul style="list-style-type: none"><li>• Write their name (for those that still need support)</li><li>• Form lower-case and capital letters correctly.</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul> | <p>Text: Dinosaur First Facts (and other non-fiction texts)</p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>• Forming letters correctly with a focus on handwriting</li><li>• Labelling pictures</li><li>• Writing all the sounds in words</li><li>• Begining to write simple captions</li><li>• Writing HRSW's independently</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>• Writing facts about Dinosaurs</li><li>• Writing own names (Sarasaurus)</li><li>• Labelling parts of the dinosaur</li><li>• What happened to the dinosaurs</li><li>• Making a fact book about chosen dinosaurs</li></ul> <p>Development matters links:</p> <ul style="list-style-type: none"><li>• Write their name (for those that still need support)</li><li>• Form lower-case and capital letters correctly.</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul> |   | <p>Text: Hairy Mclary from the Donaldson's Dairy</p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>• Forming letters correctly with a focus on handwriting</li><li>• Caption and simple sentence writing</li><li>• Writing HRSW's independently</li><li>• Writing character descriptions</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>• Writing facts about Pets</li><li>• How to care for pets</li><li>• Where do pets sleep</li><li>• Design and label a house for your pets</li></ul> <p>Development matters links:</p> <ul style="list-style-type: none"><li>• Write their name (for those that still need support)</li><li>• Form lower-case and capital letters correctly</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul> | <p>Text: What the Ladybird Heard</p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>• Forming letters correctly with a focus on handwriting</li><li>• Caption and simple sentence writing</li><li>• Writing HRSW's independently</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>• Writing facts about Farm animals</li><li>• What do farm animals eat?</li><li>• Design a farm (homes for farm animals)</li></ul> <p>Development matters links:</p> <ul style="list-style-type: none"><li>• Write their name (for those that still need support)</li><li>• Form lower-case and capital letters correctly.</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul> |

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| Word of the Day Vocabulary   | New Year<br>Pantomime   | Dinosaur<br>Carnivore<br>Herbivore<br>Omnivore<br>Predator   | Extinction<br>Meteor<br>Fossil<br>Excavate<br>Prehistoric   | Pets<br>Shelter<br>Aquarium<br>Vets<br>Groom   | Farming<br>Agriculture<br>Coop<br>Sty<br>Stable   | Habitat<br>Endangered<br>Mammals<br>Amphibians<br>Insects   |
| Assessment Checkpoints   |   |  |   | Can children write CVC words independently?  | ELS Phonics Assessments   |   |
| Mathematics-<br><br>Number<br><br><br>Numerical Patterns   | <b>Alive In Five – White Rose</b><br>Focus skills: <ul style="list-style-type: none"><li>Introduce zero</li><li>Find 0 to 5</li></ul> Provision: <ul style="list-style-type: none"><li>Sorting into zero and not zero</li></ul> Development matters links: <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Compare numbers.</li></ul>  | <b>Alive In Five – White Rose</b><br>Focus skills: <ul style="list-style-type: none"><li>Subitise 0 to 5</li><li>Represent 0 to 5</li><li>1 more</li></ul> Provision: <ul style="list-style-type: none"><li>Matching numerals and amounts presented in different ways</li><li>Paper plates subitising with dobbers</li><li>I spy in tuff spot</li><li>1 more towers with cubes</li></ul> Development matters links: <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Subitise</li><li>Link the number symbol (numeral) with its cardinal number value.</li><li>Compare numbers.</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li></ul>   | <b>Alive In Five – White Rose</b><br>Focus skills: <ul style="list-style-type: none"><li>1 less</li><li>Composition</li><li>Conceptual subitising to 5</li></ul> Provision: <ul style="list-style-type: none"><li>Paper plates 1 less</li><li>Matching amounts into numbered pots</li><li>1 more/1 less books</li></ul> Development matters links: <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Subitise</li><li>Link the number symbol (numeral) with its cardinal number value.</li><li>Compare numbers.</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li></ul> | <b>Mass and capacity – White Rose</b><br>Focus skills: <ul style="list-style-type: none"><li>Compare mass</li><li>Find a balance</li><li>Explore capacity</li><li>Compare capacity</li></ul> Provision: <ul style="list-style-type: none"><li>Scales</li><li>Balancing numicon</li><li>Capacity containers</li><li>Making cakes</li></ul> Development matters links: <ul style="list-style-type: none"><li>Compare length, weight and capacity.</li></ul>  | <b>Growing 6, 7, 8 – White Rose</b><br>Focus skills: <ul style="list-style-type: none"><li>Find 6, 7, 8</li><li>Represent 6, 7, 8</li><li>1 more</li><li>1 less</li><li>Composition of 6, 7, 8</li></ul> Provision: <ul style="list-style-type: none"><li>Ten frame with counters</li><li>Spinner 1 more</li><li>8 in the bed (with bears)</li></ul> Development matters links: <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Link the number symbol (numeral) with its cardinal number value.</li><li>Compare numbers.</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li></ul> | <b>Growing 6, 7, 8 – White Rose</b><br>Focus skills: <ul style="list-style-type: none"><li>Make pairs – odd and even</li><li>Double to 8 (find a double)</li><li>Double to 8 (make a double)</li><li>Combine 2 groups</li><li>Conceptual Subitising</li></ul> Provision: <ul style="list-style-type: none"><li>Pond/duck small word</li><li>Making pairs</li><li>Rolling doubles (dice)</li><li>Double painting</li></ul> Development matters links: <ul style="list-style-type: none"><li>Explore the composition of numbers to 10.</li><li>Compare numbers.</li></ul> |
| Assessment Checkpoints   |   |  | <ul style="list-style-type: none"><li>Can the children subitise to 5?</li><li>Can the children identify 1 more than a number to 5?</li></ul>  |  |   | <ul style="list-style-type: none"><li>Can children represent amounts to 8?</li><li>Can the children identify one more and one less than a number to 5?</li></ul>  |
| Understanding the World:<br><br>Past and Present<br><br>People, Culture and Communities<br><br>The Natural World | <b>Topic Focus:</b> What we did over the Christmas Holidays<br><br>Focus skills: <ul style="list-style-type: none"><li>To recall events that happened in the past and retell them in the present using the correct tense.</li><li>To discuss the celebration of Christmas and compare similarities and differences between our traditions and the traditions of our friends.</li></ul> Provision: <ul style="list-style-type: none"><li>Look at pictures of our Christmas holidays to discuss with the class.</li></ul> Development Matters Links: <ul style="list-style-type: none"><li>Comment on images of familiar situations in the past.</li><li>Understand that some places are special to members of their community.</li><li>Talk about members of their immediate family and community.</li></ul> | <b>Topic Focus:</b> Dinosaurs<br><br><b>Critical Question:</b> <i>I wonder what the world was like when there were Dinosaurs?</i><br><b>Home</b> – Look at our immediate environment<br><b>Near</b> – Look at what our country looked like in the past and now<br><b>Far</b> – Look at what the world looked like in the past and now<br><br>Focus skills: <ul style="list-style-type: none"><li>Talk about dinosaurs and how they lived in the past.</li><li>Learn what the Earth was like in Dinosaur times and compare it to what the Earth looks like now.</li><li>Discuss the concept of Extinction and what this means.</li><li>Learn about key differences between Carnivores, Herbivores and Omnivores.</li><li>Discover the names and characteristics of different types of Dinosaurs.</li></ul> Provision: <ul style="list-style-type: none"><li>Dinosaur small world play</li><li>Discover dinosaur fossils in the sandpit as a hook</li><li>Sort dinosaurs based on their characteristics e.g. diet</li></ul> Development Matters Links: <ul style="list-style-type: none"><li>Draw information from a simple map.</li><li>Recognise some environments that are different to the one in which they live.</li></ul> |   | <b>Topic Focus:</b> Animals<br><br><b>Critical Question:</b> <i>I wonder where animals live and why they live there?</i><br><b>Home</b> – Pets<br><b>Near</b> – Farm Animals<br><b>Far</b> – Animals in the Wild<br><br>Focus skills: <ul style="list-style-type: none"><li>Talk about our Pets and how we look after them.</li><li>Discover different Animal Habitats and why Animals might need to live in certain climates.</li><li>Learn about what different Animals need to survive.</li><li>Talk about the characteristics of different animals e.g. how many legs, patterns, whether they have fur or scales.</li><li>Learn how to respect our planet so that we can protect the animals</li></ul> Provision: <ul style="list-style-type: none"><li>Animal small world play</li><li>Look at pictures of our pets and discuss how we look after them</li><li>Sort animals bases on their characteristics e.g. habitat</li></ul> Development Matters Links: <ul style="list-style-type: none"><li>Recognise some similarities and differences between life in this country and life in other countries.</li><li>Explore the natural world around them.</li><li>Recognise some environments that are different to the one in which they live.</li></ul> |   |   |



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| Assessment Checkpoints   |  |  | Can children use the correct tense when talking about dinosaurs living in the past?  |  |  | Can children talk about an animal in some detail, describing characteristics and why they live in a particular habitat. |
| <div>Expressive Arts and Design</div> <div>Creating with Materials</div> <div>Being imaginative and expressive</div> | <div>Focus skills:</div> <ul style="list-style-type: none"><li>Developing stories in the role play area.</li><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li></ul> <div>Provision:</div> <ul style="list-style-type: none"><li>Paper and creative materials to make pictures of what we did at Christmas</li></ul> <div>Development matters links</div> <ul style="list-style-type: none"><li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>Create collaboratively, sharing ideas, resources and skills.</li><li>Develop storylines in their pretend play.</li></ul> | <div>Focus skills:</div> <ul style="list-style-type: none"><li>Developing stories in the role play area.</li><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Represent dinosaurs in a variety of creative ways using a range of materials.</li></ul> <div>Provision:</div> <ul style="list-style-type: none"><li>Straws and cotton buds to make dinosaur skeletons</li><li>Printing with 2D shapes to make dinosaurs</li><li>Creating with junk modelling to create dinosaur models</li><li>Paint and glitter</li><li>Natural resources to create dinosaur habitats</li><li>Scissor skills – dinosaur cutting</li><li>Playdough – to make dinosaurs</li><li>Pasta shape dinosaurs</li><li>Dinosaur small world play</li><li>Dinosaur hand painting</li></ul> <div>Development matters links</div> <ul style="list-style-type: none"><li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>Create collaboratively, sharing ideas, resources and skills.</li><li>Develop storylines in their pretend play.</li></ul> | <div>Focus skills:</div> <ul style="list-style-type: none"><li>Developing stories in the role play area.</li><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Represent animals in a variety of creative ways using a range of materials.</li></ul> <div>Provision:</div> <ul style="list-style-type: none"><li>Natural resources to create animal habitats</li><li>Scissor skills</li><li>Playdough – to make animals</li><li>Paint to create different habitat pictures and animals to go in them</li><li>Stuffed animals to have a pets picnic – paper and pens to draw food</li><li>Design a toy for their pet using junk modelling</li><li>Construction resources to create a home for the animals</li><li>Animal small world play</li></ul> <div>Development matters links</div> <ul style="list-style-type: none"><li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>Create collaboratively, sharing ideas, resources and skills.</li><li>Develop storylines in their pretend play.</li></ul> |  |  |   |
| Assessment Checkpoints   |  |  |  |  |  | Can children through different materials using scissors?  |



Fairview Community Primary School

Medium Term Planner

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

Year Group: Reception  
Term 4

**Critical Enquiry Questions:**  
I wonder what's in Space?  
I wonder what animals and plants need to grow?

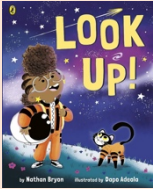
**End of Unit Assessment Activity:**  
Phonics assessment  
Retelling Space facts  
Talking about the life cycle of a plant  
Pixie Promises  
Leaflet about growing.

**Wow moments:**  
Science Dome – Space  
Eggs/chicks  
World Book Day  
Hooks – Space 'junk' in the Outside Classroom and a letter from an Astronaut & Children finding lots of gardening equipment in the classroom.

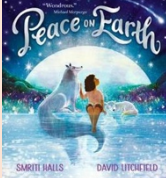

Term 4

|  | Week 1   | Week 2  | Week 3  | Week 4   | Week 5  | Week 6<br>(4 days)  |
|--|--|---|---|--|---|---|
| <b>Communication &amp; Language:</b><br><br>Listening, Attention and Understanding<br><br>Speaking   | Provision focus – Space<br><br>Focus skills: <ul style="list-style-type: none"><li>Listening to new vocabulary and using it appropriately – space</li><li>Asking questions during whole class teaching</li><li>Joining in with whole class reading – answering questions</li><li>Speaking in sentences to demonstrate understanding</li></ul><br>Development matters links: <ul style="list-style-type: none"><li>Learn new vocabulary.</li><li>Use new vocabulary through the day.</li><li>Ask questions to find out more and to check they understand what has been said to them.</li><li>Articulate their ideas and thoughts in well-formed sentences.</li><li>Engage in story times.</li></ul> | Provision focus – World Book Day/Science Week<br><br>Focus skills: <ul style="list-style-type: none"><li>Listening to stories and talking about what they have heard</li><li>Joining in with repeated phrases</li><li>Talking about favourite texts and why</li><li>Making predictions about science experiments</li><li>Speaking in sentences to talk about what is happening during science experiments and why</li></ul><br>Development matters links: <ul style="list-style-type: none"><li>Listen to and talk about stories to build familiarity and understanding.</li><li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li><li>Use new vocabulary in different contexts.</li><li>Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>Learn rhymes, poems and songs.</li><li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li></ul> |   |  | Provision focus - Growing<br><br>Focus skills: <ul style="list-style-type: none"><li>Being able to explain simple instructions e.g. how to grow a plant</li><li>Using non-fiction texts to find out about life cycles/growing</li><li>Speaking in sentences</li><li>Talk about the changes occurring (plants/eggs/chicks)</li></ul><br>Development matters links: <ul style="list-style-type: none"><li>Ask questions to find out more and to check they understand what has been said to them.</li><li>Engage in non-fiction books.</li><li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li><li>Connect one idea or action to another using a range of connectives.</li></ul> |   |
| <b>Assessment Checkpoints</b>  |  |   |   |  |   |   |
| <b>Personal, social and emotional development</b><br><br><b>Jigsaw –healthy me</b><br><br>Self-Regulation<br><br>Managing Self<br><br>Building Relationships | <b>Ask the children to bring in any certificates, badges etc they have been awarded for doing a sport- dancing, football, swimming, gymnastics etc</b><br><br>Jigsaw<br>To understand I need to exercise to keep my body healthy<br><br>Provision <ul style="list-style-type: none"><li>Children to choose a picture of their favourite sport to colour.</li><li>Draw a picture of them doing their favourite sport and</li></ul>  | Jigsaw<br>To know what happens to their bodies when they exercise.<br><br>Provision <ul style="list-style-type: none"><li>Outside - Encourage children to build an obstacle course. Children to complete the course and talk about how they feel when they have exercised.</li></ul><br>Focus skills  | Jigsaw<br>To know what the word healthy means and that some foods are healthier than others.<br><br>Provision<br>Make a fruit salad<br>Children to chop up fruit and add to a fruit salad.<br>Pictures of food to cut out and label to make a healthy plate of food or healthy lunch box.<br><br>Focus skills <ul style="list-style-type: none"><li>Listening to others</li><li>Turn taking</li><li>Continue to build relationships with others</li></ul> | Jigsaw<br>To know how to help myself go to sleep and why sleep is good for me.<br><br>Provision<br>Children to role play putting toys to bed<br>Draw and label what they do before they go to bed in order. E.g. have a bath, have a drink of milk, have a story, cuddle my teddy<br><br>Focus skills <ul style="list-style-type: none"><li>Listening to others</li><li>Turn taking</li><li>Continue to build relationships with others</li><li>Manage own needs</li><li>Demonstrate and recognise school values</li><li>Treating others with respect and kindness</li><li>Knowing what to do if someone does something they don't like.</li></ul> | Jigsaw<br>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.<br><br>Provision <ul style="list-style-type: none"><li>Put dolls in the water tray with bubble bath use toothbrushes, sponges, each to wash the dolls (if no dolls wash plastic animals)</li><li>Make wash your hands posters to put round the clock room to remind children when to wash their hands.</li></ul><br>Focus skills <ul style="list-style-type: none"><li>Listening to others</li><li>Turn taking</li><li>Continue to build relationships with others</li><li>Manage own needs</li><li>Demonstrate and recognise school values</li></ul>   | <b>Jigsaw</b><br>I know what a stranger is and how to stay safe if a stranger approaches me.<br><br>Focus skills <ul style="list-style-type: none"><li>Listening to others</li><li>Turn taking</li><li>Continue to build relationships with others</li><li>Manage own needs</li><li>Demonstrate and recognise school values</li><li>Treating others with respect and kindness</li><li>Knowing what to do if someone does something they don't like.</li></ul> |

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|  | <p>add a caption e.g. I like swimming etc</p> <p>Focus skills</p> <ul style="list-style-type: none"> <li>Listening to others</li> <li>Turn taking</li> <li>Continue to build relationships with others</li> <li>Manage own needs</li> <li>Demonstrate and recognise school values</li> <li>Treating others with respect and kindness</li> <li>Knowing what to do if someone does something they don't like.</li> </ul>  | <ul style="list-style-type: none"> <li>Listening to others</li> <li>Turn taking</li> <li>Continue to build relationships with others</li> <li>Manage own needs</li> <li>Demonstrate and recognise school values</li> <li>Treating others with respect and kindness</li> <li>Knowing what to do if someone does something they don't like.</li> </ul>   | <ul style="list-style-type: none"> <li>Manage own needs</li> <li>Demonstrate and recognise school values</li> <li>Treating others with respect and kindness</li> <li>Knowing what to do if someone does something they don't like.</li> </ul>   |   | <ul style="list-style-type: none"> <li>Treating others with respect and kindness</li> <li>Knowing what to do if someone does something they don't like.</li> </ul>   |  |
|  | <p>Development matters links</p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>  |  |   |   |  |  |
| Assessment Checkpoints   |   |  |   |   |  |  |
| Physical development- Gross Motor Skills and Fine Motor Skills | <p>Focus Skills:</p> <ul style="list-style-type: none"> <li>Handwriting</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Yoga</li> <li>Outside activities (trim trail, bikes, construction etc)</li> <li>Construction equipment</li> <li>Cutting skill</li> </ul> <p>PE-<br/>PE Hub gymnastics unit 1<br/>Lesson 1-<br/>L.I.- to move safely around a space.<br/>In PE the children will listen and respond appropriately to instructions, move in a variety of ways changing speed and direction and apply a simple understand of shape and space.</p> | <p>Focus Skills:</p> <ul style="list-style-type: none"> <li>Handwriting</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Yoga</li> <li>Outside activities (trim trail, bikes , large construction)</li> <li>Construction equipment</li> <li>Cutting skill</li> </ul> <p>PE<br/>PE hub gymnastics unit 1<br/>Lesson 2-<br/>LI to take off and land on two feet</p> <p>To jump and rebound on and off low apparatus<br/>Work with a partner to jump in unison.<br/>Create a simple jumping sequence.</p> | <p>Focus Skills:</p> <ul style="list-style-type: none"> <li>Handwriting</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Yoga</li> <li>Outside activities (trim trail, bikes, large construction)</li> <li>Construction equipment</li> <li>Cutting skills</li> </ul> <p>PE:<br/>PE Hub- gymnastics unit 1 lesson 3<br/>L.I. To balance and move balls and bean bags.</p> <p>In PE the children will balance beanbags on the body in as many ways as possible, move and roll a ball around the body with control and work as part of a team to transfer ball, beanbags and hoops</p> | <p>Focus Skills:</p> <ul style="list-style-type: none"> <li>Handwriting</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Yoga</li> <li>Outside activities (trim trail, bikes , large construction)</li> <li>Construction equipment</li> <li>Cutting skills</li> </ul> <p>PE:<br/>PE Hub- Gymnastics unit 1 lesson 4<br/>L.I. To travel on mats and benches.</p> <p>In PE the children will work on apparatus stations to develop travelling skills on various body parts.<br/>They will move over, around, through, under, on and off apparatus incorporating balances.</p> | <p>Focus Skills:</p> <ul style="list-style-type: none"> <li>Handwriting</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Yoga</li> <li>Outside activities (trim trail, bikes, large construction)</li> <li>Construction equipment</li> <li>Cutting skill</li> </ul> <p>PE:<br/>PE Hub-gymnastics unit 1 lesson 5<br/>L.I. To copy and repeat actions</p> <p>In PE the children will develop body awareness moving limbs together in isolation, show the ability to copy and repeat simple patterns, use basic equipment to demonstrate coordinated movement.</p> | <p>Focus Skills:</p> <ul style="list-style-type: none"> <li>Handwriting</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Yoga</li> <li>Outside activities (trim trail, bikes, large construction)</li> <li>Construction equipment</li> <li>Cutting skills</li> </ul> <p>PE:<br/>PE Hub- Gymnastics unit 1 lesson 6<br/>L.I. to perform simple shapes and balances<br/>In PE the children will discover and perform simple shapes and explore balancing in a variety of ways.</p> |

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|                                | <b>Development matters links:</b> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Combine different movements with ease and fluency</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul> |  |  |  |   |  |
| <b>Assessment Checkpoints</b>  |  |  | Can use scissor and cut out a simple shape – staying on the lines.   |  |   | Can travel in a variety of ways<br>Can hold a balance  |
| <b>Literacy- Comprehension</b> | Focus text: Look Up!<br><br>Focus skills: <ul style="list-style-type: none"> <li>Children to read back what they have written and make changes where necessary.</li> </ul> Whole class reading<br><br>1:1 reading<br><br>Development matters links: <ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Describes main story settings, events and principal characters in increasing detail.</li> <li>Is able to recall and discuss stories or information that has been read to them, or they have read themselves.</li> </ul>   |  | Focus text: Peace on Earth<br><br>Focus skills: <ul style="list-style-type: none"> <li>Children to read back what they have written and make changes where necessary.</li> </ul> Whole class reading<br><br>1:1 reading<br><br>Development matters links: <ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Describes main story settings, events and principal characters in increasing detail.</li> <li>Is able to recall and discuss stories or information that has been read to them, or they have read themselves.</li> </ul> |  | Focus text: The Tiny Seed<br><br>Focus skills: <ul style="list-style-type: none"> <li>Children to read back what they have written and make changes where necessary.</li> </ul> Whole class reading<br><br>1:1 reading<br><br>Development matters links: <ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Describes main story settings, events and principal characters in increasing detail.</li> <li>Is able to recall and discuss stories or information that has been read to them, or they have read themselves.</li> </ul> |  |
| <b>Literacy- Word Reading</b>  | ELS Phonics:<br><br>Week 1 – Review week<br><br>HRSW – said, so, have<br><br>Development matters links: <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences</li> <li>Read a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul>  | ELS Phonics:<br><br>Week 2 – Review week<br><br>HRSW – were, out, like<br><br>Development matters links: <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> <li>Read a few common exception words matched to the school's phonic programme</li> </ul> | ELS Phonics:<br><br>Week 3 – Review week<br><br>HRSW – some, come, there<br><br>Development matters links: <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> <li>Read a few common exception words matched to the school's phonic programme</li> </ul>   | ELS Phonics:<br><br>Week 4 – Review week<br><br>HRSW – little, one, do<br><br>Development matters links: <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> <li>Read a few common exception words matched to the school's phonic programme</li> </ul> | ELS Phonics:<br><br>Week 5 – Assessment Week & review<br><br>HRSW – children, love<br><br>Development matters links: <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> <li>Read a few common exception words matched to the school's phonic programme</li> </ul>  | ELS Phonics:<br><br>Week 6 – Review Week<br><br>Development matters links: <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> <li>Read a few common exception words matched to the school's phonic programme</li> </ul> |
| <b>Literacy- Writing</b>       | Text: <b>Look Up!</b><br><br> Focus skills:<br>Forming letters correctly with a focus on handwriting – letters same size, descenders<br>Consistently using finger spaces<br>Recording digraphs in independent writing<br>Caption and simple sentence writing<br>Writing HRSW's independently<br>Writing for different purpose – instructions   |  | Text: <b>Peace on Earth – World Book Day Whole School Focus Text</b><br><br><b>Literacy Tree Whole School Writing Root</b><br><br>Focus skills:<br>Forming letters correctly with a focus on handwriting – letters same size, descenders<br>Consistently using finger spaces<br>Recording digraphs in independent writing<br>Caption and simple sentence writing<br>Writing HRSW's independently<br>Writing for different purpose – instructions   |  | Text: <b>The Tiny Seed</b><br><br><b>Literacy Tree Writing Root</b><br><br>Focus skills:<br>Forming letters correctly with a focus on handwriting – letters same size, descenders<br>Consistently using finger spaces<br>Recording digraphs in independent writing<br>Caption and simple sentence writing<br>Writing HRSW's independently<br>Writing for different purpose – instructions   |  |



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| <br> | <p>Use phonics skills to write whole words independently</p> <ul style="list-style-type: none"><li></li></ul> <p>Provision:<br/>Eye spy something begin with... with telescopes<br/>Writing what we want to be when we grow up<br/>Meteor shower posters<br/>Space passports<br/>Letters to Rocket</p> <p><b>End of topic outcome:</b> Creating our own 'Look Up!' book cover with a caption, i.e. 'Come and see the Joshua hot-air-balloon race with me.'</p> <p>Development matters links:</p> <ul style="list-style-type: none"><li>Write recognisable letters, most of which are correctly formed;</li><li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li><li>Write simple phrases and sentences that can be read by others.</li><li>Form lower-case and capital letters correctly.</li><li>Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul> |   | <p>Use phonics skills to write whole words independently</p> <p>Provision:<br/>Writing simple captions about peace on earth<br/>Writing about how we can make school peaceful<br/>Making posters<br/>Creating symbols of peace<br/>Writing Pixie promises<br/>Prepare for 'Peace Party' - invitations, lists, decorations etc.</p> <p><b>End of topic outcome:</b> Writing 'Pixie Promises' - focus on writing simple captions and recording digraphs/HRSW independently.</p> <p>Development matters links:</p> <ul style="list-style-type: none"><li>Write recognisable letters, most of which are correctly formed;</li><li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li><li>Write simple phrases and sentences that can be read by others.</li><li>Form lower-case and capital letters correctly.</li><li>Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul>   |   | <p>Use phonics skills to write whole words independently</p> <p>Provision:<br/><ul style="list-style-type: none"><li>Writing labels for planted seeds</li><li>Writing captions to describe parts of the story</li><li>Writing instructions on how to plant a seed</li><li>Sound hunt for previously taught digraphs</li><li>Labelling plants</li><li>Creating information booklets</li></ul></p> <p><b>End of topic outcome:</b> Creating a booklet on growing (plants or chicks)– instructions, what they need to grow, why plants grow in different environments etc.</p> <p>Development matters links:</p> <ul style="list-style-type: none"><li>Write recognisable letters, most of which are correctly formed;</li><li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li><li>Write simple phrases and sentences that can be read by others.</li><li>Form lower-case and capital letters correctly.</li><li>Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul> |   |
| Word of the Day Vocabulary  | Telescope<br>Space<br>Astronaut<br>Star  | Meteor<br>Orbit<br>Solar system<br>Planet | Peace<br>Symbol<br>Hope<br>Emotions   | Soul<br>Promise<br>Gift<br>Charter                                | Linked to chicks:<br>Incubator<br>Hatching<br>Life cycle<br>Feathers  | Linked to plants:<br>Instruction<br>Plant<br>Seed<br>Environment                          |
| Assessment Checkpoints  |  |   |   | Can children write whole words using some digraphs independently? | ELS Phonics Assessments   | Can children form most lowercase letters correctly?                                       |
| Mathematics-<br><br>Number<br><br>Numerical Patterns  | <p><b>White Rose: Length, Height and Time</b></p> <p>Focus skills:<br/>Investigate length and height<br/>Compare length and height<br/>Begin to investigate time<br/>Use non-standard units of measure</p> <p>Provision:<br/>Investigate length using cubes as a means of measure<br/>Discover length/height in relation to us and our bodies<br/>Compare length and height using non-standard units of measure<br/>Build using resources and discuss their length/height<br/>Count how many times we can do an activity in one minute e.g. jumps</p> <p>Development matters links:</p> <ul style="list-style-type: none"><li>Compare length, weight and capacity.</li></ul>   |   | <p><b>White Rose: Building 9 and 10</b></p> <p>Focus skills:<br/>Recognise numbers to 10<br/>Compare numbers to 10<br/>Represent numbers to 10<br/>Find 1 more and 1 less than 10<br/>Conceptual subitising to 10<br/>Number bonds to 10<br/>Find and make doubles to 10<br/>Explore even and odd numbers</p> <p>Provision:<br/>Tens frames and objects such as counters/natural resources<br/>Dominoes – adding spots<br/>Number blocks / Cubes<br/>Singing counting nursery rhymes e.g. ten green bottles, one potato...two potato<br/>Explore numbers to 10 using numicon</p> <p>Development matters links:</p> <ul style="list-style-type: none"><li>Count objects, actions and sounds</li><li>Subitise</li><li>Link the numeral with its cardinal number value</li><li>Compare numbers</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers</li><li>Explore the composition of numbers to 10</li><li>Automatically recall number bonds for numbers 0–5 and some to 10</li></ul> |   | <p><b>White Rose: 3D Shapes</b></p> <p>Focus skills:<br/>Recognise and name 3D shapes<br/>Find 2D shapes within 3D shapes<br/>Use 3D shapes for tasks and find them in our environment<br/>Identify more complex patterns<br/>Copy and continue patterns<br/>Find more complex patterns in our environment</p> <p>Provision:<br/>Find and identify 3D shapes in a feely bag<br/>Sort 3D objects into the identifiable shape and objects in the environment<br/>Printing with 3D shapes to find 2D shapes<br/>Build constructions using 3D shapes<br/>Make and continue complex patterns using natural resources</p> <p>Development matters links:</p> <ul style="list-style-type: none"><li>Select, rotate and manipulate shapes to develop spatial reasoning skills</li><li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li><li>Continue, copy and create repeating patterns</li></ul>  |   |
| Assessment Checkpoints  |  |   | Can children recall some number bonds to 10?<br>Can children order and represent numbers to 10?   |   |   | Can children identify at least two 3D shapes?<br>Can children continue a complex pattern? |
| Understanding the World:<br><br>Past and Present<br><br>People, Culture and Communities<br><br>The Natural World  | <p><b>Topic Focus:</b> Space</p> <p><b>Critical question: I wonder what is in Space?</b><br/>Home – Learning about the planet earth and what makes it a good environment for living things<br/>Near – Learning about the moon, rocket ships and astronauts<br/>Far – Learning about our solar system, the sun and comparing different planets</p> <p>Focus skills:</p>   |   | <p><b>Topic Focus:</b> World Book Day – Peace on Earth</p> <p><i>No critical question – activities linked to text and focus areas for each class</i></p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>To talk about the story and what we liked about it.</li><li>To talk about members of our family and what 'peace' means to us.</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Sharing ideas and experiences regarding World Book Day</li></ul>  |   | <p><b>Topic Focus:</b> Growing</p> <p><b>Critical question: I wonder what animals and plants need to grow?</b><br/><b>Home</b> – What grows at home/school? And why?<br/><b>Near</b> – What grows in our local area? And why?<br/><b>Far</b> – What grows around the world? And why?</p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>To learn the process of planting a seed.</li><li>To learn what plants need to grow.</li><li>To look after our plants and our outside environment</li></ul>  |   |

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|  | <ul style="list-style-type: none"><li>To share facts we know about Space</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Listening to songs about Space</li><li>Space small world</li><li>Fact books about space</li></ul> <p>Development Matters Links:</p> <ul style="list-style-type: none"><li>Compare and contrast characters from stories, including figures from the past.</li></ul> <p>Explore the natural world around them.</p> <ul style="list-style-type: none"><li>Describe what they see, hear and feel whilst outside.</li><li>Recognise some environments that are different to the one in which they live.</li><li>Understand the effect of changing seasons on the natural world around them.</li></ul>   | <p>Development Matters Links:</p> <ul style="list-style-type: none"><li>Compare and contrast characters from stories, including figures from the past.</li><li>Explore the natural world around them.</li><li>Describe what they see, hear and feel whilst outside.</li><li>Recognise some environments that are different to the one in which they live.</li><li>Understand the effect of changing seasons on the natural world around them.</li></ul>  |   |  | <p>Provision:</p> <ul style="list-style-type: none"><li>Soil and seeds in the tuff tray</li><li>Planting our own seeds and taking care of the plants</li><li>Learning the lifecycle of a plant</li><li>Learning the different parts of plants</li></ul> <p>Development Matters Links:</p> <ul style="list-style-type: none"><li>Compare and contrast characters from stories, including figures from the past.</li><li>Explore the natural world around them.</li><li>Describe what they see, hear and feel whilst outside.</li><li>Recognise some environments that are different to the one in which they live.</li><li>Understand the effect of changing seasons on the natural world around them.</li></ul> |  |
| Assessment Checkpoints   |   | Can the children retell facts about Space?   |   |  |   | Can children talk about the process of planting a seed and what a plant needs to grow? |
| <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Being imaginative and expressive</p> | <p>Focus skills:</p> <ul style="list-style-type: none"><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Exploring different instruments in Music lessons.</li><li>Using various resources to create Space pictures</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Black card and white paint (splat painting)</li><li>Black card, glue and glitter</li><li>Cutting activities</li><li>Rocket making using junk modelling</li><li>Watercolour planets</li><li>Alien shape pictures</li><li>Space small world</li><li>Solar System pictures (using paints, chalks, pastels)</li><li>Hand painting</li></ul> <p>Development matters links</p> <ul style="list-style-type: none"><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>Create collaboratively, sharing ideas, resources and skills.</li><li>Listen attentively, move to and talk</li></ul> | <p>Focus skills:</p> <ul style="list-style-type: none"><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Exploring different instruments in Music lessons.</li><li>Creating layered pictures using different textures.</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Recreating pictures from Peace on Earth</li><li>Creating scenes using printing, painting, collaging.</li><li>Glitter pictures</li><li>Cutting and sticking activities</li><li>Portraits</li><li>Representing pictures of Peace and what it means to us (family, pets, happiness, friends, school etc)</li></ul> <p>Development matters links</p> <ul style="list-style-type: none"><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>Create collaboratively, sharing ideas, resources and skills.</li><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>Explore and engage in music making and dance, performing solo or in groups.</li></ul> | <p>Focus skills:</p> <ul style="list-style-type: none"><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Exploring different instruments in Music lessons.</li><li>Collaging using different resources</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Fruit and vegetable printing</li><li>Natural collaging using found resources</li><li>Natural printing (at Forest School)</li><li>Hand print flowers</li><li>Portraits using natural objects</li><li>Fork flower painting</li></ul> <p>Development matters links</p> <ul style="list-style-type: none"><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>Create collaboratively, sharing ideas, resources and skills.</li><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>Explore and engage in music making and dance, performing solo or in groups.</li></ul> |  |   |  |

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|                           | <div>about music,<br/>expressing their<br/>feelings and<br/>responses.</div> <ul style="list-style-type: none"><li>• Sing in a group or<br/>on their own,<br/>increasingly<br/>matching the pitch<br/>and following the<br/>melody</li><li>• Explore and<br/>engage in music<br/>making and<br/>dance, performing<br/>solo or in groups.</li></ul> |  |  |  |  |   |
| Assessment<br>Checkpoints |  |  |  |  |  | Can children talk about different aspects of<br>Music (pitch, tempo, rhythm etc). |