

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: 6

Critical Enquiry Question:

I wonder what I can imagine

End of Unit Assessment Activity:

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

Wow moments:

- □ Sports Day
- ☐ HIstoric Dockyard Trip
- ☐ Transition (meeting new classmates & teachers)

	Week 1 Under the Sea The Rainbow Fish	Week 2 Under the Sea Flotsam	Week 3 Pirates Molly Rogers Pirate Girl	Week 4 Pirates	Week 5 Magical Creatures Ella Bella- Midsummer Night's Dream	Week 6 Magical Creatures & Transition I Can Catch A Monster	Week 7 Transition and Goodbyes A Huge Bag of Worries Giraffe's Can't Dance
Communication & Language- Listening, Attention and Understanding	Focus Skills Listen to different stories, give opinions and ask questions. Join in with class discussions. Listen to others and respond appropriately. Children at expected level will - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth	Focus Skills Listen to different stories, give opinions and ask questions. Join in with class discussions. Listen to others and respond appropriately. Children at expected level will - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Focus Skills Listen to different stories, give opinions and ask questions. Join in with class discussions. Listen to others and respond appropriately. Children at expected level will - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Focus Skills Listen to different stories, give opinions and ask questions. Join in with class discussions. Listen to others and respond appropriately. Children at expected level will - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Focus Skills Listen to different stories, give opinions and ask questions. Join in with class discussions. Listen to others and respond appropriately. Children at expected level will - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Focus Skills Listen to different stories, give opinions and ask questions. Join in with class discussions. Listen to others and respond appropriately. Children at expected level will - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Focus Skills Listen to different stories, give opinions and ask questions. Join in with class discussions. Listen to others and respond appropriately. Children at expected level will - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Communication & Language- Speaking	exchanges with their teacher and peers. Focus Skills Extending vocabulary. Speaking in full sentences, using correct	Focus Skills Extending vocabulary. Speaking in full sentences, using correct tenses.	Focus Skills Extending vocabulary. Speaking in full sentences, using correct tenses.	Focus Skills Extending vocabulary. Speaking in full sentences, using correct tenses.	Focus Skills Extending vocabulary. Speaking in full sentences, using correct tenses.	Focus Skills Extending vocabulary. Speaking in full sentences, using correct tenses.	Focus Skills Extending vocabulary. Speaking in full sentences using correct tenses.
	tenses. Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, social	Focus Skills	Focus Skills	Focus Skills	Focus Skills	Focus Skills	Focus Skills	Focus Skills
and emotional	☐ Continuing to manage own	☐ Continuing to manage own	☐ Continuing to manage own	☐ Continuing to manage own	☐ Continuing to manage own	☐ Continuing to manage own	☐ Continuing to manage own
development- Self	behaviour.	behaviour.	behaviour.	behaviour.	behaviour.	behaviour.	behaviour.
Regulation	 Listening to adults and 	Listening to adults and	Listening to adults and	 Listening to adults and 	 Listening to adults and 	Listening to adults and	 Listening to adults and
	engaging for appropriate	engaging for appropriate levels	engaging for appropriate levels	engaging for appropriate levels	engaging for appropriate levels	engaging for appropriate levels	engaging for appropriate levels
	levels of time. Continuing to wait for what	of time. Continuing to wait for what	of time. Continuing to wait for what	of time. Continuing to wait for what	of time. Continuing to wait for what	of time. Continuing to wait for what	of time. Continuing to wait for what
	they want.	they want.	they want.	they want.	they want.	they want.	they want.
	me, wam.	mey warm.	mey warm.	mey warm.	mey warm.	me, warm.	mo, wam.
	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of
	development will:	development will:	development will:	development will:	development will:	development will:	development will:
	- Show an understanding of their	- Show an understanding of their	- Show an understanding of their	- Show an understanding of their	- Show an understanding of their	- Show an understanding of their	- Show an understanding of their
	own feelings and those of others, and begin to regulate their	own feelings and those of others, and begin to regulate their	own feelings and those of others, and begin to regulate their	own feelings and those of others, and begin to regulate their	own feelings and those of others, and begin to regulate their	own feelings and those of others, and begin to regulate their	own feelings and those of others, and begin to regulate their
	behaviour accordingly;	behaviour accordingly;	behaviour accordingly;	behaviour accordingly;	behaviour accordingly;	behaviour accordingly;	behaviour accordingly;
	- Set and work towards simple	- Set and work towards simple goals,	- Set and work towards simple goals,	- Set and work towards simple goals,	- Set and work towards simple goals,	- Set and work towards simple goals,	- Set and work towards simple goals,
	goals, being able to wait for what	being able to wait for what they	being able to wait for what they	being able to wait for what they	being able to wait for what they	being able to wait for what they	being able to wait for what they
	they want and control their	want and control their immediate	want and control their immediate	want and control their immediate	want and control their immediate	want and control their immediate	want and control their immediate
	immediate impulses when	impulses when appropriate;	impulses when appropriate;	impulses when appropriate;	impulses when appropriate;	impulses when appropriate;	impulses when appropriate;
	appropriate;	- Give focused attention to what	- Give focused attention to what	- Give focused attention to what	- Give focused attention to what	- Give focused attention to what	- Give focused attention to what
	- Give focused attention to what the teacher says, responding	the teacher says, responding appropriately even when engaged	the teacher says, responding appropriately even when engaged	the teacher says, responding appropriately even when engaged	the teacher says, responding appropriately even when engaged	the teacher says, responding appropriately even when engaged	the teacher says, responding appropriately even when engaged
	appropriately even when	in activity, and show an ability to	in activity, and show an ability to	in activity, and show an ability to	in activity, and show an ability to	in activity, and show an ability to	in activity, and show an ability to
	engaged in activity, and show an	follow instructions involving several	follow instructions involving several	follow instructions involving several	follow instructions involving several	follow instructions involving several	follow instructions involving several
	ability to follow instructions	ideas or actions.	ideas or actions.	ideas or actions.	ideas or actions.	ideas or actions.	ideas or actions.
	involving several ideas or actions.						
	Focus Skills	Focus Skills	Focus Skills	Focus Skills	Focus Skills	Focus Skills	Focus Skills
and emotional	 Continue to develop independence. 	Continue to develop independence.	Continue to develop independence.	 Continue to develop independence. 	Continue to develop independence.	Continue to develop independence.	Continue to develop independence.
development-	Managing own needs.	Managing own needs.	Managing own needs.	Managing own needs.	Managing own needs.	Managing own needs.	Managing own needs.
Managing Self	Learning about healthy	Learning about healthy	Learning about healthy	Learning about healthy	Learning about healthy	Learning about healthy	Learning about healthy
	and unhealthy foods.	and unhealthy foods.	and unhealthy foods.	and unhealthy foods.	and unhealthy foods.	and unhealthy foods.	and unhealthy foods.
	Knowing how to keep	 Knowing how to keep safe 	 Knowing how to keep safe 	Knowing how to keep safe	 Knowing how to keep safe 	 Knowing how to keep safe 	Knowing how to keep safe
	safe and healthy.	and healthy.	and healthy.	and healthy.	and healthy.	and healthy.	and healthy.
	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of
	development will:	development will:	development will:	development will:	development will:	development will:	development will:
	- Be confident to try new activities	- Be confident to try new activities	- Be confident to try new activities	- Be confident to try new activities	- Be confident to try new activities	- Be confident to try new activities	- Be confident to try new activities
	and show independence,	and show independence, resilience	and show independence, resilience	and show independence, resilience	and show independence, resilience	and show independence, resilience	and show independence, resilience
	resilience and perseverance in the	and perseverance in the face of	and perseverance in the face of	and perseverance in the face of	and perseverance in the face of	and perseverance in the face of	and perseverance in the face of
	face of challenge;	challenge;	challenge;	challenge;	challenge;	challenge;	challenge;
	- Explain the reasons for rules, know right from wrong and try to	- Explain the reasons for rules, know right from wrong and try to behave	- Explain the reasons for rules, know right from wrong and try to behave	- Explain the reasons for rules, know right from wrong and try to behave	- Explain the reasons for rules, know right from wrong and try to behave	- Explain the reasons for rules, know right from wrong and try to behave	- Explain the reasons for rules, know right from wrong and try to behave
	behave accordingly;	accordingly;	accordingly;	accordingly;	accordingly;	accordingly;	accordingly;
	- Manage their own basic hygiene	- Manage their own basic hygiene	- Manage their own basic hygiene	- Manage their own basic hygiene	- Manage their own basic hygiene	- Manage their own basic hygiene	- Manage their own basic hygiene
	and personal needs, including	and personal needs, including	and personal needs, including	and personal needs, including	and personal needs, including	and personal needs, including	and personal needs, including
	dressing, going to the toilet and	dressing, going to the toilet and	dressing, going to the toilet and	dressing, going to the toilet and	dressing, going to the toilet and	dressing, going to the toilet and	dressing, going to the toilet and
	understanding the importance of	understanding the importance of	understanding the importance of	understanding the importance of	understanding the importance of	understanding the importance of	understanding the importance of
	healthy food choices.	healthy food choices.	healthy food choices.	healthy food choices.	healthy food choices.	healthy food choices.	healthy food choices.
Personal, social	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills
and emotional	□ Continue to build	□ Continue to build	□ Continue to build	□ Continue to build	☐ Continue to build	□ Continue to build	☐ Continue to build
development-	relationships with others	relationships with others	relationships with others	relationships with others	relationships with others	relationships with others	relationships with others
Building	including adults in the	including adults in the	including adults in the	including adults in the	including adults in the	including adults in the	including adults in the
Relationships	classroom	classroom	classroom	classroom	classroom	classroom	classroom
	 To build effective relationships with new 	 To build effective relationships with new 	 To build effective relationships with new 	 To build effective relationships with new 	 To build effective relationships with new 	 To build effective relationships with new 	 To build effective relationships with new
	classmates (year 1	classmates (year 1	classmates (year 1	classmates (year 1	classmates (year 1	classmates (year 1	classmates (year 1
	classes), and staff	classes), and staff	classes), and staff	classes), and staff	classes), and staff	classes), and staff	classes), and staff
						·	
	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of
	development will:	development will:	development will:	development will:	development will:	development will:	development will:
	 Work and play cooperatively and take turns with others; 	- Work and play cooperatively and take turns with others:	- Work and play cooperatively and take turns with others:	 Work and play cooperatively and take turns with others: 	- Work and play cooperatively and take turns with others:	- Work and play cooperatively and take turns with others:	 Work and play cooperatively and take turns with others;
	- Form positive attachments to	- Form positive attachments to	- Form positive attachments to	- Form positive attachments to	- Form positive attachments to	- Form positive attachments to	- Form positive attachments to
	adults and friendships with peers;	adults and friendships with peers;	adults and friendships with peers;	adults and friendships with peers;	adults and friendships with peers;	adults and friendships with peers;	adults and friendships with peers;
	- Show sensitivity to their own and	- Show sensitivity to their own and to	- Show sensitivity to their own and to	- Show sensitivity to their own and to	- Show sensitivity to their own and to	- Show sensitivity to their own and to	- Show sensitivity to their own and to
	to others' needs.	others' needs.	others' needs.	others' needs.	others' needs.	others' needs.	others' needs.
,	Focus Skills	Focus Skills	Focus Skills	Focus Skills	Focus Skills	Focus Skills	Focus Skills
development-	Sports Day Practice	Sports Day PracticeRunning & Coordination	Sports Day Practice Purping & Coordination	Running & CoordinationConsolidation of skills	Consolidation of skills	Consolidation of skills	□ Consolidation of skills
Gross Motor Skills	Running & Coordination	Running & Coordination	Running & Coordination	U CONSONICION OF SKIIIS	PE	Forest School & PE	Gross Motor Skills
and Fine Motor	PE	Forest School & PE	PE	Forest School, PE & Sports Day 26 th		. 5.55. 55.155. 4.12	Children at the expected level of
Skills	1 -						
Skills				June	Gross Motor Skills	Gross Motor Skills	development will:

	Children at the avecated level of	Children at the even ested level of	Children at the even stad level of	Cross Maday Skills	Children at the even stad level of	Children at the even at ad level of	Negatiate space and chatacles
	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Gross Motor Skills Children at the expected level of	Children at the expected level of development will:	Children at the expected level of development will:	- Negotiate space and obstacles safely, with consideration for
	- Negotiate space and obstacles	- Negotiate space and obstacles	- Negotiate space and obstacles	development will:	- Negotiate space and obstacles	- Negotiate space and obstacles	themselves and others:
	safely, with consideration for	safely, with consideration for	safely, with consideration for	- Negotiate space and obstacles	safely, with consideration for	safely, with consideration for	- Demonstrate strength, balance
	themselves and others;	themselves and others;	themselves and others;	safely, with consideration for	themselves and others;	themselves and others;	and coordination when playing;
	- Demonstrate strength, balance	- Demonstrate strength, balance	- Demonstrate strength, balance	themselves and others;	- Demonstrate strength, balance	- Demonstrate strength, balance	- Move energetically, such as
	and coordination when playing;	and coordination when playing;	and coordination when playing;	- Demonstrate strength, balance	and coordination when playing;	and coordination when playing;	running, jumping, dancing,
	- Move energetically, such as	- Move energetically, such as	- Move energetically, such as	and coordination when playing;	- Move energetically, such as	- Move energetically, such as	hopping, skipping and climbing.
	running, jumping, dancing,	running, jumping, dancing,	running, jumping, dancing,	- Move energetically, such as	running, jumping, dancing,	running, jumping, dancing,	Fine Motor Skills Children at the expected level of
	hopping, skipping and climbing. Fine Motor Skills	hopping, skipping and climbing. Fine Motor Skills	hopping, skipping and climbing. Fine Motor Skills	running, jumping, dancing, hopping, skipping and climbing.	hopping, skipping and climbing. Fine Motor Skills	hopping, skipping and climbing. Fine Motor Skills	development will:
	Children at the expected level of	Children at the expected level of	Children at the expected level of	Fine Motor Skills	Children at the expected level of	Children at the expected level of	- Hold a pencil effectively in
	development will:	development will:	development will:	Children at the expected level of	development will:	development will:	preparation for fluent writing – using
	- Hold a pencil effectively in	- Hold a pencil effectively in	- Hold a pencil effectively in	development will:	- Hold a pencil effectively in	- Hold a pencil effectively in	the tripod grip in almost all cases;
	preparation for fluent writing –	preparation for fluent writing – using	preparation for fluent writing – using	- Hold a pencil effectively in	preparation for fluent writing – using	preparation for fluent writing – using	- Use a range of small tools,
	using the tripod grip in almost all	the tripod grip in almost all cases;	the tripod grip in almost all cases;	preparation for fluent writing – using	the tripod grip in almost all cases;	the tripod grip in almost all cases;	including scissors, paint brushes and
	cases;	- Use a range of small tools,	- Use a range of small tools,	the tripod grip in almost all cases;	- Use a range of small tools,	- Use a range of small tools,	cutlery;
	- Use a range of small tools,	including scissors, paint brushes and	including scissors, paint brushes and	- Use a range of small tools,	including scissors, paint brushes and	including scissors, paint brushes and	- Begin to show accuracy and care
	including scissors, paint brushes and cutlery;	cutlery;	cutlery;	including scissors, paint brushes and	cutlery; - Begin to show accuracy and care	cutlery;	when drawing.
	- Begin to show accuracy and	- Begin to show accuracy and care when drawing.	- Begin to show accuracy and care when drawing.	cutlery; - Begin to show accuracy and care	when drawing.	- Begin to show accuracy and care when drawing.	
	care when drawing.	when didwing.	when didwing.	when drawing.	when didwing.	when didwing.	
Literacy-	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills	Focus skills
Comprehension	 Understanding what they 	 Understanding what they 	 Understanding what they 	 Understanding what they 	 Understanding what they 	 Understanding what they 	 Understanding what they
·	have read/heard	have read/heard	have read/heard	have read/heard	have read/heard	have read/heard	have read/heard
	Listening and recalling	 Listening and recalling 	Listening and recalling	 Listening and recalling 	Listening and recalling	 Listening and recalling 	Listening and recalling
	Sharing learning with	Sharing learning with	Sharing learning with	□ Sharing learning with	□ Sharing learning with	□ Sharing learning with	Sharing learning with
	others Daily guided reading	others Daily guided reading	others Daily guided reading	others Daily guided reading	others Daily guided reading	others Daily guided reading	others Daily guided reading
	Being able to act out	Being able to act out	Being able to act out	Being able to act out	Being able to act out	Being able to act out	Being able to act out
	stories in their own words	stories in their own words or	stories in their own words or	stories in their own words or	stories in their own words or	stories in their own words or	stories in their own words or
	or though role play	though role play	though role play	though role play	though role play	though role play	though role play
	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of
	development will:	development will:	development will:	development will:	development will:	development will:	development will:
	- Demonstrate understanding of	- Demonstrate understanding of	- Demonstrate understanding of	- Demonstrate understanding of	- Demonstrate understanding of	- Demonstrate understanding of what has been read to them by	- Demonstrate understanding of
	what has been read to them by retelling stories and narratives	what has been read to them by retelling stories and narratives using	what has been read to them by retelling stories and narratives using	what has been read to them by retelling stories and narratives using	what has been read to them by retelling stories and narratives using	retelling stories and narratives using	what has been read to them by retelling stories and narratives using
	using their own words and recently	their own words and recently	their own words and recently	their own words and recently	their own words and recently	their own words and recently	their own words and recently
	introduced vocabulary;	introduced vocabulary:	introduced vocabulary;	introduced vocabulary;	introduced vocabulary;	introduced vocabulary;	introduced vocabulary;
	- Anticipate – where appropriate –	- Anticipate – where appropriate –	- Anticipate – where appropriate –	- Anticipate – where appropriate –	- Anticipate – where appropriate –	- Anticipate – where appropriate –	- Anticipate – where appropriate –
	key events in stories;	key events in stories;	key events in stories;	key events in stories;	key events in stories;	key events in stories;	key events in stories;
	- Use and understand recently	- Use and understand recently	- Use and understand recently	- Use and understand recently	- Use and understand recently	- Use and understand recently	- Use and understand recently
	introduced vocabulary during	introduced vocabulary during	introduced vocabulary during	introduced vocabulary during	introduced vocabulary during	introduced vocabulary during	introduced vocabulary during
	discussions about stories, non-	discussions about stories, non-fiction,	discussions about stories, non-fiction,	discussions about stories, non-fiction,	discussions about stories, non-fiction,	discussions about stories, non-fiction,	discussions about stories, non-fiction,
	fiction, rhymes and poems and during role-play.	rhymes and poems and during role- play.	rhymes and poems and during role- play.	rhymes and poems and during role- play.	rhymes and poems and during role- play.	rhymes and poems and during role- play.	rhymes and poems and during role- play.
	doming role-play.	pidy.	pidy.	pidy.	pidy.	pidy.	pidy.
Literacy- Word	Focus Skills	Focus Skills	Focus Skills	Focus Skills	Focus Skills	Focus Skills	Focus Skills
Reading	☐ HRS words	□ HRS words	☐ HRS words	□ HRS words	□ HRS words	□ HRS words	□ HRS words
-	 Daily phonics, learning new 	 Daily phonics, learning new 	 Daily phonics, learning new 	 Daily phonics, learning new 	 Daily phonics, learning new 	 Daily phonics, learning new 	 Daily phonics, learning new
	sounds from ELS Phase 5	sounds from ELS Phase 5	sounds from ELS Phase 5	sounds from ELS Phase 5	sounds from ELS Phase 5	sounds from ELS Phase 5	sounds from ELS Phase 5
	Caption reading	Caption reading Size to a branch and a set to a	Caption reading	Caption reading Size also also as a section and a section as	Caption reading Size leads to be a contained as a contain	Caption reading Size leading	Caption reading
	Simple phrases and sentencesReading decodable books	Simple phrases and sentencesReading decodable books	Simple phrases and sentencesReading decodable books	Simple phrases and sentencesReading decodable books	Simple phrases and sentencesReading decodable books	Simple phrases and sentencesReading decodable books	Simple phrases and sentencesReading decodable books
	independently	independently	independently	independently	independently	independently	independently
	aspanasim,	acperiaeriii,	acpenden,	acpenaerm,	acpenaerm,	acponacim,	acpanaen,
	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of	Children at the expected level of
	development will:	development will:	development will:	development will:	development will:	development will:	development will:
	- Say a sound for each letter in the	- Say a sound for each letter in the	- Say a sound for each letter in the	- Say a sound for each letter in the	- Say a sound for each letter in the	- Say a sound for each letter in the	- Say a sound for each letter in the
	alphabet and at least 10 digraphs; - Read words consistent with their	alphabet and at least 10 digraphs; - Read words consistent with their	alphabet and at least 10 digraphs; - Read words consistent with their	alphabet and at least 10 digraphs; - Read words consistent with their	alphabet and at least 10 digraphs; - Read words consistent with their	alphabet and at least 10 digraphs; - Read words consistent with their	alphabet and at least 10 digraphs; - Read words consistent with their
	phonic knowledge by sound-	phonic knowledge by sound-	- Read words consistent with their phonic knowledge by sound-	phonic knowledge by sound-	phonic knowledge by sound-	phonic knowledge by sound-	phonic knowledge by sound-
	blending;	blending;	blending;	blending;	blending;	blending;	blending;
	- Read aloud simple sentences	- Read aloud simple sentences and	- Read aloud simple sentences and	- Read aloud simple sentences and	- Read aloud simple sentences and	- Read aloud simple sentences and	- Read aloud simple sentences and
	and books that are consistent with	books that are consistent with their	books that are consistent with their	books that are consistent with their	books that are consistent with their	books that are consistent with their	books that are consistent with their
	their phonic knowledge, including	phonic knowledge, including some	phonic knowledge, including some	phonic knowledge, including some	phonic knowledge, including some	phonic knowledge, including some	phonic knowledge, including some
	some common exception words.	common exception words.	common exception words.	common exception words.	common exception words.	common exception words.	common exception words.
	Fo oue Skills	Fo our Skills	Fo our Skills	Fo our Skills	Fo our Skills	Fo our Skills	Fa ava Skilla
191	Focus Skills	Focus Skills	Focus Skills	Focus Skills Caption and sentence	Focus Skills Caption and sentence	Focus Skills Caption and sentence	Focus Skills Caption and sentence
Literacy- Writing		Cantian and centence	(aniian ana cantanca			· · · · · · · · · · · · · · · · · · ·	
Literacy- Writing	 Caption and sentence 	Caption and sentence writing	 Caption and sentence writing 			•	' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '
Literacy- Writing		 Caption and sentence writing Adapting a familiar story. 	writing Adapting a familiar story.	writing Adapting a familiar story.	writing Adapting a familiar story.	writing Adapting a familiar story.	writing Adapting a familiar story.
Literacy- Writing	Caption and sentence writing	writing	writing	writing	writing	writing	writing

	Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
Mathematics- Number	Focus Skills Doubling Sharing & grouping Even & odd Spatial reasoning Visualise and build Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Focus Skills Doubling Sharing & grouping Even & odd Spatial reasoning Visualise and build Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Focus Skills Doubling Sharing & grouping Even & odd Spatial reasoning Visualise and build Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Focus Skills Deepening understanding Patterns & relationships Spatial mapping Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Focus Skills Deepening understanding Patterns & relationships Spatial mapping Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Focus Skills Deepening understanding Patterns & relationships Spatial mapping Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Focus Skills Deepening understanding Patterns & relationships Spatial mapping Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Mathematics- Numerical Patterns	Focus Skills Doubling Sharing & grouping Even & odd Spatial reasoning Visualise and build Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Focus Skills Doubling Sharing & grouping Even & odd Spatial reasoning Visualise and build Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Focus Skills Doubling Sharing & grouping Even & odd Spatial reasoning Visualise and build Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Focus Skills Deepening understanding Patterns & relationships Spatial mapping Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Focus Skills Deepening understanding Patterns & relationships Spatial mapping Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Focus Skills Deepening understanding Patterns & relationships Spatial mapping Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Focus Skills Deepening understanding Patterns & relationships Spatial mapping Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World- Past and Present	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences. Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences. Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences. Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences. Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences. Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences. Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences. Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events

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Understanding the World- People, Culture and Communities	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences.	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences.	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences.	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences.	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences.	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences.	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences.
	Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Understanding the World- The Natural World	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences. Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences. Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences. Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences. Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences. Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences. Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Focus Skills Exploring environments around them. Thinking of the lives of people now and in the past and exploring the similarities and differences. Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design- Creatiing with Materials	Focus Skills Return to and build on their previous skills Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	Focus Skills Return to and build on their previous skills Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	Focus Skills Return to and build on their previous skills Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	Focus Skills Return to and build on their previous skills Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	Focus Skills Return to and build on their previous skills Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	Focus Skills Return to and build on their previous skills Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	Focus Skills Return to and build on their previous skills Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Expressive Arts and Design- Being imaginiative and expressive	Focus Skills Return to and build on previous skills. Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Focus Skills Return to and build on previous skills. Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Focus Skills Return to and build on previous skills. Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Focus Skills Return to and build on previous skills. Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Focus Skills Return to and build on previous skills. Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Focus Skills Return to and build on previous skills. Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Focus Skills Return to and build on previous skills. Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.