



Fairview Community Primary School

Medium Term Planner

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

Year Group: Reception
Term 3

Critical Enquiry Questions:

- I wonder what the world was like when there were dinosaurs?
- I wonder what is in Space?

End of Unit Assessment Activity:

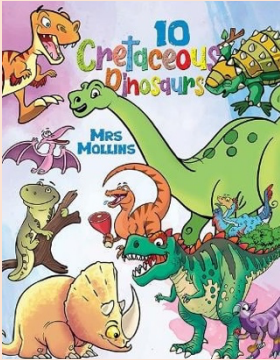
- Phonics assessment
- Maths assessment checkpoints (week 3 & week 6)
- Writing whole words independently

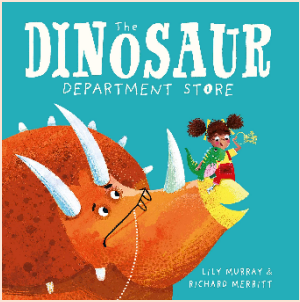
Wow moments:

- Pantomime
- Sandpit fossil discovery
- Author Ruth Mollins visit
- Space crash in outside classroom
- Space day
- Science Dome

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To Remember	Dinosaurs SDD Monday Panto - Friday	Dinosaurs Ruth Mollins – Monday	Dinosaurs ELG Meeting - Wed	Space Friday – Science Dome Chinese New Year?	Space	Space Valentines – Friday
Tapestry focus	Wow Moments	Maths	Literacy	Maths	Literacy	Maths/UTW
Communication & Language: Listening, Attention and Understanding Speaking	Focus skills: <ul style="list-style-type: none">• Listening during whole class carpet sessions• Listening and responding to their peers in provision. Development matters links: <ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.	Focus skills: <ul style="list-style-type: none">• Using new vocabulary appropriately• Using books to find information• Recalling previously taught vocabulary Development matters links: <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary through the day.• Engage in non-fiction books.	Focus skills: <ul style="list-style-type: none">• Using new vocabulary appropriately in provision.• Asking questions related to the topic• Sharing what they know• Checking understanding through questioning Development matters links: <ul style="list-style-type: none">• 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.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Focus skills: <ul style="list-style-type: none">• Using new vocabulary appropriately• Using books to find information• Recalling previously taught vocabulary Development matters links: <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary through the day.• Engage in non-fiction books.	Focus skills: <ul style="list-style-type: none">• Using new vocabulary appropriately in provision.• Asking questions related to the topic• Sharing what they know• Checking understanding through questioning• Talking about own experiences Development matters links: <ul style="list-style-type: none">• 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.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Focus skills: <ul style="list-style-type: none">• Using the vocabulary learnt this term appropriately and in context• Using non-fiction books to find information• Talking about what they have learnt Development matters links: <ul style="list-style-type: none">• 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.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Assessment Checkpoints						Can the children use new vocabulary in context?
Personal, social and emotional development Jigsaw –Dreams and Goals Self-Regulation Managing Self Building Relationships	Jigsaw – Dreams and Goals Piece 1- Challenges LI To understand that if I persevere, I can tackle challenges Provision: Building card towers Making towers out of building blocks that are a set high Making towers/shapes out of straws/ sticks and blue tac Focus skills (on going) <ul style="list-style-type: none">• Listening to others	Jigsaw – Dreams and goals Piece 2 – Never giving up LI –To talk about a time when I didn't give up until I achieved my goal Provision Challenges – could link to writing/ phonic / number To form letters and numbers correctly Hand writing sheets Focus skills <ul style="list-style-type: none">• Listening to others• Work on perseverance and resilience• Continue to build relationships with others• Manage own needs	Jigsaw- Dreams and Goals Piece 3-Setting a Goal L.I. To set a goal and work toward it. Provision: Write goal in a football shape I want to write my name I want to do up my coat I want to ride a bike I want to learn to swim I want to count to 100 I want to know all the sounds in phonics Focus skills <ul style="list-style-type: none">• Listening to others	Jigsaw- Dreams and Goals Piece 4- Obstacles and support L.I.-To use kind words to encourage people Provision: Look out and praise/ draw children's attention to other children using kind words in the classroom. Make a poster to celebrate something they are good at. I am good at Focus skills <ul style="list-style-type: none">• Listening to others• Work on perseverance and resilience	Jigsaw- Dreams and Goals Piece 5-Flight to the future L.I. -To understand the link between what I learn now and the job I might want to do when I am older. Provision: Have pictures of people doing a variety of different jobs on the writing table. Children to draw a picture and write what they would like to be when they grow up e.g. I want to be a teacher. Role play area -dressing up clothes- opportunities to act out different jobs. Small world figures of different occupations for role play Focus skills	Jigsaw- Dreams and Goals Piece 6- Award Ceremony To say how I feel when I achieve my goal and to know what it means to feel proud. Provision: Make a medal and write something they can do that they are proud of. e.g. I can ride my bike or I can zip up my coat Focus skills <ul style="list-style-type: none">• Listening to others• Work on perseverance and resilience• Continue to build relationships with others• Manage own needs• Demonstrate and recognise school values Development matters links <ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships.

	<ul style="list-style-type: none"> Work on perseverance and resilience Continue to build relationships with others Manage own needs Demonstrate and recognise school values <p>Development matters links</p> <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. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. 	<ul style="list-style-type: none"> Demonstrate and recognise school values <p>Development matters links</p> <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. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. 	<ul style="list-style-type: none"> Work on perseverance and resilience Continue to build relationships with others Manage own needs Demonstrate and recognise school values <p>Development matters links</p> <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. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. 	<ul style="list-style-type: none"> Continue to build relationships with others Manage own needs Demonstrate and recognise school values <p>Development matters links</p> <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. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. 	<ul style="list-style-type: none"> Listening to others Work on perseverance and resilience Continue to build relationships with others Manage own needs Demonstrate and recognise school values <p>Development matters links</p> <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. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. 	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.
Assessment Checkpoints			Can the children say something they want to achieve and what they need to do to achieve it			
Physical Development- Gross Motor Skills and Fine Motor Skills PE- PE Hub –Speed , agility and travel unit 1	PE: PE Hub- Speed, agility and travel unit 1 lesson 1 To move indifferent directions. In PE the children will move forwards, backwards and sideways at speed improving speed by practice and demonstrating agility in a variety of games. Focus Skills: <ul style="list-style-type: none"> Handwriting Using tools Fine motor activities (Daily clever fingers) Outside activities (trim trail), large construction, bikes etc Construction equipment Provision Fine motor skills <ul style="list-style-type: none"> Construction (lego, multilink cubes, stickle bricks etc) Bead threading/ sewing cards Pegboards Tap tap Cutting skill Playdough Tweezers Gross motor skills <ul style="list-style-type: none"> Bikes Trim trail Obstacle courses Bean bags/balls Sand and water play 	PE: PE Hub- Speed, agility and travel unit 1 lesson 2 L.I.To keep our bodies safe in running games In PE the children will participate in chasing games safely and with control performing as part of a team in running games listening to and following instructions carefully. Focus Skills: <ul style="list-style-type: none"> Handwriting Using tools Fine motor activities (Daily clever fingers) Outside activities (trim trail), large construction, bikes etc Construction equipment Provision Fine motor skills <ul style="list-style-type: none"> Construction (lego, multilink cubes, stickle bricks etc) Bead threading/ sewing cards Pegboards Tap tap Cutting skill Playdough Tweezers Gross motor skills <ul style="list-style-type: none"> Bikes Trim trail Obstacle courses Bean bags/balls Sand and water play 	PE: PE Hub- Speed, agility and travel unit 1 lesson 3 L.I. To jump in different directions In PE the children will respond to cues to change direction and make choices about direction n games. Focus Skills: <ul style="list-style-type: none"> Handwriting Using tools Fine motor activities (Daily clever fingers) Outside activities (trim trail), large construction, bikes etc Construction equipment Provision Fine motor skills <ul style="list-style-type: none"> Construction (lego, multilink cubes, stickle bricks etc) Bead threading/ sewing cards Pegboards Tap tap Cutting skill Playdough Tweezers Gross motor skills <ul style="list-style-type: none"> Bikes Trim trail Obstacle courses Bean bags/balls Sand and water play 	PE: PE Hub- Speed, agility and travel unit 1 lesson 4 L.I.-To stop safely In PE the children will explore a variety of ways to start movement and explore different ways of stopping showing control. Focus Skills: <ul style="list-style-type: none"> Handwriting Using tools Fine motor activities (Daily clever fingers) Outside activities (trim trail), large construction, bikes etc Construction equipment Provision Fine motor skills <ul style="list-style-type: none"> Construction (lego, multilink cubes, stickle bricks etc) Bead threading/ sewing cards Pegboards Tap tap Cutting skill Playdough Tweezers Gross motor skills <ul style="list-style-type: none"> Bikes Trim trail Obstacle courses Bean bags/balls Sand and water play 	PE: PE Hub- Speed, agility and travel unit 1 lesson 5 L.I.-To move at slow and fast speeds. In PE the children will recognise fast and slow movements and will perform as two fast moving animals and two slow moving animals. Focus Skills: <ul style="list-style-type: none"> Handwriting Using tools Fine motor activities (Daily clever fingers) Outside activities (trim trail), large construction, bikes etc Construction equipment Provision Fine motor skills <ul style="list-style-type: none"> Construction (lego, multilink cubes, stickle bricks etc) Bead threading/ sewing cards Pegboards Tap tap Cutting skill Playdough Tweezers Gross motor skills <ul style="list-style-type: none"> Bikes Trim trail Obstacle courses Bean bags/balls Sand and water play 	PE: PE Hub- Speed, agility and travel unit 1 lesson 6 L.I. -to stop safely in different ways In PE the children will show control to stop and perform actions and move and stop appropriately on cue. Focus Skills: <ul style="list-style-type: none"> Handwriting Using tools Fine motor activities (Daily clever fingers) Outside activities (trim trail), large construction, bikes etc Construction equipment Provision Fine motor skills <ul style="list-style-type: none"> Construction (lego, multilink cubes, stickle bricks etc) Bead threading/ sewing cards Pegboards Tap tap Cutting skill Playdough Tweezers Gross motor skills <ul style="list-style-type: none"> Bikes Trim trail Obstacle courses Bean bags/balls Sand and water play

	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 the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. 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. 					
Assessment Checkpoints					Can the children use scissors to cut along a line	
Literacy- Comprehension	Focus: Dinosaurs Focus skills: <ul style="list-style-type: none"> Re-telling learnt facts Join in with taught stories Provision: <ul style="list-style-type: none"> Look at non-fiction dinosaur texts Look at fictional dinosaur texts Dinosaur small world to act out learning Discuss dinosaurs in the past tense Role play as dinosaurs Development matters links: <ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. 			Focus: Space Focus skills: <ul style="list-style-type: none"> Re-telling learnt facts Join in with taught stories Provision: <ul style="list-style-type: none"> Look at non-fiction space texts Look at fictional space texts Space small world to act out learning Role play as astronauts Development matters links: <ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. 		
Literacy- Word Reading	ELS Phonics: Week 1 – review and oo (book) HRSW – review Development matters links: <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read individual letters by saying the sounds for them 	ELS Phonics: Week 2 – ar, ur, oo (spoon), or HRSW – they, all, are Development matters links: <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read individual letters by saying the sounds for them 	ELS Phonics: Week 3 – ow (growl), oi, ear, air HRSW – review Development matters links: <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read individual letters by saying the sounds for them 	ELS Phonics: Week 4 – ure, er, ow (snow) HRSW – ball, tall Development matters links: <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read individual letters by saying the sounds for them 	ELS Phonics: Week 5 – Assessment and Review HRSW - when, what Development matters links: <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read individual letters by saying the sounds for them 	ELS Phonics: Week 6 – Review Week HRSW – review Development matters links: <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read individual letters by saying the sounds for them
Literacy- Writing	Texts: 10 Cretaceous Dinosaurs, Dinosaur Department Store  Focus skills: <ul style="list-style-type: none"> Identifying multiple sounds in words Record simple words and captions Consistently linking letters to sounds Developing fine motor skills Name writing – independently or with name cards Learn the meaning of Onomatopoeia and use these words when describing features of a dinosaur Provision: <ul style="list-style-type: none"> Writing facts about Dinosaurs Create a made-up dinosaur (Megansaurus) Labelling parts of the dinosaur What happened to the dinosaurs? Making a whole class fact book about dinosaurs Development Matters Links: <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. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 			Text: Look Up! Focus skills: <ul style="list-style-type: none"> Identifying multiple sounds in words Record simple words and captions Consistently linking letters to sounds Developing fine motor skills Name writing – independently or with name cards Provision: <ul style="list-style-type: none"> Eye spy something begin with... with telescopes Writing what we want to be when we grow up Meteor shower posters Space passports Letters to Rocket Facts about space Development Matters Links: <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. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Physical Development: continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. 		

	<ul style="list-style-type: none"> Physical Development: continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. 					
Word of the Day Vocabulary	Dinosaur Prehistoric Cretaceous	Extinct Herbivore Carnivore Omnivore	Fossil Meteor Predator Paleontologist	Space Telescope Astronaut Star	Planet Orbit Solar System Constellation	Rocket Galaxy Moon Universe
Assessment Checkpoints			Can children write a simple dinosaur fact?		Phonics Assessments	
Mathematics- Number Numerical Patterns	Shape, Space and Measure Week (4 days) Focus skills: Investigating and comparing different: <ul style="list-style-type: none"> Weights Lengths Heights Capacity and containers Provision: <ul style="list-style-type: none"> Rulers, cubes, toys to sort, junk modelling to order Objects to measure Making own 'methods' of measuring using classroom resources Scales and objects of different weights Various containers, same containers/different sized objects Development matters links: <ul style="list-style-type: none"> Compare objects relating to size, length, weight and capacity. 	NCETM Maths Mastery: Subitising Focus skills: <ul style="list-style-type: none"> Subitise within 5 focusing on die patterns Match numbers to quantities within 5 Provision: <ul style="list-style-type: none"> Simple games using a large number line a dice Dot/dice pattern cards to 5 and numerals to match Dot/dice cards and natural objects 2D shapes and number cards for children to count corners/sides and match to dot cards/numeral cards Development matters links: <ul style="list-style-type: none"> Count objects, actions and sounds Link the number symbol (numeral) with its cardinal number value Compare numbers Shape, Space and Measure 2D shapes Focus skills: <ul style="list-style-type: none"> Exporing and naming 2D shapes Describing 2D shapes and the properties Sorting based on similarities and differences Provision: <ul style="list-style-type: none"> Sorting hoops and description cards (curved sides, more than 3 corners) Development matters links: <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 	NCETM Maths Mastery: Counting, Ordinality and Cardinality Focus Skills <ul style="list-style-type: none"> Counting- focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Provision <ul style="list-style-type: none"> Numberblocks cards and various types of blocks (lego, cubes, wooden blocks, duplo) Numberblocks cubes or multilinks to create 1-10 towers (what do the children notice) Plain paper, dot stickers, pom poms, gems for children to create their own staircase patterns Numicon 1-10, paper and pencils for children to draw around and create own staircase pattern Development matters links: <ul style="list-style-type: none"> Count objects, actions and sounds Link the number symbol (numeral) with its cardinal number value Shape, Space and Measure: 2D shapes Focus skills: <ul style="list-style-type: none"> Using 2D shapes to create pictures Rotating shapes to fit next to other shapes Provision: <ul style="list-style-type: none"> Tap Tap Shape pictures (small shapes and shape picture cards) Development matters links: <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. 	NCETM Maths Mastery: Composition Focus Skills <ul style="list-style-type: none"> Focus on 5 Composition of 5 Counting down from 5 Provision <ul style="list-style-type: none"> 5 toys for children to act out counting songs together (5 Little Monkeys, 5 Little Ducks etc) Number cards representing 5, two sided counters, a set of 2 different coloured cubes 5 frames and two sided counters Whiteboards and pens to draw animals in different counting songs (what happens when one gets rubbed out?) Development matters links: <ul style="list-style-type: none"> Count objects, actions and sounds Link the number symbol (numeral) with its cardinal number value Shape, Space and Measure: 2D & 3D shapes Focus skills: <ul style="list-style-type: none"> Identifying 3D shapes Looking at the faces and recognising the shape they are Using correct language (edges, faces, vertices) Provision: <ul style="list-style-type: none"> Matching 2D shapes to 3D shape faces (e.g square and cube face) Development matters links: <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. 	NCETM Maths Mastery: Composition Focus Skills <ul style="list-style-type: none"> Focus on 6 and 7 as '5 and a bit' Tally activities Comparing amounts Provision <ul style="list-style-type: none"> Tally chart activiy- eg What pet do you have? Comparing amounts activities Building towers and comparing number of blocks used Development matters links: <ul style="list-style-type: none"> Count objects, actions and sounds Link the number symbol (numeral) with its cardinal number value Shape, Space and Measure: 3D shapes Focus skills: <ul style="list-style-type: none"> Exploring which 3D shapes will roll or slide Making predictions based on the type of faces and edges the shapes have (sphere will roll as it has a curved face, cube will slide as it has a flat face) Provision: <ul style="list-style-type: none"> Wooden plank and 3D shapes to slide and roll down. Development matters links: <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. 	NCTEM Maths Mastery Composition Focus Skills <ul style="list-style-type: none"> Compare sets and use language of comparison: more tha, fewer than, an equal number to Make unequal sets equal Provision <ul style="list-style-type: none"> Simple game using number line and dice (like Week 2) Numberblocks aliens activity Comparing groups of 5, 6 & 7 using small world toys- using language taught Development matters links: <ul style="list-style-type: none"> Count objects, actions and sounds Link the number symbol (numeral) with its cardinal number value Shape, Space and Measure: Introducing repeating patterns Focus skills: <ul style="list-style-type: none"> Beginning to recognise repeating patterns Creating simple repeating patterns Provision: <ul style="list-style-type: none"> 2D and 3D shapes to create repeating patterns Shape train game (IWB) Development matters links: <ul style="list-style-type: none"> Recognise and recreate simple repeating patterns

		can have other shapes within it, just as numbers can.				
Assessment Checkpoints			Can the children subitise to 5? Can the children identify 1 more than a number to 5?			Can children represent amounts to 7? Can the children identify one more and one less than a number to 5?
Understanding the World: Past and Present People, Culture and Communities The Natural World	Topic Focus: Dinosaurs Critical Question: I wonder what the world was like when there were Dinosaurs? Home – Look at our immediate environment Near – Look at what our country looked like in the past and now Far – Look at what the world looked like in the past and now Focus skills: <ul style="list-style-type: none">• Talk about dinosaurs and how they lived in the past.• Learn what the Earth was like in Dinosaur times and compare it to what the Earth looks like now.• Discuss the concept of Extinction and what this means.• Learn about key differences between Carnivores, Herbivores and Omnivores.• Discover the names and characteristics of different types of Dinosaurs. Provision: <ul style="list-style-type: none">• Dinosaur small world play• Discover dinosaur fossils in the sandpit as a hook• Sort dinosaurs based on their characteristics e.g. diet• Information books about Dinosaurs Development Matters Links: <ul style="list-style-type: none">• Draw information from a simple map.• Recognise some environments that are different to the one in which they live.• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.			Topic Focus: Space Critical question: I wonder what is in Space? Home – Learning about the planet earth and what makes it a good environment for living things Near – Learning about the moon, rocket ships and astronauts Far – Learning about our solar system, the sun and comparing different planets Focus skills: <ul style="list-style-type: none">• To share facts we know about Space• To talk about current understanding of space Provision: <ul style="list-style-type: none">• Listening to songs about Space• Space small world• Fact books about space• Information books about space• Experiments/investigations based on knowledge of space Development Matters Links: <ul style="list-style-type: none">• Compare and contrast characters from stories, including figures from the past.• Explore the natural world around them.• Describe what they see, hear and feel whilst outside.• 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.		
Assessment Checkpoints			Can the children talk about how the world looked when there were dinosaurs?			Can the children share facts they have learnt about space?
Expressive Arts and Design Creating with Materials Being imaginative and expressive	Topic Focus: Dinosaurs Focus skills: <ul style="list-style-type: none">• Developing stories in the role play area.• Accessing creative resources independently• Having their own creative ideas and exploring how to represent them.• Represent dinosaurs in a variety of creative ways using a range of materials.• Using previously taught skills independently Provision: <ul style="list-style-type: none">• Straws and cotton buds to make dinosaur skeletons• Printing with 2D shapes to make dinosaurs• Creating with junk modelling to create dinosaur models• Natural resources to create dinosaur habitats• Scissor skills – dinosaur cutting• Playdough – to make dinosaurs• Pasta shape dinosaurs• Dinosaur small world play• Dinosaur hand painting Development matters links <ul style="list-style-type: none">• 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.			Topic Focus: Space Focus skills: <ul style="list-style-type: none">• Accessing creative resources independently• Having their own creative ideas and exploring how to represent them.• Using various resources and selecting materials for a purpose Provision: <ul style="list-style-type: none">• Black card and white paint (splat painting)• Black card, glue and glitter• Cutting activities• Rocket making using junk modelling• Watercolour planets• Alien shape pictures• Space small world• Solar System pictures (using paints, chalks, pastels)• Hand painting Development matters links <ul style="list-style-type: none">• 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				Are there any children not able to use scissors effectively?		



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Medium Term Planner

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Year Group: Reception
Term 4

Critical Enquiry Questions:

- I wonder what a fairytale is?
- I wonder what a life cycle is?

End of Unit Assessment Activity:

- Phonics assessment
- Maths assessment

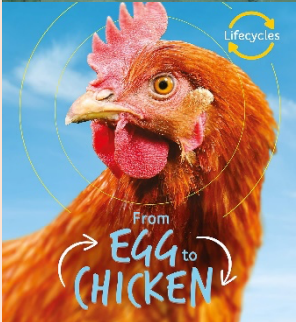
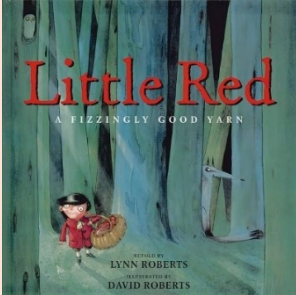
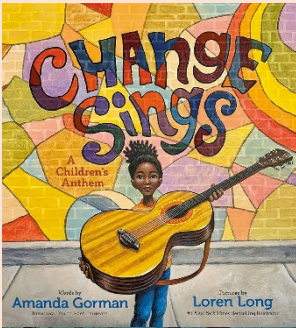

Wow moments:

- Living Eggs arrival
- Watching eggs hatch/chicks grow and change over time
- World Book Day
- Maths Stay and Play

	Week 1 24th	Week 2 3rd	Week 3 10th	Week 4 17th	Week 5 24th	Week 6 31st
To Remember	Fairytales	World Book Day – Change Sings Tues- Pancake day Thurs - WBD	Little Red	Little Red Thurs – Maths Stay and Play Fri – Red Nose Day Sciene day – Tues?	Life Cycles Chicks arrive – Mon 24 th Weds – Bounce Beyond Fri – PTFA FS Party Mothers Day	Life Cycles Parents evening – Tues am
Tapestry focus	Maths	Literacy	Maths	Literacy	Maths - SSM	Maths - SSM
Communication & Language: Listening, Attention and Understanding Speaking	Traditional/Fairy Tales Focus skills: <ul style="list-style-type: none">Asking questions to deepen their understandingListening to new stories and answering questionsJoin in with repetitive languageBe able to discuss what comes next in a familiar tale Development matters links: <ul style="list-style-type: none">Connect one idea or action to another using a range of connectivesArticulate their ideas and thoughts in well-formed sentencesLearn new vocabularyUse new vocabulary throughout the dayDescribe events in some detailEngage in story timesRetell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words	Change Sings - WBD Focus skills: <ul style="list-style-type: none">Asking questions to deepen their understandingListening to new stories and answering questionsJoin in with repetitive language Development matters links: <ul style="list-style-type: none">Connect one idea or action to another using a range of connectivesArticulate their ideas and thoughts in well-formed sentencesLearn new vocabularyUse new vocabulary throughout the dayDescribe events in some detailEngage in story timesRetell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.Listen to and talk about stories to build familiarity and understanding	Little Red Focus skills: <ul style="list-style-type: none">Asking questions to deepen their understandingListening to new stories and answering questionsJoin in with repetitive languageMake appropriate predictions about what comes next Development matters links: <ul style="list-style-type: none">Connect one idea or action to another using a range of connectivesArticulate their ideas and thoughts in well-formed sentencesLearn new vocabularyUse new vocabulary throughout the dayDescribe events in some detailEngage in story timesRetell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own wordsListen to and talk about stories to build familiarity and understanding		Life Cycles Focus skills: <ul style="list-style-type: none">Asking questions to deepen their understandingListening to new stories and answering questionsJoin in with repetitive languageMake observations Development matters links: <ul style="list-style-type: none">Connect one idea or action to another using a range of connectivesArticulate their ideas and thoughts in well-formed sentencesLearn new vocabularyUse new vocabulary throughout the dayDescribe events in some detailEngage in non-fiction booksListen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabularyAsk questions to find out more and to check they understand what has been said to themUse talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen	
Assessment Checkpoints						Can children describe in basic terms, the life cycle of a chick?
Personal, social and emotional development Jigsaw –Healthy Me (Weeks 1,3 and 5) Self-Regulation Managing Self	Jigsaw – Healthy Me piece 1 and 2 we like to move it, move it LI – I understand that I need to exercise to keep my body healthy Provision	PPA week Focus skills (on going) <ul style="list-style-type: none">Listening to othersWork on perseverance and resilienceContinue to build relationships with othersManage own needs	Jigsaw- Healthy me piece 3- Food Glorious Food L.I., I know what the word 'healthy' means and that some foods are healthier than others. Provision	PPA week Focus skills (on going) <ul style="list-style-type: none">Listening to othersWork on perseverance and resilienceContinue to build relationships with othersManage own needs	Jigsaw- Heathy Me –pieces 4 and 5 Sweet dreams and keeping clean LI- I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. Provision	PPA Week Focus skills (on going) <ul style="list-style-type: none">Listening to othersWork on perseverance and resilienceContinue to build relationships with othersManage own needsDemonstrate and recognise school values Development matters links

Building Relationships	<p>To write a sentence to say what exercise they enjoy doing.</p> <p>Timer- how many jumps/ squats/ toe touches etc can they doo in a minute What effect does exercise have on the body?</p> <p>Focus skills (on going)</p> <ul style="list-style-type: none">• Listening to others• Work on perseverance and resilience• Continue to build relationships with others• Manage own needs• Demonstrate and recognise school values <p>Development matters links</p> <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.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Manage their own needs.	<ul style="list-style-type: none">• Demonstrate and recognise school values <p>Development matters links</p> <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.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Manage their own needs.	<p>Draw and label their own plate of healthy food. Talk about it being fine to have some things that are less healthy. Talk about eating lots of healthy food and less of some other foods.</p> <p>Focus skills (on going)</p> <ul style="list-style-type: none">• Listening to others• Work on perseverance and resilience• Continue to build relationships with others• Manage own needs• Demonstrate and recognise school values <p>Development matters links</p> <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.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Manage their own needs.	<ul style="list-style-type: none">• Demonstrate and recognise school values <p>Development matters links</p> <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.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Manage their own needs.	<p>Draw what they do before they go to sleep-have a bath, read a book, have a drink of milk etc Make a poster reminding people to wash their hand in the clock room. Make a poster to say when to wash their hands e.g. before they eat, after touching an animal, after going to the toilet Have beds in role play-help the children to get the “badies to sleep” Dolls to wash with soap and flannels in the water tray.</p> <p>Focus skills (on going)</p> <ul style="list-style-type: none">• Listening to others• Work on perseverance and resilience• Continue to build relationships with others• Manage own needs• Demonstrate and recognise school values <p>Development matters links</p> <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.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Manage their own needs.	<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.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Manage their own needs.
Assessment Checkpoints			Can the children say something they want to achieve and what they need to do to achieve it			Can the children say some of the ways they cna kep healthy?
<p>Physical Development- Gross Motor Skills and Fine Motor Skills</p> <p>PE- PE Hub –Gymnastics unit 1</p>	<p>PE- PE Hub gymnastics unit 1 Lesson 1- L.I.- to move safely around a space. In PE the children will listen and respond appropriately to instructions, move in a variety of ways changing speed and direction and apply a simple understand of shape and space.</p> <p>Focus Skills:</p> <ul style="list-style-type: none">• Handwriting• Using tools• Fine motor activities (Daily clever fingers)• Outside activities (trim trail), large construction, bikes etc• Construction equipment <p>Provision</p> <p>Fine motor skills</p> <ul style="list-style-type: none">• Construction (Lego, multilink cubes, stickle bricks etc)	<p>PE PE hub gymnastics unit 1 Lesson 2- LI to take off and land on two feet</p> <p>To jump and rebound on and off low apparatus Work with a partner to jump in unison. Create a simple jumping sequence.</p> <p>Focus Skills:</p> <ul style="list-style-type: none">• Handwriting• Using tools• Fine motor activities (Daily clever fingers)• Outside activities (trim trail), large construction, bikes etc• Construction equipment <p>Provision</p> <p>Fine motor skills</p> <ul style="list-style-type: none">• Construction (Lego, multilink cubes, stickle bricks etc)• Bead threading/ sewing cards• Pegboards	<p>PE: PE Hub- gymnastics unit 1 lesson 3 L.I. To balance and move balls and bean bags.</p> <p>In PE the children will balance beanbags on the body in as many ways as possible, move and roll a ball around the body with control and work as part of a team to transfer ball, beanbags and hoops</p> <p>Focus Skills:</p> <ul style="list-style-type: none">• Handwriting• Using tools• Fine motor activities (Daily clever fingers)• Outside activities (trim trail), large construction, bikes etc• Construction equipment <p>Provision</p> <p>Fine motor skills</p> <ul style="list-style-type: none">• Construction (Lego, multilink cubes, stickle bricks etc)• Bead threading/ sewing cards• Pegboards• Tap tap• Cutting skill• Playdough	<p>PE: PE Hub- Gymnastics unit 1 lesson 4 L.I. To travel on mats and benches.</p> <p>In PE the children will work on apparatus stations to develop ravelling skills on various body parts. They will move over, around, through, under, on and off apparatus incorporating balances.</p> <p>Focus Skills:</p> <ul style="list-style-type: none">• Handwriting• Using tools• Fine motor activities (Daily clever fingers)• Outside activities (trim trail), large construction, bikes etc• Construction equipment <p>Provision</p> <p>Fine motor skills</p> <ul style="list-style-type: none">• Construction (Lego, multilink cubes, stickle bricks etc)• Bead threading/ sewing cards• Pegboards• Tap tap• Cutting skill	<p>PE: PE Hub-gymnastics unit 1 lesson 5 L.I. To copy and repeat actions</p> <p>In PE the children will develop body awareness moving limbs together in isolation, show the ability to copy and repeat simple patterns, use basic equipment to demonstrate coordinated movement.</p> <p>Focus Skills:</p> <ul style="list-style-type: none">• Handwriting• Using tools• Fine motor activities (Daily clever fingers)• Outside activities (trim trail), large construction, bikes etc• Construction equipment <p>Provision</p> <p>Fine motor skills</p> <ul style="list-style-type: none">• Construction (Lego, multilink cubes, stickle bricks etc)• Bead threading/ sewing cards• Pegboards• Tap tap• Cutting skill• Playdough• Tweezers	<p>PE: PE Hub- Gymnastics unit 1 lesson 6 L.I. to perform simple shapes and balances In PE the children will discover and perform simple shapes and explore balancing in a variety of ways.</p> <p>Focus Skills:</p> <ul style="list-style-type: none">• Handwriting• Using tools• Fine motor activities (Daily clever fingers)• Outside activities (trim trail), large construction, bikes etc• Construction equipment <p>Provision</p> <p>Fine motor skills</p> <ul style="list-style-type: none">• Construction (Lego, multilink cubes, stickle bricks etc)• Bead threading/ sewing cards• Pegboards• Tap tap• Cutting skill• Playdough• Tweezers <p>Gross motor skills</p> <ul style="list-style-type: none">• Bikes• Trim trail• Obstacle courses• Rope ladder• Bean bags/balls

	<ul style="list-style-type: none">Bead threading/ sewing cardsPegboardsTap tapCutting skillPlaydoughTweezers Gross motor skills <ul style="list-style-type: none">BikesTrim trailObstacle coursesRope ladderBean bags/ballsSand and water playDen making	<ul style="list-style-type: none">Tap tapCutting skillPlaydoughTweezers Gross motor skills <ul style="list-style-type: none">BikesTrim trailObstacle coursesRope ladderBean bags/ballsSand and water playDen making	<ul style="list-style-type: none">Tweezers Gross motor skills <ul style="list-style-type: none">BikesTrim trailObstacle coursesRope ladderBean bags/ballsSand and water playDen making	<ul style="list-style-type: none">PlaydoughTweezers Gross motor skills <ul style="list-style-type: none">BikesTrim trailObstacle coursesRope LadderBean bags/ballsSand and water playDen making	Gross motor skills <ul style="list-style-type: none">BikesTrim trailObstacle coursesRope ladderBean bags/ballsSand and water playDen making	<ul style="list-style-type: none">Sand and water playDen making
	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 – climbingProgress towards a more fluent style of moving, with developing control and grace.Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.Combine different movements with ease and fluencyConfidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.Develop overall body-strength, balance, co-ordination and agility.Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.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.					
Assessment Checkpoints				To travel confidently and safely over different pieces of apparatus		To hold a balance for the count of 5.
Literacy- Comprehension	Focus: Traditional/Fairy Tales Focus skills: <ul style="list-style-type: none">Re-tell familiar talesAnswer questions about familiar tales Provision: <ul style="list-style-type: none">Role play as different fairy tale charactersLook at traditional tales in story form Development matters links: <ul style="list-style-type: none">Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.Spell words by identifying the sounds and then writing the sound with letter/s.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	Focus: Change Sings – World Book Day Text Focus skills: <ul style="list-style-type: none">Sequence key events in the story to show understandingBe able to describe the main characterRepeat the moral of the story Provision: <ul style="list-style-type: none">Participate in whole school WBD activities linked to the textLook at pictures of the text Development matters links: <ul style="list-style-type: none">Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.Spell words by identifying the sounds and then writing the sound with letter/s.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Focus: Traditional/Fairy Tales – Little Red Focus skills: <ul style="list-style-type: none">Re-tell familiar talesAnswer questions about familiar tales Provision: <ul style="list-style-type: none">Role play as different fairy tale charactersLook at traditional tales in story form Development matters links: <ul style="list-style-type: none">Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.Use new vocabulary through the day.Articulate their ideas and thoughts in well-formed sentences.		Focus: Life Cycles Focus skills: <ul style="list-style-type: none">Ask questions to clarify understandingListen carefully to life-cycle explanations Provision: <ul style="list-style-type: none">Look at non-fiction life-cycle textsObserve the chicks at their different stagesLabel stages of life-cycles to demonstrate understanding Development matters links: <ul style="list-style-type: none">Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.Spell words by identifying the sounds and then writing the sound with letter/s.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	
Literacy- Word Reading	ELS Phonics: Week 1 – Review week HRSW – said, so, have Development matters links: <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	ELS Phonics: Week 2 – Review week HRSW – were, out, like Development matters links: <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	ELS Phonics: Week 3 – Review week HRSW – some, come, there Development matters links: <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	ELS Phonics: Week 4 – Review week HRSW – little, one, do Development matters links: <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	ELS Phonics: Week 5 – Assessment Review week HRSW – children, love Development matters links: <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead a few common exception words matched to the school's phonic programme	ELS Phonics: Week 6 – Review week Development matters links: <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead a few common exception words matched to the school's phonic programme

	<ul style="list-style-type: none">Read a few common exception words matched to the school's phonic programmeRead simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	<ul style="list-style-type: none">Read a few common exception words matched to the school's phonic programmeRead simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	<ul style="list-style-type: none">Read a few common exception words matched to the school's phonic programmeRead simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	<ul style="list-style-type: none">Read a few common exception words matched to the school's phonic programmeRead simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	<ul style="list-style-type: none">Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	<ul style="list-style-type: none">Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
<div>Literacy- Writing</div> <div></div>	<p>Text: Various Traditional/Fairy Tales</p> <p>Focus skills:</p> <ul style="list-style-type: none">Forming letters correctly with a focus on handwritingUsing finger spacesBeginning to use full stops and capital lettersRecording digraphs and trigraphs in independent writingCaption and simple sentence writingWriting some HRSW's independentlyBeginning to read back what they have writtenUse phonics skills to write whole words independentlyOrally rehearsing what they are going to write <p>Provision:</p> <ul style="list-style-type: none">Re-telling familiar narrativesCreating a book coverRe-writing parts of familiar talesDescribing characters <p>Development matters links:</p> <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formed;Spell words by identifying sounds in them and representing the sounds with a letter or letters;Write simple phrases and sentences that can be read by others.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.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.	<p>Text: Change Sings – World Book Day Text</p> <p>Focus skills:</p> <ul style="list-style-type: none">Forming letters correctly with a focus on handwritingUsing finger spacesBeginning to use full stops and capital lettersRecording digraphs and trigraphs in independent writingCaption and simple sentence writingWriting some HRSW's independentlyBeginning to read back what they have writtenUse phonics skills to write whole words independentlyOrally rehearsing what they are going to write <p>Provision:</p> <ul style="list-style-type: none">Writing within the theme of the storyWriting on paper chains to then link together to show communityHands are healing activitySelf-portrait – half face pictures – change starts with me <p>Development matters links:</p> <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formed;Spell words by identifying sounds in them and representing the sounds with a letter or letters;Write simple phrases and sentences that can be read by others.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	<p>Text: Little Red - Literacy Tree Writing Root</p> <p>Focus skills:</p> <ul style="list-style-type: none">Forming letters correctly with a focus on handwritingUsing finger spacesBeginning to use full stops and capital lettersRecording digraphs and trigraphs in independent writingCaption and simple sentence writingWriting some HRSW's independentlyBeginning to read back what they have writtenUse phonics skills to write whole words independentlyDeveloping own narrativesOrally rehearsing what they are going to writeUsing own imagination when writing <p>Provision:</p> <ul style="list-style-type: none">Labelling objects from Little RedTalking trees leaf templatesMaking posters as advertsWriting recipes for smoothiesCharacter descriptionsWriting innovated stories <p>End of topic outcome: Writing their own innovated version of the story (Adult to scribe and children to record some sentences independently)</p> <p>Development matters links:</p> <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formed;Spell words by identifying sounds in them and representing the sounds with a letter or letters;Write simple phrases and sentences that can be read by others.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.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.	<p>Text: From Egg to Chicken – Life Cycles</p> <p>Focus skills:</p> <ul style="list-style-type: none">Forming letters correctly with a focus on handwritingUsing finger spacesBeginning to use full stops and capital lettersRecording digraphs and trigraphs in independent writingCaption and simple sentence writingWriting some HRSW's independentlyBeginning to read back what they have writtenUse phonics skills to write whole words independentlyOrally rehearsing what they are going to writeWrite observationallyWrite in the past tense e.g. the chicks were in eggs <p>Provision:</p> <ul style="list-style-type: none">Labelling a chick life cycleDescribe the stages of a chick's lifeWrite observations of the chicksGive the chicks names and write them downWrite birthday cards to the chicks <p>Development matters links:</p> <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formed;Spell words by identifying sounds in them and representing the sounds with a letter or letters;Write simple phrases and sentences that can be read by others.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.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.		

		<ul style="list-style-type: none">Re-read what they have written to check that it makes sense.				
Word of the Day Vocabulary	Traditional Fairytale Character Setting	Change Proud Dream Tolerance	Imagination Advert Recipe Hero	Repetition Description Author Illustrator	Life-Cycle Egg Chick Chicken	Incubate Hatch Grow Observe
Assessment Checkpoints				Children to write a short re-telling of Little Red using their own interpretations	Phonics Assessments	
Mathematics- Number Numerical Patterns	NCETM Counting, ordinality and cardinality Focus skills: Focus on the 'staircase' pattern and ordering numbers Provision: <ul style="list-style-type: none">Finger representation cards and objectsWashing line numbers 1-8Exploring 6, 7, 8 Development matters links: <ul style="list-style-type: none">Count objects, actions and sounds.Link the number symbol (numeral) with its cardinal number value.Compare numbers.Understand the 'one more than/one less than' relationship between consecutive numbers.Explore the composition of numbers to 10. SSM- Colour patterns Focus skills/ provision- Using colours to create ans continue simple repeating patterns Development matters links: <ul style="list-style-type: none">Select, rotate and manipulate shapes in order to develop spatial reasoning skills.Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers canContinue, copy and create repeating patterns.	NCETM Comparison Focus skills: Focus on ordering numbers to 8 Use language of 'less than' Provision: <ul style="list-style-type: none">Numberblocks cut outs 1- 8Numberblocks cubes and cut outsOrdering number cardsPart part whole templates and counters Development matters links: <ul style="list-style-type: none">Count objects, actions and sounds.Link the number symbol (numeral) with its cardinal number value.Compare numbers.Understand the 'one more than/one less than' relationship between consecutive numbers.Explore the composition of numbers to 10. SSM- Shape Patterns Focus skills/ provision- naming 2D & 3D shapes, making patterns with different shapes Development matters links: <ul style="list-style-type: none">Select, rotate and manipulate shapes in order to develop spatial reasoning skills.Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers canContinue, copy and create repeating patterns.	NCEITM Composition Focus skills: Focus on 7 Provision: <ul style="list-style-type: none">Part part whole templates and countersExploring ways to make 7 (cubes, natural resources)Beads and pipe cleaners to partition 710s frames with 3 blacked out and buttons Development matters links: <ul style="list-style-type: none">Count objects, actions and sounds.Link the number symbol (numeral) with its cardinal number value.Compare numbers.Understand the 'one more than/one less than' relationship between consecutive numbers.Explore the composition of numbers to 10. SSM- Movement Patterns Focus skills/ provision- Continuing a movement pattern (clap, jump, clap, jump for example) Development matters links: <ul style="list-style-type: none">Select, rotate and manipulate shapes in order to develop spatial reasoning skills.Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers canContinue, copy and create repeating patterns.	NCETM Composition Focus skills: Double numbers- explore how some numbers can be made with 2 equal parts Provision: <ul style="list-style-type: none">Butterfly templates and counters with mirrors2 dice to roll doublesNumicon doublesHoops and objects to make doubles Development matters links: <ul style="list-style-type: none">Count objects, actions and sounds.Link the number symbol (numeral) with its cardinal number value.Compare numbers.Understand the 'one more than/one less than' relationship between consecutive numbers.Explore the composition of numbers to 10. SSM- Musical Patterns Focus skills/provision- Creating patterns using musical instruments/ body percussion Development matters links: <ul style="list-style-type: none">Select, rotate and manipulate shapes in order to develop spatial reasoning skills.Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers canContinue, copy and create repeating patterns.	NCETM Composition Focus skills: Sorting numbers according to attributes- odd and even numbers Provision: <ul style="list-style-type: none">Numicon 1- 10 to see 'one on top' if it is oddCubes/numberblocks to create the staircase patternSharing activities (can the amount be shared equally or not?)Numberlines to identify odd and even numbers Development matters links: <ul style="list-style-type: none">Count objects, actions and sounds.Link the number symbol (numeral) with its cardinal number value.Compare numbers.Understand the 'one more than/one less than' relationship between consecutive numbers.Explore the composition of numbers to 10. SSM- ABAB and ABCABC Patterns Focus skills/provision- Introducing ABAB and ABCABC patterns Development matters links: <ul style="list-style-type: none">Select, rotate and manipulate shapes in order to develop spatial reasoning skills.Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers canContinue, copy and create repeating patterns.	Maths Assessment Week Focus Skills: <ul style="list-style-type: none">Subitising1:1 CountingNumber recognitionMatching quantities to numeralsComparing groupsOne more, one lessDoubling Provision: <ul style="list-style-type: none">Number explosionsOrdering numbersMatching amounts to numeralsComparing groupsOne more, one less activityDoubling activity Development matters links: <ul style="list-style-type: none">SubitisingCount objects, actions and sounds.Link the number symbol (numeral) with its cardinal number value.Compare numbers.Understand the 'one more than/one less than' relationship between consecutive numbers.Explore the composition of numbers to 10. Shape, Space and Measure Assessment: Focus skills/ provision: <ul style="list-style-type: none">Comparing length, height & weightNaming and describing 2D shapesNaming and decsribing 3D shapesContinuing simple repeating pattern Development matters links: <ul style="list-style-type: none">Select, rotate and manipulate shapes in order to develop spatial reasoning skills.Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers canContinue, copy and create repeating patterns.Compare length, weight and capacity.
Assessment Checkpoints			Can children recognise numerals to 8? Can children order numerals to 8? Can children describe and continue a simple repeated pattern?			Assessment to be recorded for Parents Evening
Understanding the World: Past and Present People, Culture and Communities	Topic Focus: Fairy Tales/Little Red Critical question: I wonder what a Fairy Tale is? Home – Thinking about characters/traditional stories that are familiar to us Near – Learning about the different settings of Fairytales – forests, farms, villages etc. Far – Learning different traditional tales and stories from different countries/cultures				Topic Focus: Life Cycles Critical question: I wonder what a life cycle is? Home – Human life cycles – how we grow and change over time Near – Life cycle of a chick – Living Eggs hook Far – Other life cycles – frogs, caterpillars, plants etc.	

The Natural World	<p>Focus skills:</p> <ul style="list-style-type: none">To learn and retell a number of different fairy talesTo learn the structure of a fairy taleTo talk about different aspects of a fairy tale – setting, characters, sequenceTo learn about different traditions and cultures within fairy talesUsing simple mapsTo create our own versions of fairy tales <p>Provision:</p> <ul style="list-style-type: none">Sharing ideas for our own versions of storiesCreating own narratives using fairy tale charactersComparing versions of fairy tales (Little Red v's Little Red Riding Hood)Drawing and looking at maps (for characters in fairy tales) <p>Development Matters Links:</p> <ul style="list-style-type: none">Compare and contrast characters from stories, including figures from the past.Recognise some environments that are different to the one in which they live.Draw information from a simple map.Recognise some similarities and differences between life in this country and life in other countries.				<p>Focus skills:</p> <ul style="list-style-type: none">To develop an understanding of what a life cycle isTo talk about the key parts of a life cycleTo confidently talk about the life cycle of a chickTo understand that animals and plants have life cycles <p>Provision:</p> <ul style="list-style-type: none">Real life experience of watching the eggs hatchBaby photos – thinking about how we grow and change over timeCaring for the chicks – feeding, cleaning, handlingObservational drawings of the chicksRecording the life cycles of the chicksExploring other life cycles – caterpillars, plants, vegetables etc.Non fiction books about life cyclesSmall world – opportunities to retell life cycles <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.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.	
Forest School		Learning the rules of Forest School Exploring the Forest School area		Searching for signs of Spring Learning about different types of plants (including toxic plants)		Searching for different habitats Searching for animal tracks
Assessment Checkpoints						Can children talk through at least one life cycle?
Expressive Arts and Design Creating with Materials Being imaginative and expressive	<p>Topic Focus: Fairytales/Little Red</p> <p>Focus skills:</p> <ul style="list-style-type: none">Developing stories in the role play area.Accessing creative resources independentlyHaving their own creative ideas and exploring how to represent them.Using previously taught skills independentlyExploring different instruments in Music lessons.Using various resources to create their own characters and illustrations. <p>Provision:</p> <ul style="list-style-type: none">Creating scenes for different fairy tales.Musical instrumentsMaking a collage of scenesBuilding parts of stories (chairs for 3 bears, houses for little pigs, raft for goats)Stick puppetsCharacters for retelling storiesDesigning own charactersMask makingPlaydoughCutting activities <p>Development matters links</p> <ul style="list-style-type: none">Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.Listen attentively, move to and talk about music, expressing their feelings and responses.Sing in a group or on their own, increasingly matching the pitch and following the melodyExplore and engage in music making and dance, performing solo or in groups.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Develop storylines in their pretend play.				<p>Topic Focus: Life Cycles</p> <p>Focus skills:</p> <ul style="list-style-type: none">Developing stories in the role play area.Accessing creative resources independentlyHaving their own creative ideas and exploring how to represent them.Using previously taught skills independentlyExploring different instruments in Music lessons.Using various resources to create their own characters and illustrations. <p>Provision:</p> <ul style="list-style-type: none">Drawing and labelling life cyclesRepresenting chicks using different mediaCollages using a range of resources and materialsJunk modelling – creating homes for the chicksConstruction using different resourcesNature printing – Forest School <p>Development matters links</p> <ul style="list-style-type: none">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.Sing in a group or on their own, increasingly matching the pitch and following the melodyExplore and engage in music making and dance, performing solo or in groups.	
Assessment Checkpoints	Are there any children unable to draw a representation of a character/object?					