

## 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

			♥ LIV	ing eggs term 4		
		Term 3				
House	Week 1 me & community- es, special buildings d 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  Developm		Focus skills  Looking at houses from around the world  Investigating food and clothing around the world  Different climates  Development matters links  Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Connect one idea or action to another using a range of connectives.  Develop social phrases.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Focus skills  Listening and responding to others Investigating different types of animals Knowing which animals live on a farm  Development matters links Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in nonfiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.	Focus skills  Listening and responding to others Investigating different types of animals  Knowing which animals live in the jungle/sea  Development matters links  Learn new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Connect one idea or action to another using a range of connectives.  Develop social phrases.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Engage in nonfiction books.  Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.	Focus skills  Listening to facts about space Investigating different planets Learning new songs about space Hearing stories about space Hearing stories about space  Development matters links Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in nonfiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.	Focus skills  Listening to facts about space Investigating different planets Learning new songs about space Hearing stories about space Hearing stories about space  Development matters links  Learn new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Connect one idea or action to another using a range of connectives.  Develop social phrases.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Engage in nonfiction books.  Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.

Com	Eo que ekille	Econo dello	Engus skills	Eogus skills	Eogus skills	Eo cus skills
Communication	Focus skills  • Speaking about home life	Focus skills  • Asking questions about different countries/cultures	Focus skills  • Asking questions	Focus skills  • Asking questions	Focus skills  • Asking questions	Focus skills  • Asking questions
& Language- Speaking	Asking questions about	- , sking quasilons about amortin continuationion	Speaking about own	Speaking about	Sharing facts	Sharing facts
speaking	others	Development matters links	experiences of	own experiences of		
		Learn new vocabulary.	family pets and	animals	Development matters links	Development matters links
	Development matters links	Use new vocabulary through the day.	animals	<ul> <li>Sharing facts</li> </ul>	Learn new	Learn new
	<ul><li>Learn new vocabulary.</li><li>Use new vocabulary</li></ul>	Ask questions to find out more and to check they understand what has been said to them.	Development matters links	Development matters links	vocabulary.	vocabulary.
	through the day.	<ul> <li>Connect one idea or action to another using a range of connectives.</li> <li>Develop social phrases.</li> </ul>	Learn new	Learn new	Use new vocabulary through the day.	Use new vocabulary through the day.
	Ask questions to find out	<ul> <li>Bevelop social prilases.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact</li> </ul>	vocabulary.	vocabulary.	Ask questions to find	Ask questions to find
	more and to check they	repetition and some in their own words.	Use new vocabulary	Use new vocabulary	out more and to	out more and to
	understand what has	Engage in non-fiction books.	through the day.	through the day.	check they	check they
	been said to them.	Listen to and talk about selected non-fiction to develop a deep familiarity with new	<ul> <li>Ask questions to find</li> </ul>	<ul> <li>Ask questions to find</li> </ul>	understand what	understand what
	<ul> <li>Connect one idea or</li> </ul>	knowledge and vocabulary.	out more and to	out more and to	has been said to	has been said to
	action to another using a		check they	check they	them.	them.
	range of connectives.		understand what	understand what	<ul> <li>Connect one idea</li> </ul>	<ul> <li>Connect one idea</li> </ul>
	Develop social phrases.		has been said to them.	has been said to them.	or action to another	or action to another
	Retell the story, once they		Connect one idea	Connect one idea	using a range of	using a range of
	have developed a deep familiarity with the text;		or action to another	or action to another	connectives.  • Develop social	connectives.  • Develop social
	some as exact repetition		using a range of	using a range of	phrases.	phrases.
	and some in their own		connectives.	connectives.	<ul> <li>Retell the story,</li> </ul>	Retell the story,
	words.		<ul> <li>Develop social</li> </ul>	<ul> <li>Develop social</li> </ul>	once they have	once they have
	Engage in non-fiction		phrases.	phrases.	developed a deep	developed a deep
	books.		Retell the story, once	Retell the story,	familiarity with the	familiarity with the
	Listen to and talk about		they have	once they have	text; some as exact	text; some as exact
	selected non-fiction to		developed a deep familiarity with the	developed a deep familiarity with the	repetition and some	repetition and some
	develop a deep familiarity with new		text; some as exact	text; some as exact	in their own words.	in their own words.
	knowledge and		repetition and some	repetition and some	<ul> <li>Engage in non- fiction books.</li> </ul>	<ul> <li>Engage in non- fiction books.</li> </ul>
	vocabulary.		in their own words.	in their own words.	Listen to and talk	Listen to and talk
	· ·		Engage in non-	<ul> <li>Engage in non-</li> </ul>	about selected non-	about selected non-
			fiction books.	fiction books.	fiction to develop a	fiction to develop a
			Listen to and talk	Listen to and talk	deep familiarity with	deep familiarity with
			about selected non- fiction to develop a	about selected non- fiction to develop a	new knowledge	new knowledge
			deep familiarity with	deep familiarity with	and vocabulary.	and vocabulary.
			new knowledge and	new knowledge		
			vocabulary.	and vocabulary.		
				,		
Porconal social	Focus skills	Focus skills		Focus skills	Focus skills	Focus skills
Personal, social	Focus skills  • Listening to others	Focus skills  • Listening to others	Focus skills  Listening to others	Focus skills  • Listening to others	Focus skills  Listening to others	Focus skills  Listening to others
and emotional	<ul><li>Listening to others</li><li>Work on perseverance</li></ul>	<ul><li>Listening to others</li><li>Work on perseverance and resilience</li></ul>	Focus skills	Focus skills  Listening to others  Work on		1
· · · · · · ·	<ul><li>Listening to others</li><li>Work on perseverance and resilience</li></ul>	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> <li>Continue to build relationships with others</li> </ul>	Focus skills  Listening to others  Work on perseverance and	<ul><li>Listening to others</li><li>Work on perseverance and</li></ul>	<ul><li>Listening to others</li><li>Work on perseverance and</li></ul>	<ul><li>Listening to others</li><li>Work on perseverance and</li></ul>
and emotional development-	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> <li>Continue to build</li> </ul>	<ul><li>Listening to others</li><li>Work on perseverance and resilience</li></ul>	Focus skills  Listening to others  Work on perseverance and resilience	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> </ul>	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> </ul>	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> </ul>
and emotional development-	<ul><li>Listening to others</li><li>Work on perseverance and resilience</li></ul>	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> <li>Continue to build relationships with others</li> </ul>	Focus skills  Listening to others  Work on perseverance and	<ul><li>Listening to others</li><li>Work on perseverance and</li></ul>	<ul><li>Listening to others</li><li>Work on perseverance and</li></ul>	<ul><li>Listening to others</li><li>Work on perseverance and</li></ul>
and emotional development-	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> <li>Continue to build relationships with others</li> <li>Demonstrate and recognise school values</li> </ul>	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> <li>Continue to build relationships with others</li> <li>Demonstrate and recognise school values</li> </ul> Development matters links <ul> <li>See themselves as a valuable individual.</li> </ul>	Focus skills  Listening to others  Work on perseverance and resilience  Continue to build relationships with others	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> <li>Continue to build relationships with others</li> </ul>	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> <li>Continue to build relationships with others</li> </ul>	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> <li>Continue to build relationships with others</li> </ul>
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and emotional development-	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> <li>Continue to build relationships with others</li> <li>Demonstrate and recognise school values</li> <li>Development matters links</li> <li>See themselves as a valuable</li> </ul>	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> <li>Continue to build relationships with others</li> <li>Demonstrate and recognise school values</li> </ul> Development matters links <ul> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> </ul>	Focus skills  Listening to others  Work on perseverance and resilience  Continue to build relationships with others  Demonstrate and recognise school	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> <li>Continue to build relationships with others</li> <li>Demonstrate and recognise school</li> </ul>	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> <li>Continue to build relationships with others</li> <li>Demonstrate and recognise school</li> </ul>	<ul> <li>Listening to others</li> <li>Work on perseverance and resilience</li> <li>Continue to build relationships with others</li> <li>Demonstrate and recognise school</li> </ul>
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knives, forks and spoons.  • Use their core muscle strength to achieve a good posture when sitting at a table or  • Inaving a good sleep routine - being a safe pedestrian.  • Develop their small motor  • Develop their small routine - being a good sleep routine - being a good s	ep - having a good sleep fe routine - being a safe pedestrian.
<ul> <li>Use their core muscle strength to achieve a good posture when sitting at a table or</li> <li>routine - being a safe pedestrian.</li> <li>pedestrian.</li> <li>Develop their small motor</li> <li>Develop their small</li> <li>routine - being a safe pedestrian.</li> <li>pedestrian.</li> <li>Develop their small</li> <li>Develop their small</li> </ul>	fe routine - being a safe pedestrian.
to achieve a good posture when sitting at a table or  to achieve a good posture when sitting at a table or  pedestrian.  pedestrian.  pedestrian.  pedestrian.  pedestrian.  Develop their small motor  Develop their small	pedestrian.
when sitting at a table or  • Develop their small motor   • Develop their small   • Develop their smal	
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and writing, paintbrushes, and writing, and writing,	and writing,
scissors, knives, forks and paintbrushes, scissors, paintbrushes, scis	
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good posture when good posture when good posture when good posture when	_
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on the floor. on the floor. on the floor.	on the floor.
on the floor.	on the floor.
Faculti.	Farmatilla
Literacy- Focus skills Focus skills Focus skills Focus skills	Focus skills
Comprehension  • Understanding what they  • Understanding what they have read/heard  • Understanding what they have read/heard	g .
have read/heard • Listening and recalling they have they have they have	they have
Listening and recalling     Sharing learning with others     read/heard read/heard read/heard listening and l	read/heard
Sharing learning with     Listening and     Listening and     Listening and     Listening and	Listening and
others recalling recalling recalling recalling	recalling
Development matters links  • Sharing learning with • Sharing with • Sharing learning with • Sharing learning with • Sharing le	
• Read individual letters by saying the sounds for them. others others	others
Development matters links  • Blend sounds into words, so that they can read short words made up of known letter—sound correspondences.	
Read individual letters by saying the      Read a few common exception words matched to the school's phonic programme.      Read individual letters by saying the	
sounds for them.  • Form lower-case and capital letters correctly.  Development matters links  Development matters links  Development matters links	·
Blend sounds into words, so that     Spell words by identifying the sounds and then writing the sound with letter/s.      Read individual letters by     Read individual letters by     Read individual letters by     Read individual letters by	•
they can read short words made up saying the sounds for them. saying the sounds for them. saying the sounds for them.	nem. saying the sounds for them.
of known letter— sound   • Blend sounds into words, so  • Blend sounds into words, which in	ls, so   • Blend sounds into words, so
correspondences. that they can read short they can read short that they can read short the contract that they can read short that they can read short the contract the contract that they can read short the contract the contract that they can read short the contract the contract that they can read short the contract the contract that they can read short the contract the contract that they can read short the contract the contract the contract that they can read short the contract	t that they can read short
Read a few common exception  words made up of known	
words matched to the school's letter—sound letter—sound letter—sound	letter– sound
words matched to the school's	correspondences.
promoprogramme.	· ·
• Read a few common	Read a few common
exception words matched to exception words matched to exception words matched to	•
• Spell words by identifying the the school's phonic the school's phonic the school's phonic the school's phonic	the school's phonic
sounds and then writing the sound programme. programme. programme.	programme.
with letter/s.  • Form lower-case and capital • Form lower-case an	pital • Form lower-case and capital
letters correctly. letters correctly. letters correctly.	letters correctly.
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sound with letter/s. sound with letter/s. sound with letter/s.	sound with letter/s.
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Literacy- Word Reading	Focus skills  CVC and CVCC word reading  HRS words  Daily phonics  Name reading	Focus skills  CVC and CVCC word reading  HRS words  Daily phonics  Name reading	Focus skills  CVC and CVCC word reading HRS words Daily phonics Name reading	Focus skills  CVC and CVCC word reading  HRS words Daily phonics Name reading	Focus skills  CVC and CVCC word reading HRS words Daily phonics Name reading	Focus skills  CVC and CVCC word reading  HRS words  Daily phonics  Name reading
	<ul> <li>Development matters links</li> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter— sound correspondences.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	Development matters links  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read a few common exception words matched to the school's phonic programme.  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.	Development matters links  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter—sound correspondences.  Read a few common exception words matched to the school's phonic programme.  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.	Development matters links# Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Development matters links  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter—sound correspondences.  Read a few common exception words matched to the school's phonic programme.  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.	Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sound with letter/s.
Literacy- Writing	What things would you want in your dream house?	What do you know about other countries     What countries have you been to	My dream pet     How to look after pets     What lives at the farm	<ul> <li>What lives in the sea/jungle?</li> <li>Why can't we live there?</li> <li>Different names of Oceans.</li> </ul>	What would you take to space?     Which planet would you like to visit?     Investigating stars	<ul> <li>What would you take to space?</li> <li>Which planet would you like to visit?</li> <li>Investigating stars</li> </ul>
	Focus skills  Describing houses Label their house/bedroom Design and label Name writing CVC word writing  Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Focus skills  Menu writing Shopping List Name writing CVC word writing  Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Focus skills	Focus skills  Facts about animals  List writing  Fact File  Posters  Name writing  CVC word writing  Development matters links  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter—sound correspondences.  Read a few common exception words matched to the school's phonic programme.  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.	Focus skills  List writing Fact finding Name writing CVC and CVCC word writing  Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Focus skills  List writing Fact finding Name writing CVC and CVCC word writing  Development matters links Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.
Mathematics- Number	Alive in 5 Focus skills Introducing number 0  Development matters links Count objects, actions and sounds. Subitise Link 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.	Alive in 5 Focus skills	Alive in 5 Focus skills	Growing 6, 7, 8 Focus skills  Looking at number 6  Development matters links  Count objects, actions and sounds.  Subitise  Link 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.	Growing 6, 7, 8 Focus skills  Looking at number 7  Development matters links  Count objects, actions and sounds.  Subitise  Link 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.	Growing 6, 7, 8 Focus skills  Looking at number 8  Development matters links  Count objects, actions and sounds.  Subitise  Link 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.

Mathematics-	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills
Numerical	Comparing	Comparing mass/capacity	Comparing	Length and height	Length and height	Length and height
Patterns	mass/capacity		mass/capacity	• Time	• Time	• Time
	Development matters links	Development matters links	Development matters links			
	Continue, copy and create repeating	<ul> <li>Continue, copy and create repeating patterns.</li> <li>Compare length, weight and capacity.</li> </ul>	Continue, copy and create	Development matters links	Development matters links	<ul><li>Development matters links</li><li>Continue, copy and create</li></ul>
	patterns.	compare length, weight and capacity.	repeating patterns.	<ul> <li>Continue, copy and create repeating patterns.</li> </ul>	Continue, copy and create repeating patterns.	repeating patterns.
	Compare length, weight and		Compare length, weight and	Compare length, weight and	Compare length, weight and	Compare length, weight and
	capacity.		capacity.	capacity.	capacity.	capacity.
Understanding	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills
the World- Past	Talk about our families	Talk about our families and how they may have changed since we have been born	Discussions about	Discussions about	Planets facts and	Planets facts and
and Present	and how they may have	Talk about our different families and cultures/traditions	pets	habitats	factfiles	factfiles
	changed since we have been born		<ul><li>Animals in the family</li><li>Farm animals</li></ul>	<ul> <li>What animals live where?</li> </ul>	<ul><li>Planet songs</li><li>Thinking of how the</li></ul>	<ul><li>Planet songs</li><li>Thinking of how the</li></ul>
	been boin	Development matters links	Habitats	Facts about animals	solar system has	solar system has
	Development matters links	Talk about members of their immediate family and community.			changed	changed
	Talk about members of their	Name and describe people who are familiar to them.	Development matters links	Development matters links		
	immediate family and community.	Comment on images of familiar situations in the past.	Talk about members of their	Talk about members of their	<ul><li>Development matters links</li><li>Talk about members of their</li></ul>	<ul><li>Development matters links</li><li>Talk about members of their</li></ul>
	Name and describe people who are	Draw information from a simple map.	immediate family and community.	immediate family and community.	immediate family and	immediate family and
	familiar to them.  Comment on images of familiar	Understand that some places are special to members of their community.	Name and describe people	Name and describe people	community.	community.
	situations in the past.	Recognise that people have different beliefs and celebrate special times in different ways.  People and a similar title and difference between life in this country and life in the accountries.	who are familiar to them.	who are familiar to them.	Name and describe people	Name and describe people
	Draw information from a simple	<ul> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> </ul>	Comment on images of	Comment on images of	who are familiar to them.	who are familiar to them.
	map.	Recognise some environments that are different to the one in which they live.	familiar situations in the past.	familiar situations in the past.	Comment on images of	Comment on images of
	Understand that some places are	Understand the effect of changing seasons on the natural world around them.	Draw information from a	Draw information from a	familiar situations in the past.	familiar situations in the past.
	special to members of their		simple map.	simple map.	Draw information from a	Draw information from a
	community.		Understand that some places     are special to members of	Understand that some places  are special to members of	<ul><li>simple map.</li><li>Understand that some places</li></ul>	<ul><li>simple map.</li><li>Understand that some places</li></ul>
	Recognise that people have     different beliefs and celebrate		are special to members of their community.	are special to members of their community.	are special to members of	are special to members of
	special times in different ways.		Recognise that people have	Recognise that people have	their community.	their community.
	Recognise some similarities and		different beliefs and celebrate	different beliefs and celebrate	Recognise that people have	Recognise that people have
	differences between life in this		special times in different	special times in different	different beliefs and celebrate	different beliefs and celebrate
	country and life in other countries.		ways.	ways.	special times in different	special times in different
	Explore the natural world around		Recognise some similarities	Recognise some similarities	ways.	ways.
	them.		and differences between life	and differences between life	<ul> <li>Recognise some similarities and differences between life</li> </ul>	<ul> <li>Recognise some similarities and differences between life</li> </ul>
	Recognise some environments that		in this country and life in other countries.	in this country and life in other countries.	in this country and life in	in this country and life in
	are different to the one in which they live.		Explore the natural world	Explore the natural world	other countries.	other countries.
	Understand the effect of changing		around them.	around them.	Explore the natural world	Explore the natural world
	seasons on the natural world		Recognise some	Recognise some	around them.	around them.
	around them.		environments that are	environments that are	Recognise some	Recognise some
			different to the one in which	different to the one in which	environments that are	environments that are
			they live.	they live.	different to the one in which they live.	different to the one in which they live.
			Understand the effect of changing seasons on the	Understand the effect of changing seasons on the	Understand the effect of	Understand the effect of
			natural world around them.	natural world around them.	changing seasons on the	changing seasons on the
			instantin none en oune en en		natural world around them.	natural world around them.
Understanding	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills
the World-	Understanding that	Understanding that people around the world have similarities and differences	Different pets in	<ul> <li>Favourite animals</li> </ul>	Planets facts and	Planets facts and
People, Culture	people around the world have similarities and	Development matters links	different countries	Development matters links	factfiles	factfiles
and	differences	Talk about members of their immediate family and community.	Development matters links	Talk about members of their	Development matters links	Development matters links
Communities		Name and describe people who are familiar to them.	Talk about members of their	immediate family and	Talk about members of their	Talk about members of their
	Development matters links	Comment on images of familiar situations in the past.	immediate family and	community.	immediate family and	immediate family and
	Talk about members of their immediate family and community.	Draw information from a simple map.	community.	Name and describe people	community.	community.
	Name and describe people who are	Understand that some places are special to members of their community.	<ul> <li>Name and describe people who are familiar to them.</li> </ul>	who are familiar to them.	Name and describe people who are familiar to them.	Name and describe people  who are familiar to them
	familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways.	Comment on images of	<ul> <li>Comment on images of familiar situations in the past.</li> </ul>	Comment on images of	<ul><li>who are familiar to them.</li><li>Comment on images of</li></ul>
	Comment on images of familiar	Recognise some similarities and differences between life in this country and life in other countries.    Similarities are the protected around the area.	familiar situations in the past.	Draw information from a	familiar situations in the past.	familiar situations in the past.
	situations in the past.	<ul> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>	Draw information from a	simple map.	Draw information from a	Draw information from a
	Draw information from a simple	Understand the effect of changing seasons on the natural world around them.	simple map.	Understand that some places	simple map.	simple map.
	map.		Understand that some places	are special to members of	Understand that some places	Understand that some places
	Understand that some places are		are special to members of	their community.	are special to members of	are special to members of
	special to members of their		their community.	Recognise that people have	their community.	their community.
	<ul> <li>community.</li> <li>Recognise that people have</li> </ul>		<ul> <li>Recognise that people have different beliefs and celebrate</li> </ul>	different beliefs and celebrate	Recognise that people have different beliefs and celebrate	Recognise that people have different beliefs and celebrate
	different beliefs and celebrate		special times in different	special times in different ways.	special times in different	special times in different
	special times in different ways.		ways.	Recognise some similarities	ways.	ways.
	Recognise some similarities and		Recognise some similarities	and differences between life	Recognise some similarities	Recognise some similarities
			and differences between life	in this country and life in	and differences between life	and differences between life
	differences between life in this		and differences between life	in this country and me in	and amerences between me	and americances sectiveen me
	country and life in other countries.		in this country and life in	other countries.	in this country and life in	in this country and life in
				· ·		

Understanding the World- The Natural World	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.  Focus skills Thinking about changes in weather/environments  Development matters links Talk about members of their immediate family and community.  Name and describe people who are familiar to them. Comment on images of familiar situations in the past.  Draw information from a simple map.  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them.  Recognise some environments that are different to the one in which	Focus skills  Thinking about changes in weather/environments  Development matters links  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Comment on images of familiar situations in the past.  Draw information from a simple map.  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them.	<ul> <li>who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world</li> </ul>	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.  Focus skills  Animals in different environments  Development matters links  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Comment on images of familiar situations in the past.  Draw information from a simple map.  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world	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.  Focus skills     Planets facts and factfiles  Development matters links     Talk about members of their immediate family and community.     Name and describe people who are familiar to them.     Comment on images of familiar situations in the past.     Draw information from a simple map.     Understand that some places are special to members of their community.     Recognise that people have different beliefs and celebrate special times in different ways.     Recognise some similarities and differences between life in this country and life in other countries.     Explore the natural world	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.  FOCUS SKIIIS     Planets facts and factfiles  Development matters links     Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Comment on images of familiar situations in the past.  Draw information from a simple map.  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries.
	I			other countries.	other countries.	· · · · · · · · · · · · · · · · · · ·
Expressive Arts and Design- Creatiing with Materials	Focus skills  Creating pictures using different materials  Exploring texture	Focus skills  Creating pictures using different materials  Exploring texture  Development matters links  Finders use and refine a variety of artistic effects to express their ideas and facilings	Focus skills  Creating pictures using different materials Exploring texture	Focus skills  Creating pictures using different materials Exploring texture	Focus skills  Creating pictures using different materials Exploring texture	natural world around them.  Focus skills  Creating pictures using different materials  Exploring texture
	<ul> <li>Development matters links</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul> <li>Development matters links</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul> <li>Development matters links</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul> <li>Development matters links</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	Development matters links  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Create collaboratively, sharing ideas, resources and skills.  Sing in a group or on their own, increasingly matching the pitch and following the melody  Explore and engage in music making and dance, performing solo or in groups.
Expressive Arts and Design- Being imaginiative and	Focus skills  Singing songs Role playing Dance Making up narratives in	Focus skills  Singing songs Role playing Dance Making up narratives in play	Focus skills  Singing songs Role playing Dance Making up narratives	Focus skills  Singing songs Role playing Dance Making up	Focus skills     Singing songs     Role playing     Dance     Making up	Focus skills     Singing songs     Role playing     Dance     Making up

Exploring musical instruments     Exploring genre     Recognising the sounds of instruments     Development matters links     Explore, use and refine a	<ul> <li>Recognising the sounds of instruments</li> <li>Development matters links</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> </ul>	<ul> <li>Exploring musical instruments</li> <li>Exploring genre</li> <li>Recognising the sounds of instruments</li> </ul>	<ul> <li>Exploring musical instruments</li> <li>Exploring genre</li> <li>Recognising the sounds of instruments</li> </ul>	<ul> <li>Exploring musical instruments</li> <li>Exploring genre</li> <li>Recognising the sounds of instruments</li> </ul>	<ul> <li>Exploring musical instruments</li> <li>Exploring genre</li> <li>Recognising the sounds of instruments</li> </ul>
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.	Explore and engage in music making and dance, performing solo or in groups.	<ul> <li>Development matters links</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul> <li>and feelings.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>	Development matters links  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Create collaboratively, sharing ideas, resources and skills.  Sing in a group or on their own, increasingly matching the pitch and following the melody  Explore and engage in music making and dance, performing solo or in groups.	Development matters links     Explore, use and refine a variety of artistic effects to express their ideas and feelings.     Create collaboratively, sharing ideas, resources and skills.     Sing in a group or on their own, increasingly matching the pitch and following the melody     Explore and engage in music making and dance, performing solo or in groups

or in groups.