

## 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:** 5

## **Critical Enquiry Question:**

• I wonder what I can imagine

## End of Unit Assessment Activity:

- Phonics assessments each term
- Maths assessments each term
- Mini topic assessment checkpoints (questioning)

## Wow moments:

- Children's Choice Week
- The King's Coronation Celebrations

			• 1116	e King's Coronation Ce	lebrations	
		Term 5				
	Week 1 Fairy Tales Introduction	Week 2 Fairy Tales Introduction & You Choose Fairy Tales	Week 3 King's Coronation Celebration Fairy Tales The Gingerbread Man	Week 4 Fairy Tales Three Little Pigs & Little Red Riding Hood	Week 5 Fairy Tales Goldilocks and the Three Bears & The Three Billy Goats Gruff	Week 6 Children's Choice Week (individual classes to choose)
Communication & Language- Listening, Attention and Understanding	Focus skills  To listen carefully to fairy tale stories.  Listening to others ideas and to their teacher about Fairy Tales  Think about different Fairy Tale themes  Ask and answer questions about Fairy Tales  Understand that other people may have a different opinion and that is okay	Focus skills  To listen carefully to fairy tale stories.  Listening to others ideas and to their teacher about Fairy Tales  Think about different Fairy Tale themes  Ask and answer questions about Fairy Tales  Understand that other people may have a different opinion and that is okay  Development matters links  Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Connect one idea or action to another using a range of connectives.  Develop social phrases.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new	Focus skills  To listen carefully to facts about the King's Coronation  Listening to others ideas and to their teacher about the Royal Family  Ask and answer questions about the King's Coronation  Understand that other people may have a different opinion and that is okay	Focus skills  To listen carefully to fairy tale stories.  Listening to others ideas and to their teacher about Fairy Tales  Think about different Fairy Tale themes  Ask and answer questions about Fairy Tales  Understand that other people may have a different opinion and that is okay	Focus skills  To listen carefully to fairy tale stories.  Listening to others ideas and to their teacher about Fairy Tales  Think about different Fairy Tale themes  Ask and answer questions about Fairy Tales  Understand that other people may have a different opinion and that is okay	Focus skills  To listen carefully.  Listening to others ideas and to their teacher.  Ask and answer questions.  Understand that other people may have a different opinion and that is okay  Development matters links  Learn new vocabulary.  Use new vocabulary
	Development matters links  Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Connect one idea or action to another using a range of connectives.  Develop social phrases.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with	<ul> <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> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul>	Development matters links  Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Connect one idea or action to another using a range of connectives.  Develop social phrases.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Engage in nonfiction books.  Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and	Development matters links  Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Connect one idea or action to another using a range of connectives.  Develop social phrases.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with	Development matters links  Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Connect one idea or action to another using a range of connectives.  Develop social phrases.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and	through the day.  Ask questions to find out more and to check they understand what has been said to them.  Connect one idea or action to another using a range of connectives.  Develop social phrases.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Engage in nonfiction books.  Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.  Use talk to help work out problems and organise thinking
	new knowledge and vocabulary.  Use talk to help work out problems and		new knowleage and vocabulary.  • Use talk to help work out problems and organise thinking	new knowledge and vocabulary.  Use talk to help work out problems and	new knowledge and vocabulary.  • Use talk to help work out problems and	organise thinking and activities, and explain how things work and why they might happen.

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	organise thinking and		and activities, and to	organise thinking and	organise thinking and	<ul> <li>Listen carefully to</li> </ul>
	activities, and to		explain how things	activities, and to	activities, and to	rhymes and songs,
	explain how things		work and why they	explain how things	explain how things	paying attention to
	work and why they		might happen.	work and why they	work and why they	how they sound.
	might happen.		Listen carefully to	might happen.	might happen.	<ul> <li>Learn rhymes, poems</li> </ul>
	Listen carefully to		rhymes and songs,	Listen carefully to	Listen carefully to	and songs.
	rhymes and songs,		paying attention to	rhymes and songs,	rhymes and songs,	and congo
	paying attention to		how they sound.	paying attention to	paying attention to	
	how they sound.		Learn rhymes, poems	how they sound.	how they sound.	
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	Learn rhymes, poems		and songs.	Learn rhymes, poems	Learn rhymes, poems	
	and songs.			and songs.	and songs.	
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Communication	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills
& Language-	Speaking about	Speaking about favourite Fairy Tales	Speaking about	Speaking about		Using their vocal skills
Speaking	favourite Fairy Tales	Asking questions about Fairy Tales	favourite the	favourite Fairy Tales	<ul> <li>Speaking about</li> </ul>	to voice opinions
	Asking questions	Explaining what they know about different Fairy Tale stories	Coronation	Asking questions	favourite Fairy Tales	and contribute to
	about Fairy Tales	Voicing an opinion about likes and dislikes.	Asking questions	about Fairy Tales	<ul> <li>Asking questions</li> </ul>	discussions
	Explaining what they	<ul> <li>Use problem solving skills and discuss stories and activities.</li> </ul>	about the	Explaining what they	about Fairy Tales	<ul> <li>Ask and answer questions</li> </ul>
	know about different		Coronation	know about different	<ul> <li>Explaining what they</li> </ul>	•
	Fairy Tale stories		<ul> <li>Explaining what they</li> </ul>	Fairy Tale stories	know about different	<ul> <li>Use problem solving skills and discuss</li> </ul>
	<ul> <li>Voicing an opinion</li> </ul>	Development matters links	know about the	<ul> <li>Voicing an opinion</li> </ul>	Fairy Tale stories	
	about likes and	Learn new vocabulary.	Coronation	about likes and	Voicing an opinion	stories or activities
	dislikes.	Use new vocabulary through the day.	<ul> <li>Voicing an opinion</li> </ul>	dislikes.	about likes and	
	<ul> <li>Use problem solving</li> </ul>	Ask questions to find out more and to check they understand what has been said to them.	about likes and	<ul> <li>Use problem solving</li> </ul>	dislikes.	Development matters links
	skills and discuss	Connect one idea or action to another using a range of connectives.	dislikes.	skills and discuss		Learn new
	stories and activities.	Develop social phrases.	Use problem solving	stories and activities.	Use problem solving  skills and discuss	
		Retell the story, once they have developed a deep familiarity with the text; some as exact	skills and discuss		skills and discuss	vocabulary.
		repetition and some in their own words.	stories and activities.	Development matters links	stories and activities.	Use new vocabulary
	Development matters links	Engage in non-fiction books.	Jiones and delivines.	Learn new		through the day.
	Learn new	Listen to and talk about selected non-fiction to develop a deep familiarity with new		vocabulary.		Ask questions to find
	vocabulary.	knowledge and vocabulary.	Development matters links	Use new vocabulary		out more and to
	Use new vocabulary	,	Learn new	through the day.	Development matters links	check they
	through the day.	<ul> <li>Use talk to help work out problems and organise thinking and activities, and to explain how</li> </ul>	vocabulary.	-		understand what has
	,	things work and why they might happen.	Use new vocabulary	Ask questions to find	- Logra nov	been said to them.
	Ask questions to find	<ul> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	· · · · · · · · · · · · · · · · · · ·	out more and to	Learn new	<ul> <li>Connect one idea or</li> </ul>
	out more and to	Learn rhymes, poems and songs.	through the day.	check they	vocabulary.	action to another
	check they		Ask questions to find	understand what has	Use new vocabulary	using a range of
	understand what has		out more and to	been said to them.	through the day.	connectives.
	been said to them.		check they	<ul> <li>Connect one idea or</li> </ul>	<ul> <li>Ask questions to find</li> </ul>	Develop social
	<ul> <li>Connect one idea or</li> </ul>		understand what has	action to another	out more and to	phrases.
	action to another		been said to them.	using a range of	check they	Retell the story, once
	using a range of		Connect one idea or	connectives.	understand what has	·
	connectives.		action to another	Develop social	been said to them.	they have
	<ul> <li>Develop social</li> </ul>		using a range of	phrases.	<ul> <li>Connect one idea or</li> </ul>	developed a deep
	phrases.		connectives.	Retell the story, once	action to another	familiarity with the
	Retell the story, once		Develop social	they have	using a range of	text; some as exact
	they have		phrases.	developed a deep	connectives.	repetition and some
	developed a deep		Retell the story, once	familiarity with the	Develop social	in their own words.
	familiarity with the		they have	text; some as exact	phrases.	<ul> <li>Engage in non-</li> </ul>
	text: some as exact		developed a deep		Retell the story, once	fiction books.
	repetition and some		familiarity with the	repetition and some	· · · · · · · · · · · · · · · · · · ·	<ul> <li>Listen to and talk</li> </ul>
	in their own words.		text; some as exact	in their own words.	they have	about selected non-
			repetition and some	Engage in non-fiction	developed a deep	fiction to develop a
	Engage in non-fiction			books.	familiarity with the	deep familiarity with
	books.		in their own words.	<ul> <li>Listen to and talk</li> </ul>	text; some as exact	new knowledge and
	Listen to and talk		Engage in non-  finding to a larger	about selected non-	repetition and some	vocabulary.
	about selected non-		fiction books.	fiction to develop a	in their own words.	, .
	fiction to develop a		Listen to and talk	deep familiarity with	Engage in non-fiction	
	deep familiarity with		about selected non-	new knowledge and	books.	
	new knowledge and		fiction to develop a	vocabulary.	<ul> <li>Listen to and talk</li> </ul>	
	vocabulary.		deep familiarity with		about selected non-	
	Use talk to help work		new knowledge and	Use talk to help work	fiction to develop a	
	out problems and		vocabulary.	out problems and	deep familiarity with	
	organise thinking and		Use talk to help work	organise thinking and	new knowledge and	
	activities, and to		out problems and	activities, and to	vocabulary.	
	explain how things		organise thinking	explain how things	Use talk to help work	
	work and why they		and activities, and to	work and why they	out problems and	
			explain how things	might happen.	organise thinking and	
	might happen.		work and why they	<ul> <li>Listen carefully to</li> </ul>	activities, and to	
	Listen carefully to		1	rhymes and songs,	•	
	rhymes and songs,		might happen.	paying attention to	explain how things	
	paying attention to		Listen carefully to	how they sound.	work and why they	
	how they sound.		rhymes and songs,	<ul> <li>Learn rhymes, poems</li> </ul>	might happen.	
	Learn rhymes, poems		paying attention to	and songs.	Listen carefully to	
	and songs.		how they sound.		rhymes and songs,	
			Learn rhymes, poems		paying attention to	
			and songs.		how they sound.	
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		1			Learn rhymes, poems	
					and songs.	
Personal, social	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills
and emotional	Listening to others	Listening to others	Listening to others	Listening to others	Listening to others	Listening to others
development-	Work on     perseverance and	<ul> <li>Work on perseverance and resilience</li> <li>Continue to build relationships with others</li> </ul>	Work on perseverance and	Work on     perseverance and	Work on perseverance and	Work on     perseverance and
Self Regulation	resilience	Demonstrate and recognise school values	resilience	resilience	resilience	resilience
	Continue to build		Continue to build	Continue to build	Continue to build	Continue to build
	relationships with	Development matters links	relationships with	relationships with	relationships with	relationships with
	others  • Demonstrate and	<ul> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> </ul>	others  • Demonstrate and	<ul><li>others</li><li>Demonstrate and</li></ul>	<ul><li>others</li><li>Demonstrate and</li></ul>	others  • Demonstrate and
	recognise school	<ul> <li>Express their feelings and consider the feelings of others.</li> </ul>	recognise school	recognise school	recognise school	recognise school
	values	Show resilience and perseverance in the face of challenge.	values	values	values	values
		Identify and moderate their own feelings socially and emotionally.				
	Development matters links     See themselves as a	Think about the perspectives of others.	<ul> <li>Development matters links</li> <li>See themselves as a</li> </ul>	Development matters links     See themselves as a		<ul><li>Development matters links</li><li>See themselves as a</li></ul>
	valuable individual.	Manage their own needs.	valuable individual.	valuable individual.	Development matters links	valuable individual.
	Build constructive and		Build constructive and	Build constructive and		Build constructive and
	respectful relationships.		respectful relationships.	respectful relationships.	See themselves as a valuable individual.	respectful relationships.
	Express their feelings and		Express their feelings and	Express their feelings and	Build constructive and	Express their feelings and
	consider the feelings of others.		consider the feelings of others.	consider the feelings of others.	respectful relationships.	consider the feelings of others.
	Show resilience and		Show resilience and	Show resilience and	Express their feelings and	Show resilience and
	perseverance in the face		perseverance in the face	perseverance in the face	consider the feelings of	perseverance in the face
	of challenge.		of challenge.	of challenge.	<ul><li>others.</li><li>Show resilience and</li></ul>	of challenge.
	Identify and moderate		Identify and moderate	Identify and moderate	perseverance in the face	Identify and moderate
	their own feelings socially and emotionally.		their own feelings socially and emotionally.	their own feelings socially and emotionally.	of challenge.	their own feelings socially and emotionally.
	Think about the		Think about the	Think about the	Identify and moderate	Think about the
	perspectives of others.		perspectives of others.	perspectives of others.	their own feelings socially	perspectives of others.
	Manage their own needs.		<ul> <li>Manage their own needs.</li> </ul>	Manage their own needs.	<ul><li>and emotionally.</li><li>Think about the</li></ul>	Manage their own needs.
					perspectives of others.	
					<ul> <li>Manage their own needs.</li> </ul>	
Personal, social	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills
and emotional	Continue to manage own needs	<ul> <li>Continue to manage own needs</li> <li>Talk about resilience and what this means</li> </ul>	<ul> <li>Continue to manage own needs</li> </ul>	Continue to manage own needs	<ul> <li>Continue to manage own needs</li> </ul>	Continue to manage own needs
development- Managing Self	Talk about resilience	Consider their reactions in different situations	Talk about resilience	Talk about resilience	Talk about resilience	Talk about resilience
Managing seii	and what this means	To gain the skills to solve their own problems	and what this means	and what this means	and what this means	and what this means
	Consider their reactions in different	Development matters links	Consider their reactions in different	Consider their reactions in different	Consider their reactions in different	Consider their reactions in different
	situations	See themselves as a valuable individual.	situations	situations	situations	situations
	<ul> <li>To gain the skills to</li> </ul>	Build constructive and respectful relationships.	<ul> <li>To gain the skills to</li> </ul>	<ul> <li>To gain the skills to</li> </ul>	<ul> <li>To gain the skills to</li> </ul>	<ul> <li>To gain the skills to</li> </ul>
	solve their own	Express their feelings and consider the feelings of others.	solve their own problems	solve their own	solve their own	solve their own problems
	problems	<ul> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>	problems	problems	problems	problems
	Development matters links	<ul> <li>Think about the perspectives of others.</li> </ul>	Development matters links	Development matters links	Development matters links	Development matters links
	See themselves as a	Manage their own needs.	See themselves as a	See themselves as a	See themselves as a	See themselves as a
	<ul><li>valuable individual.</li><li>Build constructive and</li></ul>		<ul><li>valuable individual.</li><li>Build constructive and</li></ul>	<ul><li>valuable individual.</li><li>Build constructive and</li></ul>	<ul><li>valuable individual.</li><li>Build constructive and</li></ul>	valuable individual.  • Build constructive and
	respectful relationships.		respectful relationships.	respectful relationships.	respectful relationships.	respectful relationships.
	Express their feelings and		Express their feelings and	Express their feelings and	Express their feelings and	Express their feelings and
	consider the feelings of		consider the feelings of	consider the feelings of	consider the feelings of	consider the feelings of
	others.		others.	others.	others.	others.
	Show resilience and perseverance in the face		Show resilience and perseverance in the face	Show resilience and perseverance in the face	Show resilience and perseverance in the face	Show resilience and perseverance in the face
	of challenge.		of challenge.	of challenge.	of challenge.	of challenge.
	Identify and moderate		Identify and moderate	Identify and moderate	Identify and moderate	Identify and moderate
	their own feelings socially		their own feelings socially	their own feelings socially	their own feelings socially	their own feelings socially
	and emotionally.		and emotionally.	and emotionally.	<ul><li>and emotionally.</li><li>Think about the</li></ul>	<ul><li>and emotionally.</li><li>Think about the</li></ul>
	Think about the perspectives of others.		Think about the perspectives of others.	Think about the perspectives of others.	Inink about the perspectives of others.	Think about the perspectives of others.
	<ul> <li>Manage their own needs.</li> </ul>		<ul> <li>Manage their own needs.</li> </ul>	Manage their own needs.	<ul> <li>Manage their own needs.</li> </ul>	<ul> <li>Manage their own needs.</li> </ul>
				- Company		-
Personal, social	Focus skills	Focus skills  Continue to build relationships with others including adults in the classroom	Focus skills	Focus skills	Focus skills	Focus skills
and emotional	Continue to build relationships with	<ul> <li>Continue to build relationships with others including adults in the classroom</li> <li>To build effective relationships with new class members, and staff</li> </ul>	<ul> <li>Continue to build relationships with</li> </ul>	Continue to build relationships with	<ul> <li>Continue to build relationships with</li> </ul>	Continue to build relationships with
development- Building	others including	. o bolid olidoli. o lotalio. ships milition diaso mornodis, dira shan	others including	others including	others including	others including
Relationships	adults in the	Development matters links	adults in the	adults in the	adults in the	adults in the
	classroom  To build effective	<ul> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> </ul>	classroom  To build effective	<ul><li>classroom</li><li>To build effective</li></ul>	classroom  To build effective	classroom  To build effective
	relationships with	<ul> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> </ul>	relationships with	relationships with	relationships with	relationships with
	·	Show resilience and perseverance in the face of challenge.	·	· ·	1	·
		5110W resilience and perseverance in the race of challenge.				

	new class members,	Identify and moderate their own feelings socially and emotionally.	new class members,	new class members,	new class members,	new class members,
	and staff	<ul> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>	and staff	and staff	and staff	and staff
	Development matters links  • See themselves as a	Manage men ewitheeds.	Development matters links  See themselves as a	Development matters links  See themselves as a	Development matters links  See themselves as a	Development matters links  • See themselves as a
	valuable individual.		valuable individual.	valuable individual.	valuable individual.	valuable individual.
	Build constructive and  soon activity relationships		Build constructive and	Build constructive and	Build constructive and	Build constructive and
	respectful relationships.  • Express their feelings and		respectful relationships.  Express their feelings and	<ul><li>respectful relationships.</li><li>Express their feelings and</li></ul>	respectful relationships.  • Express their feelings and	<ul><li>respectful relationships.</li><li>Express their feelings and</li></ul>
	consider the feelings of		consider the feelings of	consider the feelings of	consider the feelings of	consider the feelings of
	<ul><li>others.</li><li>Show resilience and</li></ul>		others.     Show resilience and	<ul><li>others.</li><li>Show resilience and</li></ul>	<ul><li>others.</li><li>Show resilience and</li></ul>	<ul><li>others.</li><li>Show resilience and</li></ul>
	perseverance in the face		perseverance in the face	perseverance in the face	perseverance in the face	perseverance in the face
	of challenge.		of challenge.	of challenge.	of challenge.	of challenge.
	Identify and moderate     their own feelings socially		Identify and moderate their own feelings socially	Identify and moderate their own feelings socially	Identify and moderate     their own feelings socially	Identify and moderate their own feelings socially
	and emotionally.		and emotionally.	and emotionally.	and emotionally.	and emotionally.
	Think about the perspectives of others.		Think about the perspectives of others.	Think about the perspectives of others.	Think about the perspectives of others.	Think about the perspectives of others.
	Manage their own needs.		Manage their own needs.	Manage their own needs.	Manage their own needs.	Manage their own needs.
Physical	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills
development-	<ul> <li>Weekly PE</li> </ul>	Weekly PE	Weekly PE	Weekly PE	Weekly PE	Weekly PE
Gross Motor Skills	<ul><li>Handwriting</li><li>Fine motor activities</li></ul>	Handwriting     Fine motor activities	<ul><li>Handwriting</li><li>Fine motor activities</li></ul>	<ul><li>Handwriting</li><li>Fine motor activities</li></ul>	<ul><li>Handwriting</li><li>Fine motor activities</li></ul>	<ul><li>Handwriting</li><li>Fine motor activities</li></ul>
and Fine Motor Skills	<ul> <li>Yoga</li> </ul>	• Yoga	• Yoga	• Yoga	• Yoga	• Yoga
	Outside activities     (trim trail)	Outside activities (trim trail)  Development matters links	Outside activities (trim trail)	Outside activities     (trim trail)	Outside activities     (trim trail)	Outside activities (trim trail)
	Development matters links.	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling	Development matters links	Development matters links	Development matters links	Development matters links
	Revise and refine the fundamental movement	- walking - jumping - running - hopping - skipping - climbing	Revise and refine the fundamental movement	Revise and refine the fundamental movement	Revise and refine the fundamental movement	Revise and refine the fundamental movement
	skills they have already	<ul> <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</li> </ul>	skills they have already	skills they have already	skills they have already	skills they have already
	acquired: - rolling -	successfully with future physical education sessions and other physical disciplines including dance,	acquired: - rolling -	acquired: - rolling -	acquired: - rolling -	acquired: - rolling -
	crawling - walking - jumping - running -	gymnastics, sport and swimming.  Combine different movements with ease and fluency	crawling - walking - jumping - running -	crawling - walking - jumping - running -	crawling - walking - jumping - running -	crawling - walking - jumping - running -
	hopping - skipping -	Confidently and safely use a range of large and small apparatus indoors and outside, alone and	hopping - skipping -	hopping - skipping -	hopping - skipping -	hopping - skipping -
	climbing	in a group.	climbing	climbing	climbing	climbing
	<ul> <li>Progress towards a more fluent style of moving,</li> </ul>	<ul> <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</li> </ul>	<ul> <li>Progress towards a more fluent style of moving,</li> </ul>	<ul> <li>Progress towards a more fluent style of moving,</li> </ul>	<ul> <li>Progress towards a more fluent style of moving,</li> </ul>	<ul> <li>Progress towards a more fluent style of moving,</li> </ul>
	with developing control	physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a	with developing control	with developing control	with developing control	with developing control
	<ul><li>and grace.</li><li>Develop the overall body</li></ul>	good sleep routine - being a safe pedestrian.	<ul><li>and grace.</li><li>Develop the overall body</li></ul>	<ul><li>and grace.</li><li>Develop the overall body</li></ul>	<ul><li>and grace.</li><li>Develop the overall body</li></ul>	<ul><li>and grace.</li><li>Develop the overall body</li></ul>
	strength, co-ordination,	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	strength, co-ordination,	strength, co-ordination,	strength, co-ordination,	strength, co-ordination,
	balance and agility	and spoons.	balance and agility needed to engage	balance and agility	balance and agility	balance and agility
	needed to engage successfully with future	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	successfully with future	needed to engage successfully with future	needed to engage successfully with future	needed to engage successfully with future
	physical education	Develop confidence, competence, precision and accuracy when engaging in activities that	physical education	physical education	physical education	physical education
	sessions and other physical disciplines	involve a ball.	sessions and other physical disciplines	sessions and other physical disciplines	sessions and other physical disciplines	sessions and other physical disciplines
	including dance,	Develop the foundations of a handwriting style which is fast, accurate and efficient.	including dance,	including dance,	including dance,	including dance,
	gymnastics, sport and swimming.	Further develop the skills they need to manage the school day successfully: - lining up and	gymnastics, sport and swimming.	gymnastics, sport and swimming.	gymnastics, sport and swimming.	gymnastics, sport and swimming.
	Combine different	queuing - mealtimes - personal hygiene.	Combine different	Combine different	Combine different	Combine different
	movements with ease		movements with ease	movements with ease	movements with ease	movements with ease
	<ul><li>and fluency</li><li>Confidently and safely</li></ul>		<ul><li>and fluency</li><li>Confidently and safely</li></ul>	<ul><li>and fluency</li><li>Confidently and safely</li></ul>	<ul><li>and fluency</li><li>Confidently and safely</li></ul>	<ul><li>and fluency</li><li>Confidently and safely</li></ul>
	use a range of large and		use a range of large and	use a range of large and	use a range of large and	use a range of large and
	small apparatus indoors		small apparatus indoors	small apparatus indoors	small apparatus indoors	small apparatus indoors
	and outside, alone and in a group.		and outside, alone and in a group.	and outside, alone and in a group.	and outside, alone and in a group.	and outside, alone and in a group.
	Develop overall body-		Develop overall body-	Develop overall body-	Develop overall body-	Develop overall body-
	strength, balance, co- ordination and agility.		strength, balance, co- ordination and agility.	strength, balance, co- ordination and agility.	strength, balance, co- ordination and agility.	strength, balance, co- ordination and agility.
	Know and talk about the		Know and talk about the	Know and talk about the	Know and talk about the	<ul> <li>Know and talk about the</li> </ul>
	different factors that		different factors that	different factors that	different factors that	different factors that
	support their overall		support their overall	support their overall	support their overall	support their overall
	health and wellbeing: - regular physical activity -		health and wellbeing: - regular physical activity -	health and wellbeing: - regular physical activity -	health and wellbeing: - regular physical activity -	health and wellbeing: - regular physical activity -
	healthy eating -		healthy eating -	healthy eating -	healthy eating -	healthy eating -
	toothbrushing - sensible amounts of 'screen time' -		toothbrushing - sensible amounts of 'screen time'	toothbrushing - sensible amounts of 'screen time' -	toothbrushing - sensible amounts of 'screen time' -	toothbrushing - sensible amounts of 'screen time'
	having a good sleep		- having a good sleep	having a good sleep	having a good sleep	- having a good sleep
	routine - being a safe		routine - being a safe	routine - being a safe	routine - being a safe	routine - being a safe
	pedestrian.		pedestrian.	pedestrian.	pedestrian.	pedestrian.

	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.      Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.      Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.      Develop the foundations of a handwriting style which is fast, accurate and efficient.		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.      Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.      Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.      Develop the foundations of a handwriting style which is fast, accurate and efficient.	<ul> <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> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	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.      Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.      Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.      Develop the foundations of a handwriting style which is fast, accurate and efficient.	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.      Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.      Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.      Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.		Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.
Literacy- Comprehension	Focus skills  Understanding what they have read/heard  Listening and recalling  Sharing learning with others  Daily guided reading  Being able to re-tell Fairy Tales in their own words or though role play  Re-read their own work to ensure that it makes sense	Focus skills  • Understanding what they have read/heard • Listening and recalling • Sharing learning with others • Daily guided reading • Being able to re-tell Fairy Tales in their own words or though role play • Re-read their own work to ensure that it makes sense  Development matters links • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read a few common exception words matched to the school's phonic programme. • Form lower-case and capital letters correctly.	Focus skills  Understanding what they have read/heard  Listening and recalling  Sharing learning with others  Daily guided reading Being able to re-tell Fairy Tales in their own words or though role play  Re-read their own work to ensure that it makes sense	Focus skills  Understanding what they have read/heard Listening and recalling Sharing learning with others Daily guided reading Being able to re-tell facts about the Coronation in their own words or though role play Re-read their own work to ensure that it makes sense	Focus skills  Understanding what they have read/heard Listening and recalling Sharing learning with others Daily guided reading Being able to re-tell Fairy Tales in their own words or though role play Re-read their own work to ensure that it makes sense	Focus skills  • Understanding what they have read/heard  • Listening and recalling  • Sharing learning with others  • Daily guided reading  • Being able to re-tell stories in their own words or though role play  • Re-read their own work to ensure that it makes sense
	Development matters links  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter—sound correspondences.  Read a few common exception words matched to the school's phonic programme.  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Read some letter groups that each represent one sound and say sounds for them.  Read simple phrases and sentences made up of words with known letter—sound correspondences	<ul> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	Development matters links  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter—sound correspondences.  Read a few common exception words matched to the school's phonic programme.  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Read some letter groups that each represent one sound and say sounds for them.  Read simple phrases and sentences made up of words with known letter—sound correspondences	Development matters links  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter—sound correspondences.  Read a few common exception words matched to the school's phonic programme.  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Read some letter groups that each represent one sound and say sounds for them.  Read simple phrases and sentences made up of words with known letter—	Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.  Read some letter groups that each represent one sound and say sounds for them.  Read simple phrases and sentences made up of words with known letter—sound correspondences	Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences

and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case and capital letters correctly.  Write short sentences with words with known soundletter correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.		and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case and capital letters correctly.  Write short sentences with words with known soundletter correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.	sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case and capital letters correctly.  Write short sentences with words with known soundletter correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.	and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case and capital letters correctly.  Write short sentences with words with known soundletter correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.	and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case and capital letters correctly.  Write short sentences with words with known soundletter correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.
Literacy- Word Reading  Focus skills  CVC and CVCC word reading HRS words Daily phonics Reading decodable books  Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.  Read some letter groups that each represent one sound and say sounds for them.  Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Write short sentences with words with known sound- letter correspondences using a capital letter and full stop.	<ul> <li>Read a few common exception words matched to the school's phonic programme.</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> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	Focus skills  CVC and CVCC word reading HRS words Daily phonics Caption reading Simple phrases and sentences Reading decodable books  Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Focus skills  CVC and CVCC word reading HRS words Daily phonics Caption reading Simple phrases and sentences Reading decodable books  Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.  Read some letter groups that each represent one sound and say sounds for them.  Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. 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Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Focus skills  CVC and CVCC word reading HRS words Daily phonics Caption reading Simple phrases and sentences Reading decodable books  Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.		Re-read what they have written to check that it makes sense.	Re-read what they have written to check that it makes sense.	Re-read what they have written to check that it makes sense.	Re-read what they have written to check that it makes sense.
Literacy- Writing    CVC and CVCC word writing	Focus skills  Coption writing Lisbi Region of the Foliary Tales  Writing sentences relating to Fairy Tales Writing sentences relating to Fairy Tales Writing sentences relating the Fairy Tales Writing sentences and what they have learned to write their own Fairy Tale  Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read of the woomnon exception words matched to the school's phonic programme. From lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a tew exception words. Reveal these books to build up their confidence in word reading, their fluency and their undestanding and enjoyment. From lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Revead what they have written to check that it makes sense.	Focus skills  CVC and CVCC word writing Lists Caption writing Writing facts about the Royal Family and the celebrations Write a letter to the King Writing letters to someone  Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Write short sentences with words with known soundletter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Focus skills  CVC and CVCC word writing Lists Caption writing Writing sentences relating to Fairy Tales Write a re-telling of the Fairy Tales Write a re-telling of the Fairy Tales Use their imagination and what they have learned to write their own Fairy Tale  Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.  Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Write short sentences with words with known sound- letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Focus skills  CVC and CVCC word writing Lists Caption writing Lists Caption writing Writing sentences relating to Fairy Tales Write a re-telling of the Fairy Tales Write a re-telling of the Fairy Tales Use their imagination and what they have learned to write their own Fairy Tale  Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.  Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Write short sentences with words with known soundletter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Focus skills  CVC and CVCC word writing Lists Writing stories Labelling Use their imagination and what they have learned to write their own stories  Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Write short sentences with words with known soundletter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

Mathematics-	To 20 and Beyond	To 20 and Beyond	To 20 and Beyond	First, Then, Now	First, Then, Now	First, Then, Now
Number	Focus skills  • Building numbers	Focus skills  • Building numbers beyond 10	Focus skills  • Building numbers	Focus skills  • Adding more	Focus skills  • Adding more	Focus skills  • Adding more
	beyond 10	Counting patterns beyond 10	beyond 10	Taking away	Taking away	<ul><li>Adding more</li><li>Taking away</li></ul>
	Counting patterns		<ul> <li>Counting patterns</li> </ul>			i aliang away
	beyond 10	<ul> <li>Development matters links</li> <li>Count objects, actions and sounds.</li> </ul>	beyond 10	<ul><li>Development matters links</li><li>Count objects, actions</li></ul>	<ul><li>Development matters links</li><li>Count objects, actions</li></ul>	Development matters links
	Development matters links	Subitise	Development matters links	and sounds.	and sounds.	<ul> <li>Count objects, actions and sounds.</li> </ul>
	Count objects, actions	Link the number symbol (numeral) with its cardinal number value.	Count objects, actions	• Subitise	• Subitise	<ul><li>Subitise</li></ul>
	and sounds.	Count beyond ten.	and sounds.	Link the number symbol	Link the number symbol	Link the number symbol
	<ul><li>Subitise</li><li>Link the number symbol</li></ul>	Compare numbers.  Industry and the force more than force less than relationship between consecutive numbers.	<ul><li>Subitise</li><li>Link the number symbol</li></ul>	(numeral) with its cardinal number value.	(numeral) with its cardinal number value.	(numeral) with its cardinal
	(numeral) with its cardinal	<ul> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> </ul>	(numeral) with its cardinal		<ul> <li>Count beyond ten.</li> </ul>	number value.
	number value.	Automatically recall number bonds for numbers 0-10.	number value.	Compare numbers.	Compare numbers.	<ul><li>Count beyond ten.</li><li>Compare numbers.</li></ul>
	Count beyond ten.		Count beyond ten.	Understand the 'one	Understand the 'one	<ul> <li>Understand the 'one</li> </ul>
	<ul><li>Compare numbers.</li><li>Understand the 'one</li></ul>		<ul><li>Compare numbers.</li><li>Understand the 'one</li></ul>	more than/one less than' relationship between	more than/one less than' relationship between	more than/one less than'
	more than/one less than'		more than/one less than'	consecutive numbers.	consecutive numbers.	relationship between
	relationship between		relationship between	Explore the composition	Explore the composition	<ul><li>consecutive numbers.</li><li>Explore the composition</li></ul>
	consecutive numbers.		consecutive numbers.	of numbers to 10.	of numbers to 10.	of numbers to 10.
	<ul> <li>Explore the composition of numbers to 10.</li> </ul>		<ul> <li>Explore the composition of numbers to 10.</li> </ul>	Automatically recall  Automatically recall	Automatically recall  Automatically recall	Automatically recall
	Automatically recall		Automatically recall	number bonds for numbers 0-10.	number bonds for numbers 0-10.	number bonds for
	number bonds for		number bonds for	Tiorribors o To.	TIOTHESIS & TO.	numbers 0-10.
	numbers 0-10.		numbers 0-10.			
Mathematics-	Focus skills  • Spatial Reasoning –	Focus skills  • Spatial Reasoning – match, rotate, manipulate	Focus skills  • Spatial Reasoning –	Focus skills  • Spatial Reasoning –	Focus skills  • Spatial Reasoning –	Focus skills  • Spatial Reasoning –
Numerical Patterns	match, rotate,	- Spanar Reasoning Materi, Totale, Manipolate	match, rotate,	compose and	compose and	compose and
T dilettis	manipulate	Development matters links	manipulate	decompose	decompose	decompose
	Development matters links	<ul> <li>Continue, copy and create repeating patterns.</li> <li>Compare length, weight and capacity.</li> </ul>	Development matters links			Davida a sa sa ta sa tha sa Kala
	Continue, copy and		Continue, copy and	Development matters links	Development matters links	<ul><li>Development matters links</li><li>Continue, copy and</li></ul>
	create repeating	coloci, relate dila manapatan si apos in oraci ne de rotop spana.	create repeating	Continue, copy and create repeating	<ul> <li>Continue, copy and create repeating</li> </ul>	create repeating
	patterns.	<ul> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	patterns.	patterns.	patterns.	patterns.
	<ul> <li>Compare length, weight and capacity.</li> </ul>	William, jost as nombols cart.	Compare length, weight and capacity.	Compare length, weight	Compare length, weight	Compare length, weight
	Select, rotate and		Select, rotate and	and capacity.	and capacity.	and capacity.
	manipulate shapes in		manipulate shapes in	Select, rotate and	Select, rotate and	<ul> <li>Select, rotate and manipulate shapes in</li> </ul>
	order to develop spatial		order to develop spatial	manipulate shapes in order to develop spatial	manipulate shapes in order to develop spatial	order to develop spatial
	reasoning skills.		reasoning skills.	reasoning skills.	reasoning skills.	reasoning skills.
	Compose and		Compose and	Compose and	Compose and	Compose and
	decompose shapes so that children recognise a		decompose shapes so	decompose shapes so	decompose shapes so	decompose shapes so
	shape can have other		that children recognise a shape can have other	that children recognise a	that children recognise a	that children recognise a shape can have other
	shapes within it, just as		shapes within it, just as	shape can have other shapes within it, just as	shape can have other shapes within it, just as	shapes within it, just as
	numbers can.		numbers can.	numbers can.	numbers can.	numbers can.
	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills
Understanding the World- Past	Talk about old and	Talk about old and new fairy tales	Talk about old and	Talk about old and	Talk about old and	Compare and
and Present	new fairy tales	Discuss how life was different when the tales were written	new fairy tales	new fairy tales	new fairy tales	contrast our lives
	Discuss how life was different when the	Past and present Kings and Queens	Discuss how life was different when the	Discuss how life was different when the	<ul> <li>Discuss how life was different when the</li> </ul>	now, to those of the
	tales were written		tales were written	tales were written	tales were written	pasi
	Past and present	Development matters links	Past and present			Development matters links
	Kings and Queens	<ul> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> </ul>	Kings and Queens	Development matters links     Talk about members of	Development matters links     Talk about members of	Talk about members of their immediate family
		Comment on images of familiar situations in the past.	Development matters links	their immediate family	their immediate family	and community.
	Development matters links	Draw information from a simple map.	Talk about members of	and community.	and community.	Name and describe
	Talk about members of their immediate family	Understand that some places are special to members of their community.  Proposition that are only larger of the second places are special to members of their community.	their immediate family and community.	Name and describe  papelo who are familiar	Name and describe  papels who are familiar	people who are familiar
	and community.	<ul> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	Name and describe	people who are familiar to them.	people who are familiar to them.	<ul><li>to them.</li><li>Comment on images of</li></ul>
	Name and describe	<ul> <li>Explore the natural world around them.</li> </ul>	people who are familiar	Comment on images of	Comment on images of	familiar situations in the
	people who are familiar	Recognise some environments that are different to the one in which they live.	to them.	familiar situations in the	familiar situations in the	past.
	to them.  Comment on images of	Understand the effect of changing seasons on the natural world around them.	Comment on images of familiar situations in the	past.	past.	Draw information from a
	familiar situations in the	Compare and contrast characters from stories, including figures from the past.	past.	Draw information from a simple map.	<ul> <li>Draw information from a simple map.</li> </ul>	simple map.  • Understand that some
	past.		Draw information from a	<ul> <li>Understand that some</li> </ul>	<ul> <li>Understand that some</li> </ul>	places are special to
	Draw information from a		simple map.	places are special to	places are special to	members of their
	simple map.		Understand that some	members of their	members of their	community.
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	Understand that some		places are special to	,	community.	Recognise that people
	The state of the s		members of their community.	Recognise that people	Recognise that people	have different beliefs and
	Understand that some places are special to		members of their	,	· · · · · · · · · · · · · · · · · · ·	_ · · · · ·

	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Compare and contrast characters from stories, including figures from the past.	celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them.  Compare and contrast characters from stories, including figures from the past.	Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Compare and contrast characters from stories, including figures from the past.	Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Compare and contrast characters from stories, including figures from the past.	Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Compare and contrast characters from stories, including figures from the past.
Understanding the World-People, Culture and Communities	Focus skills  • Understanding that Fairy Toles are flictional  • Indication the Foiry Toles and how they are different to our lives flictional  • Tolk about the Foiry Toles and how they are different to our lives and culture of the times, to our culture now  Development matters links  • Tolk about members of their immediate family and community.  • Name and describe people who are familiar to them.  • Comment on images of the familiar structure to the familiar structure to the familiar structure to the mem.  • Comment on images of the familiar structure to the members of their immediate family and community.  • Recognise more granilar to them.  • Comment on images of the familiar structure to the members of their community.  • Recognise some environments that are different to the one in which they live.  • Drow information from a simple map.  • Understand that some places are special to members of their community.  • Recognise for people have different belies and celebrate special firms in different ways.  • Recognise some environments that are different ways.  • Recognise some environments that ore different to the one in which they live.  • Recognise some environments that ore different to the one in which they live.  • Recognise some environments that ore different to the one in which they live.  • Understand the effect of changing seasons on the natural world around them.  • Compare and contrast characters from stories, including figures from the past.	Focus skills  • Understanding that Fairy Tales are fictional • Talk about the Fairy Tales and how they are different to our lives • Compare the fashion and culture of the times, to our culture now  Development matters links • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. • Compare and contrast characters from stories, including figures from the	Focus skills  • Understanding significant figures in our country  • Learn about the traditions of the coronation • Learn about royal families in other countries  Development matters links • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. • Compare and contrast characters from stories, including figures from the past.	Focus skills  • Understanding that Fairy Tales are fictional • Talk about the Fairy Tales and how they are different to our lives • Compare the fashion and culture of the times, to our culture now  Development matters links • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. • Compare and contrast characters from stories, including figures from the	Focus skills  Discuss our individual likes and dislikes  Discuss our own family traditions  Compare and contrast our own family traditions to those of our peers  Development matters links  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Comment on images of familiar situations in the past.  Draw information from a simple map.  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in differences between life in this country and life in other countries.  Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them.  Compare and contrast characters from stories, including figures from the past.

Understanding the World- The Natural World	Focus skills  Discuss the importance of setting, and how this looks similar/different to our environment Discover different Fairy Tale settings  Development matters links Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Compare and contrast characters from stories, including figures from the past.	Focus skills  Discover different Fairy Tale setting, and how this looks similar/different to our environment Discover different Fairy Tale settings  Development matters links  Talk about members of their immediate family and community.  Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map.  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.  Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.  Compare and contrast characters from stories, including figures from the past.	Focus skills  Discuss the different locations for the King's Coronation  Development matters links  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Comment on images of familiar situations in the past.  Draw information from a simple map.  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them.  Compare and contrast characters from stories, including figures from the past.	Focus skills  Discuss the importance of setting, and how this looks similar/different to our environment Discover different Fairy Tale settings  Development matters links Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Compare and contrast characters from stories, including figures from the past.	Focus skills  Discuss the importance of setting, and how this looks similar/different to our environment Discover different Fairy Tale settings  Development matters links Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Compare and contrast characters from stories, including figures from the past.	Focus skills
Expressive Arts and Design-Creatiing with Materials	Focus skills  Creating pictures using different materials  Exploring texture  Return to and build on their previous skills  Development matters links  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Create collaboratively, sharing ideas, resources and skills.  Sing in a group or on their own, increasingly matching the pitch and following the melody	Focus skills	Focus skills  Creating pictures using different materials  Exploring texture  Return to and build on their previous skills  Development matters links  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Create collaboratively, sharing ideas, resources and skills.  Sing in a group or on their own, increasingly matching the pitch and following the melody	Focus skills  Creating pictures using different materials  Exploring texture  Return to and build on their previous skills  Development matters links  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Create collaboratively, sharing ideas, resources and skills.  Sing in a group or on their own, increasingly matching the pitch and	Focus skills  Creating pictures using different materials Exploring texture Return to and build on their previous skills  Development matters links Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and	Focus skills  Creating pictures using different materials  Exploring texture  Return to and build on their previous skills  Development matters links  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Create collaboratively, sharing ideas, resources and skills.  Sing in a group or on their own, increasingly matching the pitch and

	<ul> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Develop storylines in their pretend play.</li> </ul>		•	Explore and engage in music making and dance, performing solo or in groups.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Develop storylines in their pretend play.	•	Explore and engage in music making and dance, performing solo or in groups.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Develop storylines in their pretend play.	•	Explore and engage in music making and dance, performing solo or in groups.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Develop storylines in their pretend play.	•	Explore and engage in music making and dance, performing solo or in groups.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Develop storylines in their pretend play.
Expressive Arts and Design-Being imaginiative and expressive	Focus skills	Focus skills  Singing songs Role playing Dence Making up narratives in play Exploring musical instruments Exploring genre Recognising the sounds of instruments  Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, shoring ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Develop storylines in their pretend play.		Singing songs     Role playing     Dance     Making up narratives in play     Exploring musical instruments     Exploring genre     Recognising the sounds of instruments     Explore, use and refine a variety of artistic effects to express their ideas and feelings.     Create collaboratively, sharing ideas, resources and skills.     Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.     Return to and build on their previous learning, refining ideas and developing their ability to represent them.     Listen attentively, move to and talk about music, expressing their feelings and responses.     Watch and talk about dance and performance art, expressing their feelings in their pretend play.	De	Pocus skills  Singing songs Role playing Dance Making up narratives in play Exploring musical instruments Exploring genre Recognising the sounds of instruments Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings in their pretend play.	De	Cus skills  Singing songs Role playing Dance Making up narratives in play Exploring musical instruments Exploring genre Recognising the sounds of instruments Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings in their pretend play.	De •	music making and dance, performing solo or in groups.