



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 and 4

Critical Enquiry Question:

- I wonder what is out there...

End of Unit Assessment Activity:

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

Wow moments:

- Wild Science Term 3
- Science Dome Term 4
- Living Eggs Term 4

Term 3						
	Week 1 Home & community- Houses, special buildings and areas of interest	Week 2 Countries- Different buildings, houses, food & clothing	Week 3 Animals- Pets and Farm	Week 4 Animals- Jungle and Sea	Week 5 Space	Week 6 Space
Communication & Language- Listening, Attention and Understanding	<p>Focus skills</p> <ul style="list-style-type: none">• Listening to others ideas and what their homelife is like• Think about different religious buildings• Are there any significant buildings near you? Library/Park/Shops <p>Development matters links</p> <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.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<p>Focus skills</p> <ul style="list-style-type: none">• Looking at houses from around the world• Investigating food and clothing around the world• Different climates <p>Development matters links</p> <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.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<p>Focus skills</p> <ul style="list-style-type: none">• Listening and responding to others• Investigating different types of animals• Knowing which animals live on a farm <p>Development matters links</p> <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.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<p>Focus skills</p> <ul style="list-style-type: none">• Listening and responding to others• Investigating different types of animals• Knowing which animals live in the jungle/sea <p>Development matters links</p> <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.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<p>Focus skills</p> <ul style="list-style-type: none">• Listening to facts about space• Investigating different planets• Learning new songs about space• Hearing stories about space <p>Development matters links</p> <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.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<p>Focus skills</p> <ul style="list-style-type: none">• Listening to facts about space• Investigating different planets• Learning new songs about space• Hearing stories about space <p>Development matters links</p> <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.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Communication & Language-Speaking	<div>Focus skills</div> <ul style="list-style-type: none">Speaking about home lifeAsking questions about others <div>Development matters links</div> <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.Connect one idea or action to another using a range of connectives.Develop social phrases.Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.Engage in non-fiction books.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<div>Focus skills</div> <ul style="list-style-type: none">Asking questions about different countries/cultures <div>Development matters links</div> <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.Connect one idea or action to another using a range of connectives.Develop social phrases.Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.Engage in non-fiction books.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<div>Focus skills</div> <ul style="list-style-type: none">Asking questionsSpeaking about own experiences of family pets and animals <div>Development matters links</div> <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.Connect one idea or action to another using a range of connectives.Develop social phrases.Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.Engage in non-fiction books.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<div>Focus skills</div> <ul style="list-style-type: none">Asking questionsSpeaking about own experiences of animalsSharing facts <div>Development matters links</div> <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.Connect one idea or action to another using a range of connectives.Develop social phrases.Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.Engage in non-fiction books.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<div>Focus skills</div> <ul style="list-style-type: none">Asking questionsSharing facts <div>Development matters links</div> <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.Connect one idea or action to another using a range of connectives.Develop social phrases.Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.Engage in non-fiction books.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	<div>Focus skills</div> <ul style="list-style-type: none">Listening to othersWork on perseverance and resilienceContinue to build relationships with othersDemonstrate and recognise school values <div>Development matters links</div> <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.	<div>Focus skills</div> <ul style="list-style-type: none">Listening to othersWork on perseverance and resilienceContinue to build relationships with othersDemonstrate and recognise school values <div>Development matters links</div> <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.	<div>Focus skills</div> <ul style="list-style-type: none">Listening to othersWork on perseverance and resilienceContinue to build relationships with othersDemonstrate and recognise school values <div>Development matters links</div> <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.	<div>Focus skills</div> <ul style="list-style-type: none">Listening to othersWork on perseverance and resilienceContinue to build relationships with othersDemonstrate and recognise school values <div>Development matters links</div> <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.	<div>Focus skills</div> <ul style="list-style-type: none">Listening to othersWork on perseverance and resilienceContinue to build relationships with othersDemonstrate and recognise school values <div>Development matters links</div> <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.

Personal, social and emotional development- Managing Self	<div>Focus skills<ul style="list-style-type: none">Continue to manage own needsTalk about resilience and what this meansConsider their reactions in different situations</div> <div>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.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.</div>	<div>Focus skills<ul style="list-style-type: none">Continue to manage own needsTalk about resilience and what this meansConsider their reactions in different situations</div> <div>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.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.</div>	<div>Focus skills<ul style="list-style-type: none">Continue to manage own needsTalk about resilience and what this meansConsider their reactions in different situations</div> <div>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.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.</div>	<div>Focus skills<ul style="list-style-type: none">Continue to manage own needsTalk about resilience and what this meansConsider their reactions in different situations</div> <div>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.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.</div>	<div>Focus skills<ul style="list-style-type: none">Continue to manage own needsTalk about resilience and what this meansConsider their reactions in different situations</div> <div>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.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.</div>	<div>Focus skills<ul style="list-style-type: none">Continue to manage own needsTalk about resilience and what this meansConsider their reactions in different situations</div> <div>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.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.</div>
Personal, social and emotional development- Building Relationships	<div>Focus skills<ul style="list-style-type: none">Continue to build relationships with others including adults in the classroom</div> <div>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.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.</div>	<div>Focus skills<ul style="list-style-type: none">Continue to build relationships with others including adults in the classroom</div> <div>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.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.</div>	<div>Focus skills<ul style="list-style-type: none">Continue to build relationships with others including adults in the classroom</div> <div>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.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.</div>	<div>Focus skills<ul style="list-style-type: none">Continue to build relationships with others including adults in the classroom</div> <div>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.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.</div>	<div>Focus skills<ul style="list-style-type: none">Continue to build relationships with others including adults in the classroom</div> <div>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.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.</div>	<div>Focus skills<ul style="list-style-type: none">Continue to build relationships with others including adults in the classroom</div> <div>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.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.</div>
Physical development- Gross Motor Skills and Fine Motor Skills	<div>Focus skills<ul style="list-style-type: none">Weekly PEForest SchoolHandwritingFine motor activitiesYogaOutside activities (trim trail)</div> <div>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</div>	<div>Focus skills<ul style="list-style-type: none">Weekly PEForest SchoolHandwritingFine motor activitiesYogaOutside activities (trim trail)</div> <div>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.</div>	<div>Focus skills<ul style="list-style-type: none">Weekly PEForest SchoolHandwritingFine motor activitiesYogaOutside activities (trim trail)</div> <div>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.</div>	<div>Focus skills<ul style="list-style-type: none">Weekly PEForest SchoolHandwritingFine motor activitiesYogaOutside activities (trim trail)</div> <div>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.</div>	<div>Focus skills<ul style="list-style-type: none">Weekly PEForest SchoolHandwritingFine motor activitiesYogaOutside activities (trim trail)</div> <div>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.</div>	<div>Focus skills<ul style="list-style-type: none">Weekly PEForest SchoolHandwritingFine motor activitiesYogaOutside activities (trim trail)</div> <div>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.</div>

	<p>to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.
Literacy-Comprehension	<p>Focus skills</p> <ul style="list-style-type: none">• Understanding what they have read/heard• Listening and recalling• Sharing learning with others <p>Development matters links</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.• Read a few common exception words matched to the school’s phonic programme.• Form lower-case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Focus skills</p> <ul style="list-style-type: none">• Understanding what they have read/heard• Listening and recalling• Sharing learning with others <p>Development matters links</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.• Read a few common exception words matched to the school’s phonic programme.• Form lower-case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Focus skills</p> <ul style="list-style-type: none">• Understanding what they have read/heard• Listening and recalling• Sharing learning with others <p>Development matters links</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.• Read a few common exception words matched to the school’s phonic programme.• Form lower-case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Focus skills</p> <ul style="list-style-type: none">• Understanding what they have read/heard• Listening and recalling• Sharing learning with others <p>Development matters links</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.• Read a few common exception words matched to the school’s phonic programme.• Form lower-case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Focus skills</p> <ul style="list-style-type: none">• Understanding what they have read/heard• Listening and recalling• Sharing learning with others <p>Development matters links</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.• Read a few common exception words matched to the school’s phonic programme.• Form lower-case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Focus skills</p> <ul style="list-style-type: none">• Understanding what they have read/heard• Listening and recalling• Sharing learning with others <p>Development matters links</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.• Read a few common exception words matched to the school’s phonic programme.• Form lower-case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with letter/s.

Literacy- Word Reading	<div>Focus skills</div> <ul style="list-style-type: none">CVC and CVCC word readingHRS wordsDaily phonicsName reading <div>Development matters links</div> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<div>Focus skills</div> <ul style="list-style-type: none">CVC and CVCC word readingHRS wordsDaily phonicsName reading <div>Development matters links</div> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<div>Focus skills</div> <ul style="list-style-type: none">CVC and CVCC word readingHRS wordsDaily phonicsName reading <div>Development matters links</div> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<div>Focus skills</div> <ul style="list-style-type: none">CVC and CVCC word readingHRS wordsDaily phonicsName reading <div>Development matters links#</div> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<div>Focus skills</div> <ul style="list-style-type: none">CVC and CVCC word readingHRS wordsDaily phonicsName reading <div>Development matters links</div> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<div>Focus skills</div> <ul style="list-style-type: none">CVC and CVCC word readingHRS wordsDaily phonicsName reading <div>Development matters links</div> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.
	<div>What things would you want in your dream house?</div> <div>Focus skills</div> <ul style="list-style-type: none">Describing housesLabel their house/bedroomDesign and labelName writingCVC word writing <div>Development matters links</div> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<ul style="list-style-type: none">What do you know about other countriesWhat countries have you been to <div>Focus skills</div> <ul style="list-style-type: none">Menu writingShopping ListName writingCVC word writing <div>Development matters links</div> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<ul style="list-style-type: none">My dream petHow to look after petsWhat lives at the farm <div>Focus skills</div> <ul style="list-style-type: none">FoodFact fileCVC word writingName writingCVC word writing <div>Development matters links</div> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<ul style="list-style-type: none">What lives in the sea/jungle?Why can't we live there?Different names of Oceans. <div>Focus skills</div> <ul style="list-style-type: none">Facts about animalsList writingFact FilePostersName writingCVC word writing <div>Development matters links</div> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<ul style="list-style-type: none">What would you take to space?Which planet would you like to visit?Investigating stars <div>Focus skills</div> <ul style="list-style-type: none">List writingFact findingName writingCVC and CVCC word writing <div>Development matters links</div> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<ul style="list-style-type: none">What would you take to space?Which planet would you like to visit?Investigating stars <div>Focus skills</div> <ul style="list-style-type: none">List writingFact findingName writingCVC and CVCC word writing <div>Development matters links</div> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.
Mathematics- Number	<div>Alive in 5</div> <div>Focus skills</div> <ul style="list-style-type: none">Introducing number 0 <div>Development matters links</div> <ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Count beyond ten.Compare numbers.Understand the ‘one more than/one less than’ relationship between consecutive numbers.	<div>Alive in 5</div> <div>Focus skills</div> <ul style="list-style-type: none">Comparing numbers to 5 <div>Development matters links</div> <ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Count beyond ten.Compare numbers.Understand the ‘one more than/one less than’ relationship between consecutive numbers.	<div>Alive in 5</div> <div>Focus skills</div> <ul style="list-style-type: none">Composition of 4 and 5 <div>Development matters links</div> <ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Count beyond ten.Compare numbers.Understand the ‘one more than/one less than’ relationship between consecutive numbers.	<div>Growing 6, 7, 8</div> <div>Focus skills</div> <ul style="list-style-type: none">Looking at number 6 <div>Development matters links</div> <ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Count beyond ten.Compare numbers.Understand the ‘one more than/one less than’ relationship between consecutive numbers.	<div>Growing 6, 7, 8</div> <div>Focus skills</div> <ul style="list-style-type: none">Looking at number 7 <div>Development matters links</div> <ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Count beyond ten.Compare numbers.Understand the ‘one more than/one less than’ relationship between consecutive numbers.	<div>Growing 6, 7, 8</div> <div>Focus skills</div> <ul style="list-style-type: none">Looking at number 8 <div>Development matters links</div> <ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Count beyond ten.Compare numbers.Understand the ‘one more than/one less than’ relationship between consecutive numbers.

	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.
Understanding the World- The Natural World	<p>Focus skills</p> <ul style="list-style-type: none"> Thinking about changes in weather/environments <p>Development matters links</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p>Focus skills</p> <ul style="list-style-type: none"> Thinking about changes in weather/environments <p>Development matters links</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p>Focus skills</p> <ul style="list-style-type: none"> Animals in different environments <p>Development matters links</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p>Focus skills</p> <ul style="list-style-type: none"> Animals in different environments <p>Development matters links</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p>Focus skills</p> <ul style="list-style-type: none"> Planets facts and factfiles <p>Development matters links</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p>Focus skills</p> <ul style="list-style-type: none"> Planets facts and factfiles <p>Development matters links</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.
Expressive Arts and Design- Creating with Materials	<p>Focus skills</p> <ul style="list-style-type: none"> Creating pictures using different materials Exploring texture <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. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. 	<p>Focus skills</p> <ul style="list-style-type: none"> Creating pictures using different materials Exploring texture <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. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. 	<p>Focus skills</p> <ul style="list-style-type: none"> Creating pictures using different materials Exploring texture <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. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. 	<p>Focus skills</p> <ul style="list-style-type: none"> Creating pictures using different materials Exploring texture <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. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. 	<p>Focus skills</p> <ul style="list-style-type: none"> Creating pictures using different materials Exploring texture <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. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. 	<p>Focus skills</p> <ul style="list-style-type: none"> Creating pictures using different materials Exploring texture <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. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.
Expressive Arts and Design- Being imaginative and expressive	<p>Focus skills</p> <ul style="list-style-type: none"> Singing songs Role playing Dance Making up narratives in play 	<p>Focus skills</p> <ul style="list-style-type: none"> Singing songs Role playing Dance Making up narratives in play Exploring musical instruments Exploring genre 	<p>Focus skills</p> <ul style="list-style-type: none"> Singing songs Role playing Dance Making up narratives in play 	<p>Focus skills</p> <ul style="list-style-type: none"> Singing songs Role playing Dance Making up narratives in play 	<p>Focus skills</p> <ul style="list-style-type: none"> Singing songs Role playing Dance Making up narratives in play 	<p>Focus skills</p> <ul style="list-style-type: none"> Singing songs Role playing Dance Making up narratives in play

	<ul style="list-style-type: none">• Exploring musical instruments• Exploring genre• Recognising the sounds of instruments <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.• Create collaboratively, sharing ideas, resources and skills.• Sing in a group or on their own, increasingly matching the pitch and following the melody• Explore and engage in music making and dance, performing solo or in groups.	<ul style="list-style-type: none">• Recognising the sounds of instruments <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.• Create collaboratively, sharing ideas, resources and skills.• Sing in a group or on their own, increasingly matching the pitch and following the melody• Explore and engage in music making and dance, performing solo or in groups.	<ul style="list-style-type: none">• Exploring musical instruments• Exploring genre• Recognising the sounds of instruments <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.• Create collaboratively, sharing ideas, resources and skills.• Sing in a group or on their own, increasingly matching the pitch and following the melody• Explore and engage in music making and dance, performing solo or in groups.	<ul style="list-style-type: none">• Exploring musical instruments• Exploring genre• Recognising the sounds of instruments <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.• Create collaboratively, sharing ideas, resources and skills.• Sing in a group or on their own, increasingly matching the pitch and following the melody• Explore and engage in music making and dance, performing solo or in groups.	<ul style="list-style-type: none">• Exploring musical instruments• Exploring genre• Recognising the sounds of instruments <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.• Create collaboratively, sharing ideas, resources and skills.• Sing in a group or on their own, increasingly matching the pitch and following the melody• Explore and engage in music making and dance, performing solo or in groups.	<ul style="list-style-type: none">• Exploring musical instruments• Exploring genre• Recognising the sounds of instruments <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.• Create collaboratively, sharing ideas, resources and skills.• Sing in a group or on their own, increasingly matching the pitch and following the melody• Explore and engage in music making and dance, performing solo or in groups.
--	--	--	--	--	--	--