



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:

- 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 Lifecycles/Chicks	Week 12 Lifecycles/Chicks
Communication & Language-Listening, Attention and Understanding	<p>Focus skills</p> <ul style="list-style-type: none">• 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 <p>Development matters links</p> <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<p>Focus skills</p> <ul style="list-style-type: none">• Listening to 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 <p>Development matters links</p> <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<p>Focus skills</p> <ul style="list-style-type: none">• Listening to others ideas and to their teacher about plants and growth• Think about different plants• Ask and answer questions about plants <p>Development matters links</p> <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<p>Focus skills</p> <ul style="list-style-type: none">• Listening to others ideas and to their teacher about plants and growth• Think about different plants• Ask and answer questions about plants <p>Development matters links</p> <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<p>Focus skills</p> <ul style="list-style-type: none">• Listening to 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 <p>Development matters links</p> <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<p>Focus skills</p> <ul style="list-style-type: none">• Listening to 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 <p>Development matters links</p> <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Communication & Language-Speaking	<p>Focus skills</p> <ul style="list-style-type: none">• Speaking about Dinosaurs• Asking questions about Dinosaurs• Explaining facts that they know• Voicing an opinion about favourite Dinosaurs <p>Development matters links</p> <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact	<p>Focus skills</p> <ul style="list-style-type: none">• Speaking about Dinosaurs• Asking questions about Dinosaurs• Explaining facts that they know• Voicing an opinion about favourite Dinosaurs <p>Development matters links</p> <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact	<p>Focus skills</p> <ul style="list-style-type: none">• Speaking about plants• Asking questions about plants• Explaining facts that they know <p>Development matters links</p> <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	<p>Focus skills</p> <ul style="list-style-type: none">• Speaking about plants• Asking questions about plants• Explaining facts that they know <p>Development matters links</p> <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Engage in non-fiction books.	<p>Focus skills</p> <ul style="list-style-type: none">• Speaking about life cycles• Asking questions about life cycles• Explaining facts that they know <p>Development matters links</p> <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Connect one idea or action to another using a range of connectives.• Develop social phrases.	<p>Focus skills</p> <ul style="list-style-type: none">• Speaking about life cycles• Asking questions about life cycles• Explaining facts that they know <p>Development matters links</p> <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Connect one idea or action to another using a range of connectives.• Develop social phrases.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Engage in non-fiction books.

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	<ul style="list-style-type: none">Think about the perspectives of others.Manage their own needs.	<ul style="list-style-type: none">Think about the perspectives of others.Manage their own needs.	<ul style="list-style-type: none">Think about the perspectives of others.Manage their own needs.	<ul style="list-style-type: none">Think about the perspectives of others.Manage their own needs.	<ul style="list-style-type: none">Think about the perspectives of others.Manage their own needs.	<ul style="list-style-type: none">Think about the perspectives of others.Manage their own needs.
Physical development- Gross Motor Skills and Fine Motor Skills	<p>Focus skills</p> <ul style="list-style-type: none">Weekly PEHandwritingFine motor activitiesYogaOutside activities (trim trail) <p>Development matters links.</p> <ul style="list-style-type: none">Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbingProgress towards a more fluent style of moving, with developing control and grace.Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.Combine different movements with ease and fluencyConfidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.Develop overall body-strength, balance, co-ordination and agility.Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	<p>Focus skills</p> <ul style="list-style-type: none">Weekly PEHandwritingFine motor activitiesYogaOutside activities (trim trail) <p>Development matters links</p> <ul style="list-style-type: none">Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbingProgress towards a more fluent style of moving, with developing control and grace.Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.Combine different movements with ease and fluencyConfidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.Develop overall body-strength, balance, co-ordination and agility.Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 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Literacy- Comprehension	<p>Focus skills</p> <ul style="list-style-type: none">Understanding what they have read/heardListening and recallingSharing learning with othersDaily guided reading <p>Development matters links</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Focus skills</p> <ul style="list-style-type: none">Understanding what they have read/heardListening and recallingSharing learning with othersDaily guided reading <p>Development matters links</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Focus skills</p> <ul style="list-style-type: none">Understanding what they have read/heardListening and recallingSharing learning with othersDaily guided reading <p>Development matters links</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Focus skills</p> <ul style="list-style-type: none">Understanding what they have read/heardListening and recallingSharing learning with othersDaily guided reading <p>Development matters links</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Focus skills</p> <ul style="list-style-type: none">Understanding what they have read/heardListening and recallingSharing learning with othersDaily guided reading <p>Development matters links</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Focus skills</p> <ul style="list-style-type: none">Understanding what they have read/heardListening and recallingSharing learning with othersDaily guided reading <p>Development matters links</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.

Literacy- Word Reading	<div>Focus skills<ul style="list-style-type: none">CVC and CVCC word readingHRS wordsDaily phonicsCaption reading</div> <div>Development matters links<ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.</div>	<div>Focus skills<ul style="list-style-type: none">CVC and CVCC word readingHRS wordsDaily phonicsCaption reading</div> <div>Development matters links<ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.</div>	<div>Focus skills<ul style="list-style-type: none">CVC and CVCC word readingHRS wordsDaily phonicsCaption reading</div> <div>Development matters links<ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.</div>	<div>Focus skills<ul style="list-style-type: none">CVC and CVCC word readingHRS wordsDaily phonicsCaption reading</div> <div>Development matters links<ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.</div>	<div>Focus skills<ul style="list-style-type: none">CVC and CVCC word readingHRS wordsDaily phonicsCaption reading</div> <div>Development matters links<ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.</div>	<div>Focus skills<ul style="list-style-type: none">CVC and CVCC word readingHRS wordsDaily phonicsCaption reading</div> <div>Development matters links<ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.</div>
Literacy- Writing	<div>Focus skills<ul style="list-style-type: none">CVC word writingListsCaption writingLabellingWriting facts</div> <div>Development matters links<ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.</div>	<div>Focus skills<ul style="list-style-type: none">CVC word writingListsCaption writingLabellingWriting facts</div> <div>Development matters links<ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.</div>	<div>Focus skills<ul style="list-style-type: none">CVC word writingListsCaption writingLabellingWriting letters to someoneWriting facts</div> <div>Development matters links<ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.</div>	<div>Focus skills<ul style="list-style-type: none">CVC word writingListsCaption writingLabellingWriting letters to someoneWriting facts</div> <div>Development matters links<ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.</div>	<div>Focus skills<ul style="list-style-type: none">CVC word writingListsCaption writingLabellingWriting letters to someoneWriting factsDiary entries</div> <div>Development matters links<ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.</div>	<div>Focus skills<ul style="list-style-type: none">CVC word writingListsCaption writingLabellingWriting letters to someoneWriting factsDiary entries</div> <div>Development matters links<ul style="list-style-type: none">Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.Read a few common exception words matched to the school’s phonic programme.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.</div>
Mathematics- Number	<div>Building 9 and 10</div> <div>Focus skills<ul style="list-style-type: none">Counting to 9 and 10</div> <div>Development matters links<ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Count beyond ten.Compare numbers.Understand the ‘one more than/one less than’ relationship between consecutive numbers.</div>	<div>Building 9 and 10</div> <div>Focus skills<ul style="list-style-type: none">Comparing numbers to10</div> <div>Development matters links<ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Count beyond ten.Compare numbers.Understand the ‘one more than/one less than’ relationship between consecutive numbers.</div>	<div>Building 9 and 10</div> <div>Focus skills<ul style="list-style-type: none">Bonds to 10</div> <div>Development matters links<ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Count beyond ten.Compare numbers.Understand the ‘one more than/one less than’ relationship between consecutive numbers.</div>	<div>Consolidation</div> <div>Focus skills<ul style="list-style-type: none">Revision skills tailored to individual class needs (e.g. number bonds, addition, part-part whole, more and less)</div> <div>Development matters links<ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Count beyond ten.Compare numbers.Understand the ‘one more than/one less than’ relationship between consecutive numbers.</div>	<div>Consolidation</div> <div>Focus skills<ul style="list-style-type: none">Revision skills tailored to individual class needs (e.g. number bonds, addition, part-part whole, more and less)</div> <div>Development matters links<ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Count beyond ten.Compare numbers.Understand the ‘one more than/one less than’ relationship between consecutive numbers.</div>	<div>Consolidation</div> <div>Focus skills<ul style="list-style-type: none">Revision skills tailored to individual class needs (e.g. number bonds, addition, part-part whole, more and less)</div> <div>Development matters links<ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Count beyond ten.Compare numbers.Understand the ‘one more than/one less than’ relationship between consecutive numbers.</div>
Mathematics- Numerical Patterns	<div>Focus skills<ul style="list-style-type: none">3D shapes</div> <div>Development matters links<ul style="list-style-type: none">Continue, copy and create repeating patterns.Compare length, weight and capacity.</div>	<div>Focus skills<ul style="list-style-type: none">Spatial awareness</div> <div>Development matters links<ul style="list-style-type: none">Continue, copy and create repeating patterns.Compare length, weight and capacity.</div>	<div>Focus skills<ul style="list-style-type: none">Patterns</div> <div>Development matters links<ul style="list-style-type: none">Continue, copy and create repeating patterns.Compare length, weight and capacity.</div>	<div>Focus skills<ul style="list-style-type: none">Revision skills tailored to individual class needs (e.g. length, height, capacity, shape)</div> <div>Development matters links<ul style="list-style-type: none">Continue, copy and create repeating patterns.Compare length, weight and capacity.</div>	<div>Focus skills<ul style="list-style-type: none">Revision skills tailored to individual class needs (e.g. length, height, capacity, shape)</div> <div>Development matters links<ul style="list-style-type: none">Continue, copy and create repeating patterns.Compare length, weight and capacity.</div>	<div>Focus skills<ul style="list-style-type: none">Revision skills tailored to individual class needs (e.g. length, height, capacity, shape)</div> <div>Development matters links<ul style="list-style-type: none">Continue, copy and create repeating patterns.Compare length, weight and capacity.</div>
Understanding the World- Past and Present	<div>Focus skills<ul style="list-style-type: none">Talk about what the Earth was like in Dinosaur timesTime periodsConcept of Extinction</div> <div>Development matters links</div>	<div>Focus skills<ul style="list-style-type: none">Talk about what the Earth was like in Dinosaur timesTime periodsConcept of ExtinctionRecycling and looking after our planet</div> <div>Development matters links</div>	<div>Focus skills<ul style="list-style-type: none">Life spans of different plants e.g. trees/flowersAllotments</div> <div>Development matters links</div>	<div>Focus skills<ul style="list-style-type: none">Life spans of different plants e.g. trees/flowersAllotments</div> <div>Development matters links</div>	<div>Focus skills<ul style="list-style-type: none">Talk about ourselves as a babyTalk about different generations of our familyLook at babies in different species</div> <div>Development matters links</div>	<div>Focus skills<ul style="list-style-type: none">Talk about ourselves as a babyTalk about different generations of our familyLook at babies in different species</div> <div>Development matters links</div>

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