



Fairview Community Primary School
Medium Term Planner

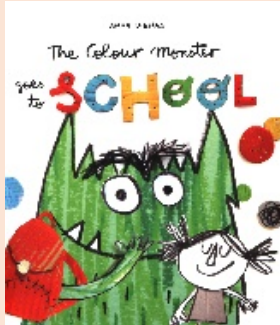
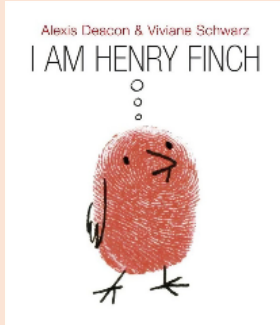
At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards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

Year Group: Reception
Term 1

- Critical Enquiry Questions:**
- I wonder what feelings are?
 - I wonder how feelings impact our actions?
- End of Unit Assessment Activity:**
- Baseline assessments
 - Phonics assessment
 - Writing initial sounds
- Wow moments:**
- First Day of School
 - Developing friendships
 - Learning the routines of the day
 - Developing independence
 - Little City

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
To Remember	3 days 9-12 First Day photos	Phased start – full time by Friday Children staying additional hour for RBA		RBA Monitoring Visit		Phonics Assessments	
Communication & Language: Listening, Attention and Understanding Speaking	<ul style="list-style-type: none">• 'Getting to know you' games• Describing games• Listening games <p>Development matters links:</p> <ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.	<p>Focus skills:</p> <ul style="list-style-type: none">• Listening games• Answering questions• Following instructions <p>Development matters links:</p> <ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.	<p>Focus skills:</p> <ul style="list-style-type: none">• Listening games• Answering questions• Following instructions• Learning new vocabulary about daily routines and classroom environments <p>Development matters links:</p> <ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.	<p>Focus skills:</p> <ul style="list-style-type: none">• Listening games• Answering questions• Following instruction• Learning new vocabulary about daily routines and classroom environments <p>Development matters links:</p> <ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.	<p>Focus skills:</p> <ul style="list-style-type: none">• Listening games• Beginning to answer questions in full sentences• Following instructions• Learning new vocabulary about daily routines and classroom environments• Remembering and joining in with songs and stories <p>Development matters links:</p> <ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.	<p>Focus skills:</p> <ul style="list-style-type: none">• Beginning to answer questions in full sentences• Following instructions• Learning new vocabulary about daily routines and classroom environments• Remembering and joining in with songs and stories <p>Development matters links:</p> <ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.	<p>Focus skills:</p> <ul style="list-style-type: none">• Beginning to answer questions in full sentences• Following instructions• Learning new vocabulary about daily routines and classroom environments• Remembering and joining in with songs and stories <p>Development matters links:</p> <ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.
Assessment Checkpoints			Are children able to listen without calling out?				Are children using full sentences to answer questions? Re-Cap Week 3 Assessment are children able to listen without calling out now?
Personal, social and emotional development Jigsaw –Being Me in My World Self-Regulation Managing Self Building Relationships	<p>Begin to discuss class expectations</p> <ul style="list-style-type: none">• Sitting on carpet• Hedgehog hands• Putting up hands to speak• Asking to go to the toilet• Hand washing• Linning up• Tidying up <p>Focus skills:</p> <ul style="list-style-type: none">• Managing emotions• Asking for help when needed• Managing own needs and wants (toiletting, washing hands)	<p>Jigsaw-Being Me in My World Piece 1- Who...me? L.I.- I understand how it feels to belong and that we are similar and different.</p> <p>Introduce the word "unique"- Discuss that we are all different but we all belong to our class.</p> <p>Focus skills:</p> <ul style="list-style-type: none">• Managing emotions• Asking for help when needed• Managing own needs and wants (toiletting, washing hands)	<p>Jigsaw- Being Me in My World Piece 2-How am I feeling today? L.I. I can start to recognise and manage my feelings.</p> <p>Recognise happy, sad, angry, excited expressions. Talk about when they felt different emotions. How could they help someone who is feeling sad?</p> <p>Focus Skills</p> <ul style="list-style-type: none">• Managing emotions• Asking for help when needed• Feelings Jars (Link to the Colour Monster- Literacy)• Managing own needs and wants	<p>Jigsaw- Being Me in My World Piece 3- Being at School L.I. I can work with others and consider other people's feelings.</p> <p>Talk about importance of sharing and putting resources away when we have used them. Reinforce we are all part of the class and we all need to work together.</p> <p>Focus Skills</p> <ul style="list-style-type: none">• Managing emotions• Asking for help when needed• Managing own needs and wants (toiletting, washing hands)• Turn taking	<p>Jigsaw- Being Me in My World Piece 4-Gentle Hands L.I. I understand why it is good to be kind and use gentle hands.</p> <p>Use text "Hands are not for hitting" as a basis for discussion. Talk about uses our words and not our hand to stop people doing things that we don't like.</p> <p>Focus skills</p> <ul style="list-style-type: none">• Managing emotions• Asking for help when needed• Managing own needs and wants (toiletting, washing hands)	<p>Jigsaw- Being Me in My World Piece 5 – Our Rights L.I. I understand that all children in my class have the right to learn and play.</p> <p>Look at pictures and talk about what the children are doing. Play what if game. Reinforce that everyone has the right to be play and learn at school. Talk about how following our classroom rules means everyone can play and learn at school.</p> <p>Focus skills</p> <ul style="list-style-type: none">• Managing emotions• Asking for help when needed• Managing own needs and wants (toiletting, washing hands)• Turn taking• Sharing• Being kind to others	<p>Jigsaw- Being Me in My World Piece 6- Our Responsibilities L.I. I am learning what being responsible means.</p> <p>Talk about what it means to be responsible (everyone is having fun and learning)-looking after our things, sitting on the carpet and listening, tidying up etc</p> <p>Focus skills</p> <ul style="list-style-type: none">• Managing emotions• Asking for help when needed• Managing own needs and wants (toiletting, washing hands)

		Provision <ul style="list-style-type: none"> • Role play • Small world • construction • Book corner • Take photos of the children playing with a toy or in an area they like. Children to write own name (with support if needed) 	(toiletting, washing hands) <ul style="list-style-type: none"> • Turn taking • Beginning to understand class rules/routines Provision <ul style="list-style-type: none"> • Mirrors for the children to explore making faces to show different emotions • Pictures showing different emotions for the children to sort. 	<ul style="list-style-type: none"> • Sharing • Beginning to understand class rules/routines Provision <ul style="list-style-type: none"> • Timer to encourage tidying up quickly. • Dojo's for those children who tidy up well 	<ul style="list-style-type: none"> • Turn taking • Sharing • Being kind to others • Beginning to understand class rules/routines Provision <ul style="list-style-type: none"> • Hand templates to decorate • Adult to take pictures of children doing kind/useful thing with their hands 	<ul style="list-style-type: none"> • Beginning to understand class rules/routines Provision <ul style="list-style-type: none"> • Range of activities available for children to explore-focus on rights of all children to use resources happily 	<ul style="list-style-type: none"> • Turn taking • Sharing • Being kind to others • Beginning to understand class rules/routines Provision <ul style="list-style-type: none"> • Range of activities available for children to explore-focus on responsibility
	Development matters links <ul style="list-style-type: none"> • See themselves as a valuable individual • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. 						
Assessment Checkpoints				Are children able to come into the classroom happily? Are children able to treat other children with kindness and respect?			Are children able to follow rules and routines the majority of the time?
Physical development- Gross Motor Skills and Fine Motor Skills PE- PE Hub Body Management unit 1	No PE lesson Focus Skills: <ul style="list-style-type: none"> • Fine & Gross motor activities • Dailey Busy Fingers • Walking feet indoors • Crossing legs on the carpet Provision: <ul style="list-style-type: none"> • Tweezers • Mark making • construction 	PE-L.I To balance a beanbag <ul style="list-style-type: none"> • Balance a beanbag on different body parts. • Change direction while balancing a beanbag • Move through obstacles balancing a beanbag Focus skills: <ul style="list-style-type: none"> • Fine & Gross motor activities • Dailey Busy Fingers • Walking feet indoors • Crossing legs on the carpet Provision: <ul style="list-style-type: none"> • Construction • Mark making • Threading • tweezers • Playdough • Outside activities - large construction, bike, trim trail, sand, water 	PE-L.I.-To move through hoops in different ways <ul style="list-style-type: none"> • Move through hoops using a variety of movements • Work with others and practice moving through hoops • Follow pathways through hoops Focus skills: <ul style="list-style-type: none"> • Fine motor activities • Walking feet indoors • Crossing legs on the carpet • Dailey busy fingers • Using a tripod grip when mark making • Gross motor activities Provision: <ul style="list-style-type: none"> • Construction • Mark making • Threading • tweezers • Playdough • Outside activities - large construction, bike, trim trail, sand, water • handwriting 	PE-To reach and stretch to get equipment <ul style="list-style-type: none"> • Reach and stretch to retrieve and place objects • Move equipment form one place to another • Play within a context of a relay Focus skills: <ul style="list-style-type: none"> • Fine motor activities • Walking feet indoors • Dailey busy fingers • Using a tripod grip when mark making • Gross motor activities - yoga, climbing, balancing, sand water Provision: <ul style="list-style-type: none"> • Construction • Mark making • Threading • tweezers • Playdough • Outside activities - large construction, bike, trim trail, sand, water • handwriting 	PE –To make bridges with our bodies <ul style="list-style-type: none"> • Stretch and stride across different distances and change direction • Create bridges and tunnels with our bodies • Work with others to travel through tunnels Focus skills: <ul style="list-style-type: none"> • Fine motor activities • Dailey Busy Fingers • Consistently using a tripod grip when mark making • Gross motor activities Provision: <ul style="list-style-type: none"> • Construction • Mark making • Threading • tweezers • Playdough • Outside activities - large construction, bike, trim trail, sand, water • handwriting 	PE-To travel over and under apparatus <ul style="list-style-type: none"> • Negotiate high and low apparatus travelling over and under. • Use a variety of ways to travel over apparatus • Lay out objects for their partner to retrieve Focus skills: <ul style="list-style-type: none"> • Fine motor activities • Dailey Busy Fingers • Consistently using a tripod grip when mark making • Gross motor activities Provision: <ul style="list-style-type: none"> • Construction • Mark making • Threading • tweezers • Playdough • Outside activities - large construction, bike, trim trail, sand, water • handwriting 	PE-To make shapes with our bodies <ul style="list-style-type: none"> • Create shapes with our bodies • Work with a partner to create shapes • Link more than one shape together Focus skills: <ul style="list-style-type: none"> • Fine motor activities- construction, threading, mark making, cutting with scissors, play dough etc • Dailey Busy Fingers • Using a tripod grip when mark making • Gross motor activities - yoga, climbing, balancing, bikes, sand, water Provision: <ul style="list-style-type: none"> • Construction • Mark making • Threading • Tweezers • handwriting • Playdough • Outside activities - large construction, bike, trim trail, sand, water
	Development matters links: <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 						
Assessment Checkpoints			Are the children sitting crossed legged on the carpet for a short period of time? Can they navigate the space safely?				Are the children using a tripod grip consistently?
Literacy- Comprehension	Baseline Assessments Focus skills: <ul style="list-style-type: none"> • Listening and attention 	Text: The Colour Monster Goes to School Focus skills: <ul style="list-style-type: none"> • Talking about what they have read/listened to • Ability to articulate their ideas clearly 			Text: I am Henry Finch Focus skills: <ul style="list-style-type: none"> • Talking about their own thoughts • Talking about what they have read/listened to • Ability to articulate their ideas clearly 		

	<ul style="list-style-type: none">Responding to questions about storiesJoining in with repeated phrasesSinging nursery rhymesRecognising nameWriting name <p>Provision:</p> <ul style="list-style-type: none">Name writing practiseMark makingPlaying games to learn classmates namesSelection of books in book cornersHome corner to develop narrativesSmall world to develop language and vocabulary	<ul style="list-style-type: none">Ability to use new vocabulary correctly and in contextListening during whole class and group activitiesAnswering questions <p>Provision:</p> <ul style="list-style-type: none">Home corner to develop narrativesBooks available to explore independentlySmall worldIntroducing 'Word of the day'Turn taking games – listening and talking to classmates <p>Development Matters links:</p> <ul style="list-style-type: none">Demonstrate understanding of what has been read to them and ask questions.Use and understand recently introduced vocabulary.Understand how to listen carefully and why listening is important.Learn new vocabulary.Use new vocabulary through the day.			<ul style="list-style-type: none">Ability to use new vocabulary correctly and in contextListening during whole class and group activitiesAnswering questionsMaking links between text and own experiences <p>Provision:</p> <ul style="list-style-type: none">Henry Finch cut outs to add to small worldText available during provisionSpeech bubble templates – developing vocabularyTurn taking games <p>Development Matters links:</p> <ul style="list-style-type: none">Demonstrate understanding of what has been read to them and ask questions.Use and understand recently introduced vocabulary.Understand how to listen carefully and why listening is important.Learn new vocabulary.Use new vocabulary through the day.		
Literacy- Word Reading	<p>Development matters links:</p> <ul style="list-style-type: none">Demonstrate understanding of what has been read to them and ask questions.Use and understand recently introduced vocabulary.	<p>ELS Phonics:</p> <p>Week 2- s, a, t, p</p> <p>Development matters links:</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Read word consistent with phonic knowledge by sound blending.	<p>ELS Phonics:</p> <p>Week 3- l, n, m, d</p> <p>HRS- l, the, no</p> <p>Development matters links:</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Read word consistent with phonic knowledge by sound blending.	<p>ELS Phonics:</p> <p>Week 4- g, o, c, k</p> <p>HRS- put, of, is</p> <p>Development matters links:</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for themRead word consistent with phonic knowledge by sound blending.	<p>ELS Phonics:</p> <p>Week 4- ck, e, u, r</p> <p>HRS- to, go, into</p> <p>Development matters links:</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for themRead word consistent with phonic knowledge by sound blending.	<p>ELS Phonics:</p> <p>Week 5- ss & assess and review</p> <p>HRS- pull</p> <p>Development matters links:</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Read word consistent with phonic knowledge by sound blending.	<p>ELS Phonics:</p> <p>Week 6- h, b, f, l</p> <p>HRS- as, his</p> <p>Development matters links:</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for themRead word consistent with phonic knowledge by sound blending.
Literacy- Writing	<div></div> <div></div>	<p>Text: The Colour Monster and The Colour Monster Goes to School</p> <p>Focus skills:</p> <ul style="list-style-type: none">Mark making with a purposeHolding writing tools using the tripod gripName writing – independently or with name cardsWriting initial soundsDeveloping fine motor skills <p>Provision:</p> <ul style="list-style-type: none">Different opportunities for mark making – variety of mark making tools (pens/pencils/crayons/chalk)NotepadsWhiteboards and pensCovering the tablePhonics practiseColour moster labellingWriting/drawing different feelings/emotionsDrawing pictures <p>Possible end of topic outcome: Writing initial sounds – linked to feelings/activities from the book/child led writing</p> <p>Development Matters Links:</p> <ul style="list-style-type: none">Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently.			<p>Text: I am Henry Finch</p> <p>Focus skills:</p> <ul style="list-style-type: none">Mark making with a purposeHolding writing tools using the tripod gripName writing – independently or with name cardsWriting initial sounds – taught in PhonicsDeveloping fine motor skills – Busy Fingers <p>Provision:</p> <ul style="list-style-type: none">Different opportunities for mark making – variety of mark making tools (pens/pencils/crayons/chalk)NotepadsWhiteboards and pensPhonics practiseBlank speech bubblesFinger print birdsOpportunities to talk about ideas – adults to scribeDrawing and labelling pictures <p>Possible end of topic outcome: Name writing – I am 'ADD" Finch – focus on letter formation (with or without name cards)</p> <p>Development Matters Links:</p> <ul style="list-style-type: none">Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently.		
Word of the Day Vocabulary		Happiness Sadness Anger Fear Calm	Emotions Feelings Friend Rules	Exhausted Excited Proud Nervous	Morning Afternoon Evening Night	Flock Racket Thought Dived	Silent Hunt Creature Flew
Assessment Checkpoints				Can children identify the initial sounds in words?		Phonics Assessments	Can children record the initial sounds in words (taught in Phonics)?
Mathematics- Number	No Direct Maths Teaching due to Phased Transition Provision:	No Direct Maths Teaching due to Phased Transition Provision:	White Rose: Match, Sort and Compare Focus skills:	White Rose: Match, Sort and Compare Focus skills:	NCETM Maths Mastery: Subitising Focus skills:	NCETM Maths Mastery: Counting, Cardinality and Ordinality	NCETM Maths Mastery: Composition

Numerical Patterns	<ul style="list-style-type: none">• Use tweezers to transport and count objects into containers• Counting objects• Making simple colour patterns	<ul style="list-style-type: none">• Play various games and puzzles• Use multilink cubes to represent Numberblocks characters• Create colour patterns• Play with dominoes	<ul style="list-style-type: none">• Finding objects that are the same• Match objects together from a group• Organise objects into sets• Explore sorting techniques <p>Provision:</p> <ul style="list-style-type: none">• Play matching games such as snap• Match pictures of objects to real life objects• Organise objects into sets e.g. food objects• Sort objects into types <p>Development matters links:</p> <ul style="list-style-type: none">• Count objects, actions and sounds• Compare numbers	<ul style="list-style-type: none">• Sort objects in different ways e.g. by size or colour• Explore sorting techniques• Create sorting rules• Comparing amounts <p>Provision:</p> <ul style="list-style-type: none">• Sort different natural resources• Sort buttons by their colour/size/shape• Sort the children in the class based on different rules e.g. colour team, hair colour <p>Development matters links:</p> <ul style="list-style-type: none">• Count objects, actions and sounds• Compare numbers	<ul style="list-style-type: none">• Subitise 1 and 2• Subitise within 3• Represent quantities on fingers• Identify sub-groups of 1, 2 and 3 within larger arrangements <p>Provision:</p> <ul style="list-style-type: none">• Practice subitising up to 3• Create subitising patterns for friends using 1, 2 or 3 objects• Practice subitising using dot cards <p>Development matters links:</p> <ul style="list-style-type: none">• Subitise <p>Space, Shape and Measure: Repeating Patterns (Monday)</p> <p>Focus skills:</p> <ul style="list-style-type: none">• Copy and continue repeating colour patterns in the ABAB format• Challenge ourselves to copy and continue AAB patterns <p>Provision:</p> <ul style="list-style-type: none">• Threading beads• Compare bears <p>Development matters links:</p> <ul style="list-style-type: none">• Continue, copy and create repeating patterns	<p>Focus skills:</p> <ul style="list-style-type: none">• Hear and join in with counting songs• Understand that counting tells us 'how many'• Know that the last number in the count tells us its value (cardinality)• Count each object, action or sound only once <p>Provision:</p> <ul style="list-style-type: none">• Sort items by counting how many of each there are• Count with 1:1 correspondence• See numbers 1, 2 and 3 within larger groups of objects• Use musical instruments to count sounds <p>Development matters links:</p> <ul style="list-style-type: none">• Count objects, actions and sounds <p>Space, Shape and Measure: Size – Big and Small (Monday)</p> <p>Focus skills:</p> <ul style="list-style-type: none">• Visually seeing differences between big and small objects <p>Provision:</p> <ul style="list-style-type: none">• Teddy Bear's Picnic and food – big and small – to sort <p>Development matters links:</p> <ul style="list-style-type: none">• Compare length, weight and capacity	<p>Focus skills:</p> <ul style="list-style-type: none">• Know that 2 is made of 1 and 'another 1'• Make collections of objects and identify the 1's• Identify when a collection is composed of 3 objects• Identify when a collection is composed of 3 or NOT 3• See that 4 can be made of 4 1's <p>Provision:</p> <ul style="list-style-type: none">• Compose numbers of cubes using the multilink• Thread pipe cleaners with beads in collections of 1, 2 or 3• Make repeated collections of 1, 2 or 3 with natural resources• Explore numbers to 4 using numberblocks characters <p>Development matters links:</p> <ul style="list-style-type: none">• Count objects, actions and sounds• Explore the composition of numbers to 10 <p>Space, Shape and Measure: Mass – Heaviest and Lightest</p> <p>Focus skills:</p> <ul style="list-style-type: none">• Compare the mass of objects and determine which is the heaviest/lightest <p>Provision:</p> <ul style="list-style-type: none">• Balance scales• Become a human balance scale to weigh objects with our hands <p>Development matters links:</p> <ul style="list-style-type: none">• Compare length, weight and capacity

Assessment Checkpoints							Can children subitise up to 3? Can children count up to 3 with 1:1 correspondence?
Understanding the World: Past and Present People, Culture and Communities The Natural World		Topic Focus: The Colour Monster goes to School <i>Critical question: I wonder what feelings are?</i> Home – How I feel at home Near – How I feel at school Far – How others are feeling Focus skills: <ul style="list-style-type: none">• Turn taking games• Sharing stories about our summer holidays• Making friends and building relationships• Talking about our families and home life• How our home life may be different to others (pets, step-families, grandparents, cousins)• Learning about our emotions and why we feel the way we feel Provision: <ul style="list-style-type: none">• Drawing families and homes• Talking about emotions and thinking why we feel the way we do• Choosing how we feel and explaining why we feel that way• Learning the golden rules Development Matters Links: <ul style="list-style-type: none">• Talk about members of their immediate family and community• Name and describe people who are familiar to them• Explore the natural world around them.• Describe what they see, hear and feel whilst outside.• Compare and contrast characters from stories, including figures from the past.• Understand the effect of changing seasons on the natural world around them			Topic Focus: I am Henry Finch <i>Critical question: I wonder how feelings impact our actions?</i> Home – How our actions affect our family Near – How our actions affect our school Far – How our actions affect the planet Focus skills: <ul style="list-style-type: none">• Talking about friendships and relationships we have developed since starting school• Talking about how our emotions may affect others (what happens when we are happy, sad, angry)• Looking at changes in the environment- making sure we look after the environment and what happens when we don't. Provision: <ul style="list-style-type: none">• Learning to look after the environment• Drawing pictures of different environemtns and how to look after them• Listening to others talk about their feelings• Turn taking games Development Matters Links: <ul style="list-style-type: none">• Talk about members of their immediate family and community• Name and describe people who are familiar to them• Explore the natural world around them.• Describe what they see, hear and feel whilst outside.• Compare and contrast characters from stories, including figures from the past.• Understand the effect of changing seasons on the natural world around them		
Assessment Checkpoints							
Expressive Arts and Design Creating with Materials Being imaginative and expressive	Focus skills: Introducing new resources – setting up activities so that children become aware of the resources available to them. Home corner – developing stories Provision: <ul style="list-style-type: none">• First day handprint Development matters links Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play.	Focus skills: Paint – using effectively in different ways (colour mixing, large scale outside, water paints, different tools e.g. toothbrushes, cotton buds, forks etc.) Taking care of own paintings and other people's (using the drying rack appropriately) Home corner – developing stories Provision: <ul style="list-style-type: none">• Colour monster paint pictures (different colour each day)• Colour mixing Development matters links: Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play.	Focus skills: Pencils/Pens – using effectively in different ways (drawing, colouring, mark making, stencils) Home corner – developing stories Provision: <ul style="list-style-type: none">• Creating own colour monster• Experimenting with different textures to draw on Development matters links: Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Focus skills: Collaging– using effectively in different ways (tissue paper, fabrics, ribbons, cotton wool, sticks, pom poms) Home corner – developing stories Provision: <ul style="list-style-type: none">• Collaging using different materials• Natural collaging Development matters links: Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Focus skills: Crayons/Chalk – using effectively in different ways (smudging, stencils, rubbings, on different textures) Home corner – developing stories Provision: <ul style="list-style-type: none">• Chalk smugding• Crayon and watercolour paint pictures Development matters links: Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Focus skills: Cutting/sticking – using effectively in different ways (cutting different resources, glue, cellotape, masking tape, attaching different resources – sequins, glitter etc.) Home corner – developing stories Provision: <ul style="list-style-type: none">• Gluing, taping and stapling• Collaging with glitter and sequins• Junk modelling Development matters links: Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Focus skills Malleable materials – using effectively in different ways (playdough, clay, cutting, rolling, manipulating, making from scratch, mark making) Home corner – developing stories Provision: <ul style="list-style-type: none">• Clay or plasticine models• Cutting activities• Junk modelling Development matters links: Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Assessment Checkpoints							



Fairview Community Primary School
Medium Term Planner

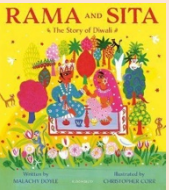
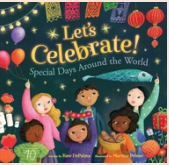

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards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


Year Group: Reception
Term 2

- Critical Enquiry Questions:**
- I wonder why the weather is changing?
 - I wonder what and how different people celebrate?
- End of Unit Assessment Activity:**
- Phonics assessment
 - Writing initial sounds
 - Writing CVC words
 - Can children create/understand a part-part-whole of numbers to 5?

- Wow moments:**
- Autumn Walk
 - Halloween dress up
 - Making Diva lamps
 - Walk to the post box
 - Class mascot parties
 - Christmas performance
 - Santa visit

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Communication & Language: Listening, Attention and Understanding Speaking	Focus skills: <ul style="list-style-type: none">• Knowing the names of peers• Using adjectives• Listening carefully Development matters links: <ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Learn new vocabulary.	Focus skills: <ul style="list-style-type: none">• Knowing the names of peers• Using adjectives• Listening carefully Development matters links: <ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Learn new vocabulary.	Nursery Rhymes: <ul style="list-style-type: none">• Twinkle Twinkle Little Star• Old Macdonald• The Big Ship Sails• Incy Wincy Spider• 5 Currant Buns Focus skills: <ul style="list-style-type: none">• Listening games• Answering questions• Following instructions• Learning new vocabulary about daily routines and classroom environments Development matters links: <ul style="list-style-type: none">• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.	Focus skills: <ul style="list-style-type: none">• Listening games• Answering questions• Following instructions• Learning new vocabulary about daily routines and classroom environments Development matters links: <ul style="list-style-type: none">• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.	Focus skills: <ul style="list-style-type: none">• Beginning to answer questions in full sentences• Following instructions• Learning new vocabulary about daily routines and classroom environments• Remembering and joining in with songs and stories Development matters links: <ul style="list-style-type: none">• Listen carefully to rhymes and songs, paying attention to how they sound.	Focus skills: <ul style="list-style-type: none">• Beginning to answer questions in full sentences• Following instructions• Learning new vocabulary about daily routines and classroom environments• Remembering and joining in with songs and stories Development matters links: <ul style="list-style-type: none">• Listen carefully to rhymes and songs, paying attention to how they sound.	Focus skills: <ul style="list-style-type: none">• Beginning to answer questions in full sentences• Following instructions• Learning new vocabulary about daily routines and classroom environments• Remembering and joining in with songs and stories Development matters links: <ul style="list-style-type: none">• Learn rhymes, poems and songs.	Focus skills: <ul style="list-style-type: none">• Beginning to answer questions in full sentences• Following instructions• Learning new vocabulary about daily routines and classroom environments• Remembering and joining in with songs and stories Development matters links: <ul style="list-style-type: none">• Learn rhymes, poems and songs.
Assessment Checkpoints						Can the children use new vocabulary in context?		
Personal, social and emotional development Jigsaw –Celebrtating Difference Self-Regulation Managing Self Building Relationships	Jigsaw – Celebrating Difference Piece 1-What I am good at LI- to identify something I am good at and understand that everyone is good at different things. Look at how we are all good at/ enjoy doing different things. Focus skills <ul style="list-style-type: none">• Turn taking and sharing• Managing emotions• Knowing that their behaviour can effect how others are feeling	Jigsaw – Celebrating Difference Piece 2-I'm special, I'm me LI- to understand that being different makes us all special. Talk about how it is ok to like to do different things to our friends. Is it fine to wear different clothes. Talk about how we are all unique. Focus skills <ul style="list-style-type: none">• Turn taking and sharing• Managing emotions	Friday 15th Children in Need- why do we have Children in Need. Pudsey based activities Jigsaw- Celebrating Difference Piece 3-Families LI. To know that we are all different but the same in some ways. Look at a selection of photographs and sort in different ways Old/young, male and female etc. Sort children by hair colour , eye colour etc Talk about how we are similar but that we are all unique. Focus skills <ul style="list-style-type: none">• Turn taking and sharing	Jigsaw- Celebrating Difference Piece 4- Houses and Homes LI. to be able to say why my home is special to me. Talk about how all houses are different. They look different on the outside and are all different on the inside. Talk about what colour the children's bedrooms are etc. Talk about how homes are are the same – all have bedrooms, kitchen etc. What makes their home special to them? Focus skills <ul style="list-style-type: none">• Turn taking and sharing	Jigsaw- Celebrating Difference Piece 5-Making Friends LI. to be able to say how i can be a kind friend How do you make friends? How can we be kind friends? What can we do if we see someone by themselves? How can we be kind friends? What can we say that would make us a kind friend? Focus skills <ul style="list-style-type: none">• Turn taking and sharing• Managing emotions• Knowing that their behaviour can effect how others are feeling	Jigsaw- Celebrating Difference Piece 6 – Standing up for yourself LI. to know which words to use to stand up for myself when someone says or does something unkind. Talk about unkind behaviour- How does it make us feel? Introduce the phrase "Please don't do that, I don't like it" Encourage children to use the phrase if someone is doing something they do not like. Focus skills <ul style="list-style-type: none">• Turn taking• Managing emotions• Knowing that their behaviour can effect how others are feeling	Link to Christmas performance. Being part of a team. All doing our best and taking parts to make our performance special. Focus skills <ul style="list-style-type: none">• Turn taking and sharing• Managing emotions• Knowing that their behaviour can effect how others are feeling• Building relationships with adults and peers	Discuss behaviour at Christmas-saying thank you, helping with jobs, taking turns etc Focus skills <ul style="list-style-type: none">• Turn taking and sharing• Managing emotions• Knowing that their behaviour can effect how others are feeling• Building relationships with adults and peers• Following classroom rules and routines

Assessment Checkpoints				Can they jump and land safely?	Can they move across the apparatus showing control and balance?		Can the children cut along a line using scissors?	
Literacy- Comprehension	<p>Focus: Autumn/Changes</p> <p>Focus skills:</p> <ul style="list-style-type: none">Make predictions about next steps in a story <p>Provision:</p> <ul style="list-style-type: none">CVC matching gameOxford Owl on iPadsHalloween <p>Development Matters links:</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for themBlend sounds into words, so that they can read short words made up of known letter– sound correspondences.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Focus: Celebrations</p> <p>Focus skills:</p> <ul style="list-style-type: none">Join in with familiar storiesJoin in with familiar nursery rhymes <p>Provision:</p> <ul style="list-style-type: none">Storytime app on iPadsDiwali characters in small worldCVC drawing activity <p>Development Matters links:</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for themBlend sounds into words, so that they can read short words made up of known letter– sound correspondences.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.			<p>Focus: Christmas</p> <p>Focus skills:</p> <ul style="list-style-type: none">Join in with familiar storiesUse recently introduced vocabulary <p>Provision:</p> <ul style="list-style-type: none">Christmas textsChristmas story small worldOrdering events from a familiar story <p>Development Matters links:</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for themBlend sounds into words, so that they can read short words made up of known letter– sound correspondences.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.			
Literacy- Word Reading	<p>ELS Phonics:</p> <p>Week 1 – j, v, w, x</p> <p>HRSW – he, she, buses</p> <p>Development matters links:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them	<p>ELS Phonics:</p> <p>Week 2 – y, z, zz, qu, ch</p> <p>HRSW – we, me, be</p> <p>Development matters links:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them	<p>ELS Phonics:</p> <p>Week 3 – sh, th (voiced and unvoiced), ng, nk</p> <p>HRSW - push</p> <p>Development matters links:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them	<p>ELS Phonics:</p> <p>Week 4 – ai, ee, igh, oa</p> <p>HRSW – was her</p> <p>Development matters links:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them	<p>ELS Phonics:</p> <p>Week 5 - es (where there is no change to the root word)</p> <p>HRSW -</p> <p>Development matters links:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them	<p>ELS Phonics:</p> <p>Week 6 – Review Week</p> <p>HRSW – my, you</p> <p>Development matters links:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them	<p>Focus skills:</p> <ul style="list-style-type: none">Recap of sounds catered to each classRecap of Harder to Read and Spell words (HRSW)CVC word readingCaption reading <p>Development matters links:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them	<p>Focus skills:</p> <ul style="list-style-type: none">Recap of sounds catered to each classRecap of Harder to Read and Spell words (HRSW)CVC word readingCaption reading <p>Development matters links:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them
Literacy- Writing <div></div>	<p>Text: The Leaf Thief</p> <p>Focus skills:</p> <ul style="list-style-type: none">Identifying initial sounds in wordsRecording initial sounds in wordConsistently linking letters to soundsDeveloping fine motor skills <p>Provision:</p> <ul style="list-style-type: none">Writing a list of autumn signsIngredients for potionsDesigning halloween costumesAutumn hunt <p>Development Matters Links:</p> <ul style="list-style-type: none">Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Focus: Celebrations and Traditions Texts to support: Let's Celebrate, Rama and Sita</p> <p>Focus skills:</p> <ul style="list-style-type: none">Holding writing tools using the tripod gripName writing – independently or with name cardsWriting initial soundsDeveloping fine motor skillsWriting CVC wordsBeginning to write whole words using phonics skillsForming letters correctly <p>Provision:</p> <p>Diwali/Fireworks:</p> <ul style="list-style-type: none">Diwali cardsFirework writing – pop, fizz, bang etc,Labelling Diwali characters <p>Nursery Rhymes:</p> <ul style="list-style-type: none">Labelling nursery rhymesInitial sounds for characters in nursery rhymesCVC words – Old McDonalds Farm – hen, dog, cat, pig <p>Birthdays:</p> <ul style="list-style-type: none">Birthday cardsBannersWriting invitationsParty food list			<p>Focus: Christmas Texts to support: The Jolly Christmas Postman</p> <p>Focus skills:</p> <ul style="list-style-type: none">Holding writing tools using the tripod gripName writing – independently or with name cardsWriting initial soundsDeveloping fine motor skillsWriting CVC wordsBeginning to write whole words using phonics skillsForming letters correctly <p>Christmas Provision:</p> <ul style="list-style-type: none">Chrismtas cardsCalendarsChristmas decorationsChristmas storyLetters to Santa <p>Continuous Provision:</p> <ul style="list-style-type: none">Different opportunities for mark making – variety of mark making tools NotepadsWhiteboards and pensPhonics practiseDrawing and labelling picturesNotepadsClipboards <p>Possible end of topic outcome:</p>			

	<ul style="list-style-type: none">Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	<p>Continuous Provision</p> <ul style="list-style-type: none">Different opportunities for mark making – variety of mark making toolsNotepadsWhiteboards and pensCovering the tablePhonics practiseClipboardsDrawing pictures <p>Possible end of topic outcome: Writing initial sounds/CVC words – birthday party invites</p> <p>Development Matters Links:</p> <ul style="list-style-type: none">Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.			Writing initial sounds/CVC words – Christmas list, letter to Santa, Christmas cards			
Word of the Day Vocabulary	Autumn Seasons Halloween Celebration	Tradition Diwali Fireworks Festival	Remember Rhyme Classic Charity	Birthday Party Invitation Post	Christmas Decorations Winter Festive	Advent Nativity Festive Stockings	Performance Audience Gift Joy	New Year Resolution
Assessment Checkpoints				Can children record initial sounds independently?	Phonics Assessments		Can children record CVC words independently?	
Mathematics- Number Numerical Patterns	<p>NCETM Maths Mastery: Subitising</p> <p>Focus skills:</p> <ul style="list-style-type: none">Subitise arrangements of 2 and 3Aubitise auditory patterns up to 3Identify when a small collection is rearranged or the quantity changedShow small quantities on their fingersUse positional language to describe patterns of 4Make patterns showing 4 <p>Provision:</p> <ul style="list-style-type: none">Bingo cards to match to subitising dotsExplore patterns of sound using musical instrumentsPlay a game of subitising snapCreate our own number 4 numberblock using creative resources <p>Development matters links:</p> <ul style="list-style-type: none">Count objects, actions and soundsSubitise <p>Space, Shape and Measure: Capacity</p> <p>Focus skills:</p> <ul style="list-style-type: none">Understand the language; full, half-full and empty. <p>Provision:</p> <ul style="list-style-type: none">Explore with coloured water and different sized containers <p>Development matters links:</p> <ul style="list-style-type: none">Compare length, weight and capacity	<p>NCETM Maths Mastery: Comparision</p> <p>Focus skills:</p> <ul style="list-style-type: none">Represent a given number on our fingers without lookingCompare 2 sets of objects and say which is 'more than'Compare 2 sets of objects and say which is 'fewer than' <p>Provision:</p> <ul style="list-style-type: none">Number wheel to match number of objects to the numeralComparison games with friends – who has more/fewerExploring which numberblocks have more/fewer blocks <p>Development matters links:</p> <ul style="list-style-type: none">Count objects, actions and soundsLink the number symbol (numeral) with its cardinal number valueCompare numbers <p>Space, Shape and Measure: 2D Shapes</p> <p>Focus skills:</p> <ul style="list-style-type: none">Recognise and name 2D shapesBegin to notice the properties of 2D shapes <p>Provision:</p>	<p>NCETM Maths Mastery: Counting, Ordinality and Cardinality</p> <p>Focus skills:</p> <ul style="list-style-type: none">Engage with the 'purpose' of countingReinforce understanding of 'cardinality'Practice 1:1 correspondence by 'tagging' objects <p>Provision:</p> <ul style="list-style-type: none">Count objects and begin to record the resultMatch collections of objects to represent the same numberCount with 'counting wands' in the indoor and outdoor classroom <p>Development matters links:</p> <ul style="list-style-type: none">Count objects, actions and soundsLink the number symbol (numeral) with its cardinal number value <p>Space, Shape and Measure: Shapes with 4 Sides</p> <p>Focus skills:</p> <ul style="list-style-type: none">Recognise and name 4-sided 2D shapes <p>Provision:</p> <ul style="list-style-type: none">Practice drawing 2D shapes using a rulerFind 4-sided shapes in our immediate environment <p>Development matters links:</p> <ul style="list-style-type: none">Select, rotate and manipulate shapes	<p>NCETM Maths Mastery: Comparison</p> <p>Focus skills:</p> <ul style="list-style-type: none">Compare the number of objects in 2 sets by matching them 1:1See that objects in some sets can be matched without any 'left over' which begins to show when quantities are equal <p>Provision:</p> <ul style="list-style-type: none">See how many objects can be held in their hand compared to a friend – can they record the result?Count 'how many' containers it would take to hold all the water/sand/resourcesLink comparing numbers to weight – how many objects are on each side of the scale. <p>Development matters links:</p> <ul style="list-style-type: none">Count objects, actions and soundsLink the number symbol (numeral) with its cardinal number valueCompare length, weight and capacity <p>Space, Shape and Measure: Day and Night</p> <p>Focus skills:</p> <ul style="list-style-type: none">To understand the difference between day and nightTo describe things we do in the day time, and at night time	<p>NCETM Maths Mastery: Composition</p> <p>Focus skills:</p> <ul style="list-style-type: none">Begin to learn the concept of 'wholes' and 'parts'Learn that whole numbers are often made up of smaller parts, and is therefore, bigger than its parts <p>Provision:</p> <ul style="list-style-type: none">Explore composing and decomposing using lego/duplo bricksCreate pictures using 'parts' of different objects such as pom-pomsLink 'wholeness' to our families – families are made up of different parts/people <p>Development matters links:</p> <ul style="list-style-type: none">Compare numbersCount objects, actions and sounds <p>Space, Shape and Measure: Days of the Week</p> <p>Focus skills:</p> <ul style="list-style-type: none">To know the order of the days of the week <p>Provision:</p> <ul style="list-style-type: none">Describe what I might do on different days of the week e.g. PE on Wednesdays	<p>NCETM Maths Mastery: Composition</p> <p>Focus skills:</p> <ul style="list-style-type: none">Investigate composition of 3, 4 and 5Become more secure with part-part-whole relations <p>Provision:</p> <ul style="list-style-type: none">Compare objects and group them into parts and wholesMake a collection of objects using different resources to make one number e.g. 3 pine cones and 2 buttons still makes 5Play with multilink cubes – how many different ways can they make 3, 4 and 5 with different compositions/colours <p>Development matters links:</p> <ul style="list-style-type: none">Compare numbersCount objects, actions and sounds <p>Space, Shape and Measure: 2D Shapes in our Environment</p> <p>Focus skills:</p> <ul style="list-style-type: none">To find 2D shapes in our immediate environment e.g. the oven is a square, the clock is a circle <p>Provision:</p> <ul style="list-style-type: none">Search for 2D shapes in our classroomsDraw pictures of the shapes we find <p>Development matters links:</p> <ul style="list-style-type: none">Select, rotate and manipulate shapes to develop spatial reasoning skills.	<p>NCETM Maths Mastery: Counting, Ordinality and Cardinality</p> <p>Focus skills:</p> <ul style="list-style-type: none">Engage further with the 'purpose' of countingBegin to explore verbal counting to numbers larger than 20 – to expose the children to the pattern of numbersLink quantities of objects to their numeral <p>Provision:</p> <ul style="list-style-type: none">Sort objects and place them near the correct numeralCount whilst playing games such as throwing and catchingPlay a track game – roll the dice and move that many along the track <p>Development matters links:</p> <ul style="list-style-type: none">Count objects, actions and soundsLink the number symbol (numeral) with its cardinal number value <p>Space, Shape and Measure: Describe 'Position'</p> <p>Focus skills:</p> <ul style="list-style-type: none">Learn the phrases; in, on, under, on top of <p>Provision:</p>	<p>Consolidation Week</p> <p>Focus skills: We will revisit previously taught skills such as subitising, comparison and composition of numbers.</p> <p>Provision:</p> <ul style="list-style-type: none">Subitising gamesComparing groups of objectsLook at part-part-whole relations <p>Development matters links:</p> <ul style="list-style-type: none">SubitiseCount ojects, actions and soundsCompare numbers <p>Space, Shape and Measure: Further Describe 'Position'</p> <p>Focus skills:</p> <ul style="list-style-type: none">Learn the phrases; beside, between, in front of, behind, through <p>Provision:</p> <ul style="list-style-type: none">Position our bodies in accordance with newly learnt languageExplore using small world resources

		<ul style="list-style-type: none">Shape printing with 2D shape facesDrawing round 2D shapes to create pictures <p>Development matters links:</p> <ul style="list-style-type: none">Select, rotate and manipulate shapes to develop spatial reasoning skills.Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	<p>to develop spatial reasoning skills.</p> <ul style="list-style-type: none">Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	<p>Provision:</p> <ul style="list-style-type: none">Draw pictures of what I do in the day/nightRole play what we do in the day/night		<ul style="list-style-type: none">Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	<ul style="list-style-type: none">Position our bodies in accordance with newly learnt languageExplore using small world resources	
Assessment Checkpoints						Can children create/understand a part-part-whole of numbers to 5?		
<p>Understanding the World:</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Topic Focus: Autumn/Changes</p> <p>Critical Question: I wonder why the weather is changing?</p> <p>Home – Trees at school changing, weather, changes in what we wear to school (wellies, coats, hats etc.)</p> <p>Near – Changes in England – food/harvest in Autumn, weather,</p> <p>Far – Seasons in different countries – Australia is in summer, some countries are hot/cold all year, look at photos/videos</p> <p>Focus skills:</p> <p>Identifying changes in the natural environment – weather, leaves, temperature, colours</p> <p>Talking about what they see/hear/feel</p> <p>Comparing environments – why is where we live different to other places/countries</p> <p>Provision:</p> <ul style="list-style-type: none">Tuff tray with natural resourcesSeasonal vegetable printing/explorationWeather chartsSorting activities (clothing for different seasons) <p>Development matters links:</p> <ul style="list-style-type: none">Explore the natural world around them.Describe what they see, hear and feel whilst outside.Understand the effect of changing seasons on the natural world around themRecognise some environments that are different to the one in which they live.	<p>Topic Focus: Celebrations</p> <p>Critical Question: I wonder what/how different people celebrate?</p> <p>Home – What do we celebrate in our class – chn to share own experiences of celebrations and traditions within their families and communities, share photos on Tapestry (possibly birthdays, halloween, fireworks, Easter, Christmas, Diwali, Eid, Chinese New year), What do we celebrate at school?</p> <p>Near – Celebrations in England – share celebrations in England that children may not be aware of (St George’s Day, Remembrance Sunday)</p> <p>Far – Celebrations that orginate in different countries/cultures and different religions – Diwali, Christmas around the world, Birthday traditions around the world</p> <p>Focus skills:</p> <ul style="list-style-type: none">Talking about own experiences of celebrations and traditionsRecognising similarities and differences between different celebrations and beliefsTalk about different countries – own experiences of holidays/books/TV/families in different countriesShowing respect when learning about other people’s beliefs and traditions <p>Provision:</p> <p>Halloween/Autumn:</p> <ul style="list-style-type: none">Finger paintingCollaging with natural resourcesPotion making <p>Diwali/Fireworks:</p> <ul style="list-style-type: none">Making diva lamps from clayDiwali story puppetsOrdering pictures from storySmall world story <p>Nursery Rhyme week:</p> <ul style="list-style-type: none">Nursery rhyme puppetsMaking boats (The Big Ship Sails)Farm small world (Old McDonald)Shop small world (5 Current Buns) <p>Birthdays:</p> <ul style="list-style-type: none">Party set up (tuff tray)Wrapping presents (junk modelling)Birthday traditions from around the world <p>Christmas:</p> <ul style="list-style-type: none">Ordering the Christmas storyChristmas traditions around the worldSanta's Workshop (role play) <p>Development Matters Links:</p> <ul style="list-style-type: none">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.Understand that some places are special to members of their community.						

Assessment Checkpoints						Can the children talk about different celebrations?		
Expressive Arts and Design	Halloween	Diwali & Fireworks	Nursery Rhyme Week Remembrance Children in Need	Birthdays	Christmas			
	<p>Focus Skills:</p> <ul style="list-style-type: none">Exploring printingConsolidating skills from Term 1 <p>Provision:</p> <ul style="list-style-type: none">Printing (vegetables, natural objects)Bark rubbingSeason tree (fingerprint painting)Cauldron painting (toilet roll holders)Ghost printing (white paint and sponges) <p>Development matters links:</p> <ul style="list-style-type: none">Create collaboratively, sharing ideas, resources and skills.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Develop storylines in their pretend play.Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<p>Focus skills:</p> <ul style="list-style-type: none">Exploring printingCreating different texturesConsolidating skills from Term 1 <p>Provision:</p> <ul style="list-style-type: none">Fireworks printing (toilet roll holders, forks)Mixing glitter and glue, paint and sand, glue and sand to create different texturesRangoli patterns (stencils in Ladybirds)Giant Rangoli patterns (in tuff tray)Fireworks repeating patternsMaking Diva Lamps <p>Development matters links:</p> <ul style="list-style-type: none">Create collaboratively, sharing ideas, resources and skills.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Develop storylines in their pretend play.Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<p>Focus skills:</p> <ul style="list-style-type: none">Cutting skillsExploring collagingConsolidating skills from Term 1 <p>Provision:</p> <ul style="list-style-type: none">Poppy collages'Stain glass' pictures (laminating pouches)Nursery rhyme pictures (twinkle twinkle night scenes, old McDonald collaging animals)Pudsey cutting and sticking <p>Development matters links:</p> <ul style="list-style-type: none">Create collaboratively, sharing ideas, resources and skills.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Develop storylines in their pretend play.Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<p>Focus skills:</p> <ul style="list-style-type: none">Creating simple drawingsConsolidating skills from Term 1 <p>Provision:</p> <ul style="list-style-type: none">Designing cardsBirthday cakes (playdough or clay)Making decorations for the mascots partiesDesigning paper plates <p>Development matters links:</p> <ul style="list-style-type: none">Create collaboratively, sharing ideas, resources and skills.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Develop storylines in their pretend play.Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<p>Focus skills:</p> <ul style="list-style-type: none">Singing Christmas songsRetelling the Christmas StoryConsolidating skills from Term 1 <p>Provision:</p> <ul style="list-style-type: none">Musical instrumentsLolly stick decorationsHandprint paintingsCollaging snow scenesSnowflake cuttingDecorating class Christmas treeDressing up and retelling the Christmas storyMaking Christmas cardsMaking calendarsMaking tree decorationsPaper plate wreathsPop up reindeers <p>Development Matters Links:</p> <ul style="list-style-type: none">Develop storylines in their pretend play.Return to and build on their previous learning, refining ideas and developing their ability to represent them.Sing in a group or on their own, increasingly matching the pitch and following the melody.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.Develop storylines in their pretend play.			
Assessment Checkpoints	Does the child use scissors correctly? Does the child develop storylines in their play? Does the child show an interest in creative activities?							