



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.

Critical Enquiry Question:

- I wonder who I am.

End of Unit Assessment Activity:

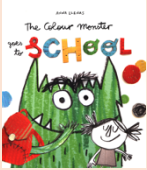
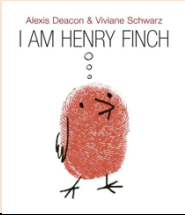
- Baseline assessments
- Phonics assessment
- Writing initial sounds

Wow moments:

- First Day of School
- Developing friendships
- Learning the routines of the day
- Developing independence

Year Group: Reception  
Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Communication &amp; Language:</b>  Listening, Attention and Understanding  Speaking	Baseline <ul style="list-style-type: none"><li>'Getting to know you' games</li><li>Describing games</li><li>Listening games</li></ul> Development matters links: <ul style="list-style-type: none"><li>Understand how to listen carefully and why listening is important.</li><li>Use new vocabulary through the day.</li><li>Ask questions to find out more and to check they understand what has been said to them.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Listening games</li><li>Answering questions</li><li>Following instructions</li></ul> Development matters links: <ul style="list-style-type: none"><li>Understand how to listen carefully and why listening is important.</li><li>Use new vocabulary through the day.</li><li>Ask questions to find out more and to check they understand what has been said to them.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Listening games</li><li>Answering questions</li><li>Following instructions</li><li>Learning new vocabulary about daily routines and classroom environments</li></ul> Development matters links: <ul style="list-style-type: none"><li>Understand how to listen carefully and why listening is important.</li><li>Use new vocabulary through the day.</li><li>Ask questions to find out more and to check they understand what has been said to them.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Listening games</li><li>Answering questions</li><li>Following instruction</li><li>Learning new vocabulary about daily routines and classroom environments</li></ul> Development matters links: <ul style="list-style-type: none"><li>Understand how to listen carefully and why listening is important.</li><li>Use new vocabulary through the day.</li><li>Ask questions to find out more and to check they understand what has been said to them.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Listening games</li><li>Beginning to answer questions in full sentences</li><li>Following instructions</li><li>Learning new vocabulary about daily routines and classroom environments</li><li>Remembering and joining in with songs and stories</li></ul> Development matters links: <ul style="list-style-type: none"><li>Understand how to listen carefully and why listening is important.</li><li>Use new vocabulary through the day.</li><li>Ask questions to find out more and to check they understand what has been said to them.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Beginning to answer questions in full sentences</li><li>Following instructions</li><li>Learning new vocabulary about daily routines and classroom environments</li><li>Remembering and joining in with songs and stories</li></ul> Development matters links: <ul style="list-style-type: none"><li>Understand how to listen carefully and why listening is important.</li><li>Use new vocabulary through the day.</li><li>Ask questions to find out more and to check they understand what has been said to them.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Beginning to answer questions in full sentences</li><li>Following instructions</li><li>Learning new vocabulary about daily routines and classroom environments</li><li>Remembering and joining in with songs and stories</li></ul> Development matters links: <ul style="list-style-type: none"><li>Understand how to listen carefully and why listening is important.</li><li>Use new vocabulary through the day.</li><li>Ask questions to find out more and to check they understand what has been said to them.</li></ul>
<b>Assessment Checkpoints</b>			Are children able to listen without calling out?				Are children using full sentences to answer questions? Re-Cap Week 3 Assessment are children able to listen without calling out now?
<b>Personal, social and emotional development</b>  Self Regulation  Managing Self  Building Relationships	Baseline <ul style="list-style-type: none"><li>Turn taking games</li><li>Mindfulness/yoga</li><li>Guided visualisations</li><li>Sleeping lions</li><li>Looking after resources</li></ul> Development matters links: <ul style="list-style-type: none"><li>Build constructive and respectful relationships.</li><li>Express their feelings and consider the feelings of others.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Managing emotions</li><li>Asking for help when needed</li><li>Feelings Jars</li><li>Managing own needs and wants (toiletting, washing hands)</li></ul> Development matters links: <ul style="list-style-type: none"><li>Build constructive and respectful relationships.</li><li>Express their feelings and consider the feelings of others.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Managing emotions</li><li>Asking for help when needed</li><li>Feelings Jars</li><li>Managing own needs and wants (toiletting, washing hands)</li><li>Turn taking</li><li>Beginning to understand class rules/routines</li></ul> Development matters links: <ul style="list-style-type: none"><li>Build constructive and respectful relationships.</li><li>Express their feelings and consider the feelings of others.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Managing emotions</li><li>Asking for help when needed</li><li>Managing own needs and wants (toiletting, washing hands)</li><li>Turn taking</li><li>Beginning to understand class rules/routines</li></ul> Development matters links: <ul style="list-style-type: none"><li>Build constructive and respectful relationships.</li><li>Express their feelings and consider the feelings of others.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Managing emotions</li><li>Asking for help when needed</li><li>Managing own needs and wants (toiletting, washing hands)</li><li>Turn taking</li><li>Follow class rules/routines</li><li>To express their feelings and consider the feelings of others</li></ul> Development matters links: <ul style="list-style-type: none"><li>Build constructive and respectful relationships.</li><li>Express their feelings and consider the feelings of others.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Managing emotions</li><li>Asking for help when needed</li><li>Managing own needs and wants (toiletting, washing hands)</li><li>Turn taking</li><li>Follow class rules/routines</li><li>To express their feelings and consider the feelings of others</li></ul> Development matters links: <ul style="list-style-type: none"><li>Build constructive and respectful relationships.</li><li>Express their feelings and consider the feelings of others.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Managing emotions</li><li>Asking for help when needed</li><li>Managing own needs and wants (toiletting, washing hands)</li><li>Turn taking</li><li>Follow class rules/routines</li><li>To express their feelings and consider the feelings of others</li><li>Think about the perspective of others</li></ul> Development matters links: <ul style="list-style-type: none"><li>Build constructive and respectful relationships.</li><li>Express their feelings and consider the feelings of others.</li></ul>
<b>Assessment Checkpoints</b>			Are any children struggling to share nicely?				Are children able to follow rules and routines the majority of the time. Are children able to come into the classroom happily?
<b>Physical development- Gross Motor Skills and Fine Motor Skills</b>	Baseline <ul style="list-style-type: none"><li>Go noodle</li><li>Construction</li><li>Colouring</li><li>Climbing(outdoors)</li></ul>	Focus skills <ul style="list-style-type: none"><li>Weekly PE - balance</li><li>Fine &amp; Gross motor activities</li><li>Walking feet indoors</li><li>Crossing legs on the carpet</li></ul> Development matters links:	Focus skills <ul style="list-style-type: none"><li>Weekly PE – moving in a variety of ways</li><li>Fine &amp; Gross motor activities</li><li>Walking feet indoors</li><li>Crossing legs on the carpet</li></ul> Development matters links:	Focus skills <ul style="list-style-type: none"><li>Weekly PE – reaching and stretching</li><li>Daily Busy Fingers</li><li>Practicing using the tripod grip when mark making</li></ul> Development matters links:	Focus skills <ul style="list-style-type: none"><li>Weekly PE – moving in different directions</li><li>Daily Busy Fingers</li><li>Using the tripod grip when mark making</li></ul> Development matters links:	Focus skills <ul style="list-style-type: none"><li>Weekly PE – negotiating apparatus</li><li>Daily Busy Fingers</li><li>Consistently using the tripod grip</li></ul> Development matters links:	Focus skills <ul style="list-style-type: none"><li>Weekly PE – creating shapes using our bodies</li><li>Daily Busy Fingers</li><li>Consistently using the tripod grip</li></ul> Development matters links:

		<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>
<b>Assessment Checkpoints</b>							Are children using the tripod grip consistently? Are children able to navigate around their surroundings safely?
<b>Literacy- Comprehension</b>	Baseline <ul style="list-style-type: none"> <li>Reading stories</li> <li>Rhymes</li> <li>Singing nursery rhymes</li> <li>Name writing</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them and ask questions.</li> <li>Use and understand recently introduced vocabulary.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Making predictions</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them and ask questions.</li> <li>Use and understand recently introduced vocabulary.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Making predictions</li> <li>Understanding the feelings of different characters in stories.</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them and ask questions.</li> <li>Use and understand recently introduced vocabulary.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Making predictions</li> <li>Understanding the feelings of different characters in stories.</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them and ask questions.</li> <li>Use and understand recently introduced vocabulary.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Making predictions</li> <li>Changing ideas based on what we have read</li> <li>Discussing stories as a class</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them and ask questions.</li> <li>Use and understand recently introduced vocabulary.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Making predictions</li> <li>Changing ideas based on what we have read</li> <li>Discussing stories as a class</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them and ask questions.</li> <li>Use and understand recently introduced vocabulary.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Making predictions</li> <li>Changing ideas based on what we have read</li> <li>Discussing stories as a class</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them and ask questions.</li> <li>Use and understand recently introduced vocabulary.</li> </ul>
<b>Literacy- Word Reading</b>		ELS Phonics:  Week 1- s, a, t, p  HRS- l, the, no  Development matters links: <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Read word consistent with phonic knowledge by sound blending.</li> </ul>	ELS Phonics:  Week 3- l, n, m, d  HRS- put, of, is  Development matters links: <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Read word consistent with phonic knowledge by sound blending.</li> </ul>	ELS Phonics:  Week 4 – g, o, c, k  HRS- <b>ADD</b>  Development matters links: <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Read word consistent with phonic knowledge by sound blending.</li> </ul>	ELS Phonics  Week 4- ck, e, u, r  HRS- to, go, into  Development matters links: <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Read word consistent with phonic knowledge by sound blending.</li> </ul>	ELS Phonics  Week 5- ss & assess and review  HRS- pull  Development matters links: <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Read word consistent with phonic knowledge by sound blending.</li> </ul>	ELS Phonics  Week 6- h. b, ff, ll  HRS- as, his  Development matters links: <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Read word consistent with phonic knowledge by sound blending.</li> </ul>
<b>Literacy- Writing</b>    		Text: Colour Monster Goes to School  Focus skills: <ul style="list-style-type: none"> <li>Mark making with a purpose.</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> </ul>	Text: Colour Monster Goes to School  Focus skills: <ul style="list-style-type: none"> <li>Mark making with a purpose.</li> <li>Name writing</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> </ul>	Text: Colour Monster Goes to School  Focus skills: <ul style="list-style-type: none"> <li>Mark making with a purpose.</li> <li>Name writing</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> </ul>	Text: I am Henry Finch  Focus skills: <ul style="list-style-type: none"> <li>Name writing</li> <li>Thoughts and feelings activity (adult scribed)</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Read individual letters by saying the sounds for them</li> </ul>	Text: I am Henry Finch  Focus skills: <ul style="list-style-type: none"> <li>Exploring feelings &amp; thoughts activites (adult scribed)</li> <li>Name writing</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Read individual letters by saying the sounds for them</li> </ul>	Text: I am Henry Finch  Focus skills: <ul style="list-style-type: none"> <li>Creating an 'All about me' item</li> <li>Name writing</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Read individual letters by saying the sounds for them</li> </ul>
<b>Assessment Checkpoints</b>						ELS Phonics assessments	Can the children write their name? How many children are recognising initial sounds? How many children are writing initial sounds?
<b>Mathematics- Number</b>	Baseline assessments- using mathematical language, talking about numbers, songs, rhymes, counting, looking for numbers in the environment.  Development matters links: <ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Matching activities (Colour matching, matching amounts)</li> </ul> Development matters links <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Matching activities (Matching quantities, patterns)</li> </ul> Development matters links <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Sorting activities (Sorting into colours, amounts)</li> </ul> Development matters links <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Sorting (Sorting into objects, textures)</li> </ul> Development matters links <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> </ul>	Focus skills <ul style="list-style-type: none"> <li>Comparing (sorting into collections of objects and comparing to other groups)</li> </ul> Development matters links <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Compare numbers.</li> </ul>	Focus skills <ul style="list-style-type: none"> <li>Comparing (comparing amounts of objects, fewer and more)</li> </ul> Development matters links <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Compare numbers.</li> </ul>

Mathematics- Numerical Patterns	<ul style="list-style-type: none"><li>Compare length, weight and capacity.</li><li>Count objects, actions and sounds.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Comparing size (vocabulary tall, short, long etc)</li></ul> Development matters links <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li><li>Compare length, weight and capacity.</li></ul>	Focus skills <ul style="list-style-type: none"><li>Comparing size (vocabulary tall, short, long etc)</li></ul> Development matters links <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li><li>Compare length, weight and capacity.</li></ul>	Focus skills <ul style="list-style-type: none"><li>Comparing Mass &amp; Capacity (Vocabulary full, empty, half full etc)</li></ul> Development matters links <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li><li>Compare length, weight and capacity.</li></ul>	Focus skills <ul style="list-style-type: none"><li>Comparing Mass &amp; Capacity (Vocabulary full, empty, half full etc)</li></ul> Development matters links <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li><li>Compare length, weight and capacity.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Exploring Pattern (repeating patterns, extending patterns)</li></ul> Development matters links <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Exploring Pattern (repeating patterns, extending patterns)</li></ul> Development matters links <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li></ul>
Assessment Checkpoints			Are children understanding the concept of matching objects/amounts?				Are children able to continue a simple repeating pattern? Are children able to use appropriate vocabulary re length, mass & capacity)
Understanding the World:  Past and Present  People, Culture and Communities  The Natural World	UW is not a focus area in Term 1 while the focus is on the Prime Areas of Learning. Children will have opportunities to develop some UW skills through the continuous provision and inside/outside environments.  Focus skills over Term 1 <ul style="list-style-type: none"><li>Talking about past events – sharing experiences of summer holidays</li><li>Talking about families – Family display board, opportunities for drawing/mark making families, sharing photos on Tapestry</li><li>Exploring our outside classroom – how to look after nature/resources, making comparisons between indoor and outdoor environments</li><li>Think about different feelings and emotions – Colour Monster, how the character changes</li><li>Talk about changes in the weather – moving from summer to autumn, autumn hunts/crafts</li></ul> Development matters links: <ul style="list-style-type: none"><li>Talk about members of their immediate family and community</li><li>Name and describe people who are familiar to them</li><li>Explore the natural world around them.</li><li>Describe what they see, hear and feel whilst outside.</li><li>Compare and contrast characters from stories, including figures from the past.</li><li>Understand the effect of changing seasons on the natural world around them</li></ul>						
Assessment Checkpoints							
Expressive Arts and Design  Creating with Materials  Being imaginative and expressive	Focus skills: <ul style="list-style-type: none"><li>Introducing new resources – setting up activities so that children become aware of the resources available to them.</li><li>Home corner – developing stories</li></ul> Development matters links <ul style="list-style-type: none"><li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>Develop storylines in their pretend play.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Paint – using effectively in different ways (colour mixing, large scale outside, water paints, different tools e.g. toothbrushes, cotton puds, forks etc.)</li><li>Home corner – developing stories</li></ul> Development matters links: <ul style="list-style-type: none"><li>Create collaboratively, sharing ideas, resources and skills.</li><li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>Develop storylines in their pretend play.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Pencils/Pens – using effectively in different ways (drawing, colouring, mark making, stencils)</li><li>Home corner – developing stories</li></ul> Development matters links: <ul style="list-style-type: none"><li>Create collaboratively, sharing ideas, resources and skills.</li><li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>Develop storylines in their pretend play.</li><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Collaging– using effectively in different ways (tissue paper, fabrics, ribbons, cotton wool, sticks, pom poms)</li><li>Home corner – developing stories</li></ul> Development matters links: <ul style="list-style-type: none"><li>Create collaboratively, sharing ideas, resources and skills.</li><li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>Develop storylines in their pretend play.</li><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Crayons/Chalk – using effectively in different ways (smudging, stencils, rubbings, on different textures)</li><li>Home corner – developing stories</li></ul> Development matters links: <ul style="list-style-type: none"><li>Create collaboratively, sharing ideas, resources and skills.</li><li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>Develop storylines in their pretend play.</li><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li></ul>	Focus skills: <ul style="list-style-type: none"><li>Cutting/sticking – using effectively in different ways (cutting different resources, glue, selotape, masking tape, attaching different resources – sequins, glitter etc.)</li><li>Home corner – developing stories</li></ul> Development matters links: <ul style="list-style-type: none"><li>Create collaboratively, sharing ideas, resources and skills.</li><li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>Develop storylines in their pretend play.</li><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li></ul>	Focus skills <ul style="list-style-type: none"><li>Malleable materials – using effectively in different ways (playdough, clay, cutting, rolling, manipulating, making from scratch, mark making)</li><li>Home corner – developing stories</li></ul> Development matters links: <ul style="list-style-type: none"><li>Create collaboratively, sharing ideas, resources and skills.</li><li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>Develop storylines in their pretend play.</li><li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li></ul>
Assessment Checkpoints							



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.

Critical Enquiry Question:

- I wonder who I am.

End of Unit Assessment Activity:

- Phonics assessment
- Writing initial sounds
- Writing CVC Words
- Recognising and ordering numerals 1-5

Wow moments:


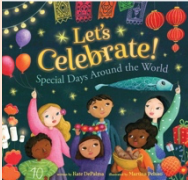
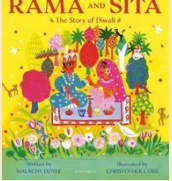
- Developing friendships
- Learning the routines of the day
- Developing independence


Year Group: Reception  
Term 2

Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Communication &amp; Language:</b>  Listening, Attention and Understanding  Speaking	Focus Skills: <ul style="list-style-type: none"><li>• Knowing the names of peers</li><li>• Using adjectives</li><li>• Listening carefully</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Understand how to listen carefully and why listening is important.</li><li>• Learn new vocabulary.</li></ul>		Focus skills: <ul style="list-style-type: none"><li>• Listening games</li><li>• Answering questions</li><li>• Following instructions</li><li>• Learning new vocabulary about daily routines and classroom environments</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Use new vocabulary through the day.</li><li>• Ask questions to find out more and to check they understand what has been said to them.</li></ul>		Focus skills: <ul style="list-style-type: none"><li>• Beginning to answer questions in full sentences</li><li>• Following instructions</li><li>• Learning new vocabulary about daily routines and classroom environments</li><li>• Remembering and joining in with songs and stories</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li></ul>		Focus skills: <ul style="list-style-type: none"><li>• Beginning to answer questions in full sentences</li><li>• Following instructions</li><li>• Learning new vocabulary about daily routines and classroom environments</li><li>• Remembering and joining in with songs and stories</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Learn rhymes, poems and songs.</li></ul>	
<b>Assessment Checkpoints</b>								
<b>Personal, social and emotional development</b>  Self Regulation  Managing Self  Building Relationships	Focus skills: <ul style="list-style-type: none"><li>• Turn taking</li><li>• Mindfulness/yoga</li><li>• Guided visualisations</li><li>• Looking after resources</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Build constructive and respectful relationships.</li><li>• Manage their own needs.</li><li>• Know and talk about the different factors that support their overall health and wellbeing</li></ul>		Focus skills: <ul style="list-style-type: none"><li>• Managing emotions</li><li>• Asking for help</li><li>• Managing own needs and wants (toileting, washing hands)</li><li>• Understand class rules/routines</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Express their feelings and consider the feelings of others.</li></ul>		Focus skills: <ul style="list-style-type: none"><li>• Managing emotions</li><li>• Asking for help</li><li>• Managing own needs and wants (toileting, washing hands)</li><li>• To express their feelings and consider the feelings of others</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Show resilience and perseverance in the face of challenge.</li><li>• See themselves as a valuable individual.</li></ul>		Focus skills: <ul style="list-style-type: none"><li>• Follow class rules/routines</li><li>• To express their feelings and consider the feelings of others</li><li>• Think about the perspective of others</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Show resilience and perseverance in the face of challenge.</li><li>• See themselves as a valuable individual.</li></ul>	
<b>Assessment Checkpoints</b>								
<b>Physical development- Gross Motor Skills and Fine Motor Skills</b>	Focus skills: Weekly PE- dance unit 1-to explore colour stimuli using a range of actions Fine & Gross motor activities Daily phonics and handwriting practice Busy fingers (see plan) Cutting practice Clay manipulation  Development matters links: <ul style="list-style-type: none"><li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li><li>• Progress towards a more fluent style of moving, with developing control and grace.</li></ul>	Focus skills: Weekly PE- dance unit 1to explore animals using different levels and directions Fine & Gross motor activities Daily phonics and handwriting practice Busy fingers (see plan) Cutting practice  Development matters links: <ul style="list-style-type: none"><li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li><li>• Progress towards a more fluent style of moving, with developing control and grace.</li></ul>	Focus skills: Weekly PE-dance unit 1 –to explore theme park stimulus using unison and cannon  Fine & Gross motor activities Daily phonics and handwriting practice Busy fingers (see plan) Cutting practice  Development matters links: <ul style="list-style-type: none"><li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li><li>• Progress towards a more fluent style of moving, with developing control and grace.</li></ul>	Focus skills: Weekly PE-dance unit 1to explore the season theme using expression and creativity Fine & Gross motor activities Daily phonics and handwriting practice Busy fingers (see plan) Cutting practice  Development matters links: <ul style="list-style-type: none"><li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li><li>• Progress towards a more fluent style of moving, with developing control and grace.</li></ul>	Focus skills: Weekly PE-dance unit 1 –to explore transport theme using dynamics  Fine & Gross motor activities Daily phonics and handwriting practice Busy fingers (see plan) Cutting practice  Development matters links: <ul style="list-style-type: none"><li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li><li>• Progress towards a more fluent style of moving, with developing control and grace.</li><li>• Combine different movements with ease and fluency</li></ul>	Focus skills: Weekly PE-dance unit 1 –to explore people using mirroring and follow the leader. Fine & Gross motor activities Daily phonics and handwriting practice Busy fingers (see plan) Cutting practice  Development matters links: <ul style="list-style-type: none"><li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li><li>• Progress towards a more fluent style of moving, with developing control and grace.</li><li>• Combine different movements with ease and fluency</li></ul>	Focus skills: Weekly PE dance-Twas the night Before Christmas (lesson 1) –Let's Move BBC Radio. Contrasting qualities of movements. • Movement and stasis. • Performing a sequence involvg several actions and gestures. • Pathways. • Listening and responding to music  Fine & Gross motor activities Daily phonics and handwriting practice Busy fingers (see plan) Cutting practice  Development matters links: <ul style="list-style-type: none"><li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li></ul>	Focus skills: Weekly PE dance-Twas the night Before Christmas (lesson 2)–Let's Move BBC Radio. Contrasting qualities of moveents. • Movement and stasis. • Performing a sequence involvg several actions and gestures. • Pathways. • Listening and responding to music  Fine & Gross motor activities Daily phonics and handwriting practice Busy fingers (see plan) Cutting practice  Development matters links: <ul style="list-style-type: none"><li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li></ul>



	<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency</li> </ul>	<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency</li> </ul>	<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency</li> </ul>	<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency</li> </ul>			<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Combine different movements with ease and fluency</li> </ul>	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Combine different movements with ease and fluency</li> </ul>
<b>Assessment Checkpoints</b>							Are children using the tripod grip consistently? Are the children able to cut along a line? Are children able to navigate around their surroundings safely?	
<b>Literacy- Comprehension</b>	Focus skills: <ul style="list-style-type: none"> <li>Join in with familiar stories</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Form lower-case and capital letters correctly.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Join in with familiar stories</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Form lower-case and capital letters correctly.</li> </ul>	National Nursery Rhyme Week Focus skills: <ul style="list-style-type: none"> <li>Join in with familiar nursery rhymes</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Form lower-case and capital letters correctly.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Making predictions about next steps in a story</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Form lower-case and capital letters correctly.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Make predictions about next steps in a story</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Form lower-case and capital letters correctly.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Use recently introduced vocabulary</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Form lower-case and capital letters correctly.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Use recently introduced vobabuarly</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Form lower-case and capital letters correctly.</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Use recently introcuded vocabulary</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Form lower-case and capital letters correctly.</li> </ul>
<b>Literacy- Word Reading</b>	ELS Phonics: Week 1 – j, v, w, x HRSW – he, she, buses Development matters links: <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> </ul>	ELS Phonics: Week 2 – y, z, zz, qu, ch HRSW – we, me, be Development matters links: <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> </ul>	ELS Phonics: Week 3 – sh, th (voiced and unvoiced), ng, nk HRSW - push Development matters links: <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> </ul>	ELS Phonics: Week 4 – ai, ee, igh, oa HRSW – was her Development matters links: <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> </ul>	ELS Phonics: Week 5 - es (where there is no change to the root word) HRSW - N/A for this week Development matters links: <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> </ul>	ELS Phonics: Week 6 – Review Week HRSW – my, you Development matters links: <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Recap of sounds catered to each class</li> <li>Recap of Harder to Read and Spell words (HRSW)</li> <li>CVC word reading</li> <li>Caption reading</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> </ul>	Focus skills: <ul style="list-style-type: none"> <li>Recap of sounds catered to each class</li> <li>Recap of Harder to Read and Spell words (HRSW)</li> <li>CVC word reading</li> <li>Caption reading</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> </ul>
<b>Literacy- Writing</b>   	Text: The Leaf Thief Focus skills: <ul style="list-style-type: none"> <li>Forming letters correctly with a focus on handwriting</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Form lower-case and capital letters correctly.</li> </ul>	Text: The Leaf Thief Focus skills: <ul style="list-style-type: none"> <li>Forming letters correctly with a focus on handwriting</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Form lower-case and capital letters correctly.</li> </ul>	Text: National Nursery Rhyme Week (various rhymes) Focus skills: <ul style="list-style-type: none"> <li>Recording initial sounds</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Form lower-case and capital letters correctly.</li> </ul>	Text: Let's Celebrate! Focus skills: <ul style="list-style-type: none"> <li>Recording initial sounds</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Form lower-case and capital letters correctly.</li> </ul>	Text: Rama and Sita: The Story of Diwali Focus skills: <ul style="list-style-type: none"> <li>Recording initial sounds</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Form lower-case and capital letters correctly.</li> </ul>	Text: The Jolly Christmas Postman Focus skills: <ul style="list-style-type: none"> <li>Write CVC words accurately</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Form lower-case and capital letters correctly.</li> </ul>	Text: The Jolly Christmas Postman Focus skills: <ul style="list-style-type: none"> <li>Write CVC words accurately</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Form lower-case and capital letters correctly.</li> </ul>	Text: The Dinosaur that Pooped Christmas Focus skills: <ul style="list-style-type: none"> <li>Write CVC words accurately</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>Write their name</li> <li>Form lower-case and capital letters correctly.</li> </ul>

								
Assessment Checkpoints					ELS Phonics Assessments		Can the children write their name without their name card? Recording CVC words independently	
Mathematics- Number	<p>Focus Skills</p> <ul style="list-style-type: none"><li>Finding 1,2,3</li><li>Subitise 1,2,3</li><li>Represent 1,2,3</li></ul> <p>Development matters links:</p> <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Link the number symbol (numeral) with its cardinal number value.</li><li>Compare numbers.</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li></ul>	<p>Focus Skills</p> <ul style="list-style-type: none"><li>1 more and 1 less</li><li>Composition of 1,2,3</li></ul> <p>Development matters links:</p> <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Link the number symbol (numeral) with its cardinal number value.</li><li>Compare numbers.</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li></ul>	<p>Focus Skills</p> <ul style="list-style-type: none"><li>Consolidating learning so far</li></ul> <p>Development matters links:</p> <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Link the number symbol (numeral) with its cardinal number value.</li><li>Compare numbers.</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li></ul>	<p>Focus Skills</p> <ul style="list-style-type: none"><li>Find 4 &amp; 5</li><li>Subitise 1 – 5</li><li>Represent 1 - 5</li></ul> <p>Development matters links:</p> <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Link the number symbol (numeral) with its cardinal number value.</li><li>Compare numbers.</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li></ul>	<p>Focus Skills</p> <ul style="list-style-type: none"><li>1 more and 1 less</li><li>Composition of 1 – 5</li></ul> <p>Development matters links:</p> <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Link the number symbol (numeral) with its cardinal number value.</li><li>Compare numbers.</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li></ul>	<p>Focus Skills</p> <ul style="list-style-type: none"><li>Consolidating learning so far</li></ul> <p>Development matters links:</p> <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Link the number symbol (numeral) with its cardinal number value.</li><li>Compare numbers.</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li></ul>	<p>Focus Skills</p> <ul style="list-style-type: none"><li>Consolidating learning so far</li></ul> <p>Development matters links:</p> <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Link the number symbol (numeral) with its cardinal number value.</li><li>Compare numbers.</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li></ul>	
Mathematics- Numerical Patterns	<p>Focus Skills</p> <ul style="list-style-type: none"><li>Consolidating learning so far (patterns)</li></ul> <p>Development matters links</p> <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li><li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li></ul>	<p>Focus Skills</p> <ul style="list-style-type: none"><li>Consolidating learning so far (patterns)</li></ul> <p>Development matters links</p> <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li><li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li></ul>	<p>Focus Skills:</p> <ul style="list-style-type: none"><li>Identifying and naming circles and triangles</li><li>Comparing shapes</li><li>Looking for circles and triangles in the environment</li><li>Positional language</li></ul> <p>Development matters links</p> <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li><li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li></ul>	<p>Focus Skills</p> <ul style="list-style-type: none"><li>Consolidating learning so far (patterns, circles and triangles)</li></ul> <p>Development matters links</p> <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li><li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li></ul>	<p>Focus Skills</p> <ul style="list-style-type: none"><li>Consolidating learning so far (patterns, circles and triangles)</li></ul> <p>Development matters links</p> <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li><li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li></ul>	<p>Focus Skills</p> <ul style="list-style-type: none"><li>Identifying and naming 4 sided shapes</li><li>Combining shapes</li><li>Looking for 4 sided shapes in the environment</li><li>Day and night</li></ul> <p>Development matters links</p> <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li><li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li></ul>	<p>Focus Skills:</p> <ul style="list-style-type: none"><li>Consolidating learning so far</li></ul> <p>Development matters links</p> <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li><li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li></ul>	
Assessment Checkpoints			Can children subitise 1 – 3? Can children identify and compare circles and triangles? Can children repeat a simple pattern?			Can children name various shapes (circle, triangle, square, rectangle, other 4 sided shapes)? Are children able to identify, subitise and represent numbers to 5?		
Understanding the World:	Topic Focus: Autumn/Changes		Topic Foucs: Celebrations/Traidtions					
Past and Present	Critical Question: I wonder why the weather is changing? Home – Trees at school changing, weather, changes in what we wear to school (wellies, coats, hats etc.) Near – Changes in England – food/harvest in Autumn, weather, Far – Seasons in different countries – Australia is in summer, some countries are hot/cold all year, look at photos/videos Add to Curriculum display boards		Firework night, Diwali, Birthdays, Christmas, Halloween					
People, Culture and Communities			Critical Question: I wonder what/how different people celebrate? Home – What do we celebrate in Bumblebees – chn to share own experiences of celebrations and traditions within their families and communities, share photos on Tapestry (possibly birthdays, halloween, fireworks, Easter, Christmas, Diwali, Eid, Chinese New year), What do we celebrate at school? Near – Celebrations in England – share celebrations in England that children may not be aware of (St George's Day, King's Coronation, Remembrance Sunday) Far – Celebrations that orginate in different countries/cultures and different religions (Celebrations Information Book) Add to Curriculum display boards					
The Natural World	Focus skills: Identifying changes in the natural environment – weather, leaves, temperature, colours Talking about what they see/hear/feel		Focus skills: <ul style="list-style-type: none"><li>Talking about own experiences of celebrations and traditions</li><li>Recognising similarities and differences between different celebrations and beliefs</li><li>Talk about different countries – own experiences of holidays/books/TV/families in different countries</li><li>Showing respect when learning about other people's beliefs and traditions</li></ul>					

	Comparing environments – why is where we live different to othe places/countries  Development matters links: <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> </ul> Understand the effect of changing seasons on the natural world around them Recognise some environments that are different to the one in which they live.		Development Matters Links: <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Understand that some places are special to members of their community.</li> </ul>					
Assessment Checkpoints		Can the children talk about changes in the natural world?				Can children talk about something they celebrate? Can they talk about any other celebrations/beliefs?		
<b>Expressive Arts and Design</b>  Creating with Materials  Being imaginative and expressive	Focus skills: Home corner – developing stories Refining and applying the skills taught in Term 1 Accessing creative resources independently Having their own ideas and exploring how to represent them.  Development matters links Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul> Develop storylines in their pretend play.		Focus skills: Home corner – developing stories Refining and applying the skills taught in Term 1 Accessing creative resources independently Having their own ideas and exploring how to represent them.  Development matters links Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul> Develop storylines in their pretend play.			Focus skills: <ul style="list-style-type: none"> <li>Singing Christmas songs</li> <li>Retelling the Christmas Story</li> <li>Consolodating skills learnt and applied in Term 1 &amp; 2</li> <li>Talking about what they are creating and why</li> </ul> Development Matters Links: <ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul> Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul> Develop storylines in their pretend play.		
Assessment Checkpoints								