

Fairview Community Primary School Medium Term Planner

developed a deep familiarity

with the text; some as exact

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.

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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)

Develop social phrases.

words.

Engage in non-fiction books.

Wow moments:

• Science Dome Term 4

	Science Dome Term 4 Living Eggs Term 4							
	Term 4							
	Week 7 Dinosaurs	Week 8 Dinosaurs	Week 9 Growing/Planting	Week 10 Growing/Planting	Week 11 Lifecylces/Chicks	Week 12 Lifecycles/Chicks		
Communication & Language- Listening, Attention and Understanding	Focus skills Listening to others ideas and to their teacher about Dinosaurs Think about different Dinosaurs Ask and answer questions about Dinosaurs Understand that other people may have a different opinion and that is okay	Focus skills Listening to others ideas and to their teacher about Dinosaurs Think about different Dinosaurs Ask and answer questions about Dinosaurs Understand that other people may have a different opinion and that is okay	Focus skills Listening to others ideas and to their teacher about plants and growth Think about different plants Ask and answer questions about plants	Focus skills Listening to others ideas and to their teacher about plants and growth Think about different plants Ask and answer questions about plants	Focus skills Listening to others ideas and to their teacher about Life Cycles Think about different Life Cycles and how this looks in humans and animals Ask and answer questions about life cycles	Focus skills Listening to others ideas and to their teacher about Life Cycles Think about different Life Cycles and how this looks in humans and animals Ask and answer questions about life cycles		
	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.	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 develope a deep familiarity with new knowledge and vocabulary.	Development matters links Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Development matters links Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Development matters links Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Development matters links Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
Communication & Language- Speaking	Focus skills	Focus skills	Focus skills Speaking about plants Asking questions about plants Explaining facts that they know Development matters links Learn new vocabulary. Use new vocabulary through the	Focus skills Speaking about plants Asking questions about plants Explaining facts that they know Development matters links Learn new vocabulary. Use new vocabulary through the day.	Focus skills Speaking about life cycles Asking questions about life cycles Explaining facts that they know	Focus skills Speaking about life cycles Asking questions about life cycles Explaining facts that they know Development matters links Learn new vocabulary. Use new vocabulary through the day.		
	 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 	 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 	 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 	 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 	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 a said physics.	 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 		

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words.

words.

• Engage in non-fiction books.

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Personal, social and emotional development-Self Regulation	Focus skills Listening to others Work on perseverance and resilience Continue to build relationships with others Demonstrate and recognise school values Development matters links 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.	Focus skills Listening to others Work on perseverance and resilience Continue to build relationships with others Demonstrate and recognise school values Development matters links 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.	Focus skills Listening to others Work on perseverance and resilience Continue to build relationships with others Demonstrate and recognise school values Development matters links 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.	Focus skills Listening to others Work on perseverance and resilience Continue to build relationships with others Demonstrate and recognise school values Development matters links 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.	Focus skills Listening to others Work on perseverance and resilience Continue to build relationships with others Demonstrate and recognise school values Development matters links 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.	Focus skills Listening to others Work on perseverance and resilience Continue to build relationships with others Demonstrate and recognise school values Development matters links 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	Focus skills Continue to manage own needs Talk about resilience and what this means Consider their reactions in different situations Development matters links 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.	Focus skills Continue to manage own needs Talk about resilience and what this means Consider their reactions in different situations Development matters links 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.	Focus skills	Focus skills Continue to manage own needs Talk about resilience and what this means Consider their reactions in different situations Development matters links 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.	Focus skills Continue to manage own needs Talk about resilience and what this means Consider their reactions in different situations Development matters links 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.	Focus skills
Personal, social and emotional development- Building Relationships	Focus skills Continue to build relationships with others including adults in the classroom Development matters links 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.	Focus skills	Focus skills Continue to build relationships with others including adults in the classroom Development matters links 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.	Focus skills Continue to build relationships with others including adults in the classroom Development matters links 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.	Focus skills Continue to build relationships with others including adults in the classroom Development matters links 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.	Focus skills

	Think about the perspectives of	Think about the perspectives of				
	others.Manage their own needs.	others.Manage their own needs.	others. Manage their own needs.	others.Manage their own needs.	others.Manage their own needs.	others.Manage their own needs.
	Manage mell own needs.	Muliage meil own needs.	Muliage meil ownneeds.	Muliage meil own needs.	Muliage meil own needs.	Manage meil own needs.
Physical	Focus skills	Focus skills				
development-	Weekly PE	Weekly PE				
Gross Motor Skills	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
and Fine Motor	Fine motor activities Young	Fine motor activities Young				
Skills	YogaOutside activities (trim trail)	YogaOutside activities (trim trail)				
	Development matters links.	Development matters links	Development matters links	Development matters links	Development matters links	Development matters links
	Revise and refine the fundamental	Revise and refine the fundamental				
	movement skills they have already	movement skills they have already				
	acquired: - rolling - crawling - walking	acquired: - rolling - crawling - walking				
	- jumping - running - hopping -	- jumping - running - hopping -				
	skipping – climbing • Progress towards a more fluent style of	skipping – climbing • Progress towards a more fluent style of	skipping – climbing • Progress towards a more fluent style of	skipping – climbing • Progress towards a more fluent style of	skipping – climbing • Progress towards a more fluent style of	skipping – climbingProgress towards a more fluent style or
	moving, with developing control and	moving, with developing control and				
	grace.	grace.	grace.	grace.	grace.	grace.
	 Develop the overall body strength, 	Develop the overall body strength,	 Develop the overall body strength, 	 Develop the overall body strength, 	 Develop the overall body strength, 	Develop the overall body strength,
	co-ordination, balance and agility	co-ordination, balance and agility				
	needed to engage successfully with	needed to engage successfully with				
	future physical education sessions	future physical education sessions				
	and other physical disciplines	and other physical disciplines				
	including dance, gymnastics, sport and swimmina.	including dance, gymnastics, sport and swimmina.				
	Combine different movements with	Combine different movements with				
	ease and fluency	ease and fluency				
	Confidently and safely use a range of	Confidently and safely use a range of				
	large and small apparatus indoors	large and small apparatus indoors				
	and outside, alone and in a group.	and outside, alone and in a group.				
	Develop overall body-strength,	Develop overall body-strength,				
	balance, co-ordination and agility.	balance, co-ordination and agility.				
	Know and talk about the different	Know and talk about the different				
	factors that support their overall	factors that support their overall				
	health and wellbeing: - regular physical activity - healthy eating -	health and wellbeing: - regular physical activity - healthy eating -	health and wellbeing: - regular physical activity - healthy eating -	health and wellbeing: - regular physical activity - healthy eating -	health and wellbeing: - regular physical activity - healthy eating -	health and wellbeing: - regular physical activity - healthy eating -
	toothbrushing - sensible amounts of	toothbrushing - sensible amounts of				
	'screen time' - having a good sleep	'screen time' - having a good sleep				
	routine - being a safe pedestrian.	routine - being a safe pedestrian.				
	Develop their small motor skills so that	Develop their small motor skills so that				
	they can use a range of tools	they can use a range of tools				
	competently, safely and confidently.	competently, safely and confidently.				
	Suggested tools: pencils for drawing	Suggested tools: pencils for drawing				
	and writing, paintbrushes, scissors, knives, forks and spoons.	and writing, paintbrushes, scissors, knives, forks and spoons.	and writing, paintbrushes, scissors, knives, forks and spoons.	and writing, paintbrushes, scissors, knives, forks and spoons.	and writing, paintbrushes, scissors, knives, forks and spoons.	and writing, paintbrushes, scissors, knives, forks and spoons.
	Use their core muscle strength to	 Use their core muscle strength to 				
	achieve a good posture when sitting	achieve a good posture when sitting				
	at a table or sitting on the floor.	at a table or sitting on the floor.	at a table or sitting on the floor.	at a table or sitting on the floor.	at a table or sitting on the floor.	at a table or sitting on the floor.
Literacy-	Focus skills	Focus skills				
Comprehension	Understanding what they have	Understanding what they have				
	read/heard Listening and recalling	read/heard Listening and recalling	read/heard Listening and recalling	read/heard Listening and recalling	read/heard Listening and recalling	read/heard Listening and recalling
	Sharing learning with others	Sharing learning with others				
	Daily guided reading	Daily guided reading				
	Davidan was at as attan Entr	Development or other Entre	Development of the State	Development or other Entre	Development worther Entry	Development weather Pale
	Development matters links Read individual letters by saying the sounds	Development matters links Read individual letters by saying the sounds	Development matters links Read individual letters by saying the sounds	Development matters links Read individual letters by saying the sounds	Development matters links Read individual letters by saying the sounds	Development matters links Read individual letters by saying the sounds
	for them.	for them.				
	Blend sounds into words, so that they can	Blend sounds into words, so that they can	Blend sounds into words, so that they can	Blend sounds into words, so that they can	Blend sounds into words, so that they can	Blend sounds into words, so that they can
	read short words made up of known letter–	read short words made up of known letter–	read short words made up of known letter–	read short words made up of known letter–	read short words made up of known letter–	read short words made up of known letter-
	sound correspondences.	sound correspondences.				
	Read a few common exception words	Read a few common exception words				
	matched to the school's phonic programme.	matched to the school's phonic programme.				
	Form lower-case and capital letters correctly. Spell words by identifying the sounds and	Form lower-case and capital letters correctly. Spell words by identifying the sounds and	Form lower-case and capital letters correctly. Spell words by identifying the sounds and	Form lower-case and capital letters correctly. Spell words by identifying the sounds and	 Form lower-case and capital letters correctly. Spell words by identifying the sounds and 	Form lower-case and capital letters correctly. Spell words by identifying the sounds and
	 Spell words by identifying the sounds and then writing the sound with letter/s. 	 Spell words by identifying the sounds and then writing the sound with letter/s. 	 Spell words by identifying the sounds and then writing the sound with letter/s. 	 Spell words by identifying the sounds and then writing the sound with letter/s. 	 Spell words by identifying the sounds and then writing the sound with letter/s. 	 Spell words by identifying the sounds and then writing the sound with letter/s.
	aren wreng the Journa with letter/3.	dien witting the sound with letter/s.	dien witting the sound with letter/s.	dien witting the sound with fetter/s.	aren writing the sound with letter/s.	then writing the sound with letter/s.

Literacy- Word Reading	Focus skills CVC and CVCC word reading HRS words Daily phonics Caption reading	Focus skills	Focus skills CVC and CVCC word reading HRS words Daily phonics Caption reading	Focus skills CVC and CVCC word reading HRS words Daily phonics Caption reading	Focus skills CVC and CVCC word reading HRS words Daily phonics Caption reading	Focus skills CVC and CVCC word reading HRS words Daily phonics Caption reading
	 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 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.
Literacy- Writing	Focus skills	Focus skills CVC word writing Lists Caption writing Labelling Writing facts Development matters links Read individual letters by saying the sounds	Focus skills CVC word writing Lists Caption writing Labelling Writing letters to someone Writing facts	Focus skills CVC word writing Lists Caption writing Labelling Writing letters to someone Writing facts Development matters links	Focus skills CVC word writing Lists Caption writing Labelling Writing letters to someone Writing facts Diary entries	Focus skills CVC word writing Lists Caption writing Labelling Writing letters to someone Writing facts Diary entries
	 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. 	for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	 Read 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.
Mathematics- Number	Building 9 and 10 Focus skills	Building 9 and 10 Focus skills	Building 9 and 10 Focus skills Bonds to 10 Development matters links Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers.	Consolidation Focus skills Revision skills tailored to individual class needs (e.g. number bonds, addition, part-part whole, more and less) Development matters links Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value.	Consolidation Focus skills Revision skills tailored to individual class needs (e.g. number bonds, addition, part-part whole, more and less) Development matters links Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value.	Consolidation Focus skills Revision skills tailored to individual class needs (e.g. number bonds, addition, part-part whole, more and less) Development matters links Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its
	Understand the 'one more than/one less than' relationship between consecutive numbers.	than' relationship between consecutive numbers.	Understand the 'one more than/one less than' relationship between consecutive numbers.	Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.	 Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. 	 cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.
Mathematics- Numerical Patterns	Focus skills	Focus skills	Focus skills	Focus skills Revision skills tailored to individual class needs (e.g. length, height, capacity, shape) Development matters links Continue, copy and create repeating patterns. Compare length, weight and capacity.	Focus skills Revision skills tailored to individual class needs (e.g. length, height, capacity, shape) Development matters links Continue, copy and create repeating patterns. Compare length, weight and capacity.	Focus skills Revision skills tailored to individual class needs (e.g. length, height, capacity, shape) Development matters links Continue, copy and create repeating patterns. Compare length, weight and capacity.
Understanding the World- Past and Present	Focus skills Talk about what the Earth was like in Dinosaur times Time periods Concept of Extinction Development matters links	Focus skills Talk about what the Earth was like in Dinosaur times Time periods Concept of Extinction Recycling and looking after our planet	Focus skills Life spans of different plants e.g. trees/flowers Allotments Development matters links	Focus skills • Life spans of different plants e.g. trees/flowers • Allotments Development matters links	Focus skills Talk about ourselves as a baby Talk about different generations of our family Look at babies in different species	Focus skills Talk about ourselves as a baby Talk about different generations of our family Look at babies in different species

	 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. 	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.	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.	 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. 	 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. 	 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.
Understanding the World-People, Culture and Communities	Focus skills Look at the Earth as it was in Dinosaur times Compare to the map of the world now Development matters links Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Focus skills Look at the Earth as it was in Dinosaur times Compare to the map of the world now Development matters links Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Focus skills Talk about the Earth and different climates Around the world different cultures/communities have to grow their own food Learning that plants are essential for human survival 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.	Focus skills Talk about the Earth and different climates Around the world different cultures/communities have to grow their own food Learning that plants are essential for human survival 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.	Focus skills To learn about our own life cycle as humans 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.	Focus skills To learn about our own life cycle as humans 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.
Understanding the World- The Natural World	Focus skills	Focus skills	Focus skills Different types of growing Different types of plants Experimenting with how plants grow Learning what plants need to survive Nature walk 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.	Focus skills Different types of growing Different types of plants Experimenting with how plants grow Learning what plants need to survive Nature walk 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.	Focus skills Lifecycles of Class Bug Lifecycle of chicks Looking after chicks 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.	Lifecycles of Class Bug Lifecycle of chicks Looking after chicks Observing changes in chicks 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.

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Expressive Arts and Design-Creatiing with Materials	Focus skills	Focus skills	Focus skills Creating pictures using different materials Exploring texture 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.	Focus skills	Focus skills Creating pictures using different materials Exploring texture 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.	Focus skills Creating pictures using different materials Exploring texture 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 expressive	Focus skills Singing songs Role playing Dance Making up narratives in play Exploring musical instruments Exploring genre Recognising the sounds of instruments 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.	Focus skills Singing songs Role playing Dance Making up narratives in play Exploring musical instruments Exploring genre Recognising the sounds of instruments Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.	Focus skills Singing songs Role playing Dance Making up narratives in play Exploring musical instruments Exploring genre Recognising the sounds of instruments Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.	Focus skills Singing songs Role playing Dance Making up narratives in play Exploring musical instruments Exploring genre Recognising the sounds of instruments Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.	Focus skills Singing songs Role playing Dance Making up narratives in play Exploring musical instruments Exploring genre Recognising the sounds of instruments Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.	Focus skills Singing songs Role playing Dance Making up narratives in play Exploring musical instruments Exploring genre Recognising the sounds of instruments 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.