



**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 5

**Critical Enquiry Questions:**

- I wonder what a fairytale is?
- I wonder what makes me unique?

**End of Unit Assessment Activity:**

- Phonics assessment
- Innovating a story - 'Little Blue' etc
- Creating a leaflet celebrating being ourselves
- Can children share an even number of objects equally?

**Wow moments:**

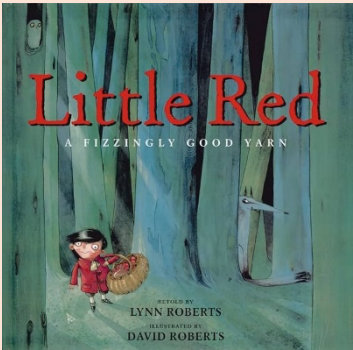
- Fairytale dress up day
- Smoothie making
- Little City
- Balance Bikes
- Class mixing

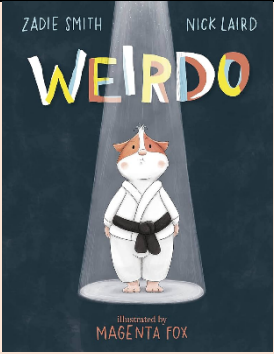
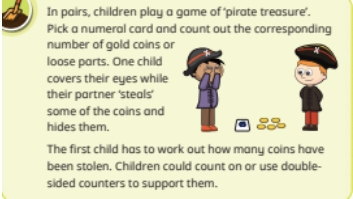
**Term 5**

|  | Week 1  | Week 2  | Week 3  | Week 4   | Week 5   | Week 6<br>(4 days)  |
|--|---|---|---|--|--|---|
| <b>Communication &amp; Language:</b><br><br>Listening, Attention and Understanding<br><br>Speaking   | Provision focus – Traditional tales<br><br>Focus skills: <ul style="list-style-type: none"><li>• Asking questions to deepen their understanding</li><li>• Listening to new stories and answering questions</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Connect one idea or action to another using a range of connectives</li><li>• Articulate their ideas and thoughts in well-formed sentences</li></ul>   |   |   | Provision focus - Being unique<br><br>Focus skills: <ul style="list-style-type: none"><li>• Talk positively about themselves and others</li><li>• Talk in detail about events they have experienced</li><li>• Listen to others and consider different views</li></ul> Development matters links: <ul style="list-style-type: none"><li>• Describe events in some detail</li><li>• Engage in story times</li><li>• Listen carefully to rhymes and songs, paying attention to how they sound</li></ul> |  |   |
| <b>Assessment Checkpoints</b>  |   |   |   |  |  |   |
| <b>Personal, social and emotional development</b><br><br><b>Jigsaw –healthy me</b><br><br>Self-Regulation<br><br>Managing Self<br><br>Building Relationships | Jigsaw - my family and me<br><br>I recognise that all families are different.<br><br>I can identify some of the jobs in my family and how I feel like I belong.<br><br>Provision <ul style="list-style-type: none"><li>• Children to look at and label their family picture /draw their family and write the jobs that people do in their family</li></ul> Dad make my packed lunch<br><br>Mum gives me a bath every night etc<br><br>Focus skills <ul style="list-style-type: none"><li>• Listening to others</li><li>• Turn taking</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li></ul> | Focus skills <ul style="list-style-type: none"><li>• Listening to others</li><li>• Turn taking</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li><li>• Treating others with respect and kindness</li><li>• Knowing what to do if someone does something they don't like.</li></ul> | Jigsaw<br>To know how to make friends to stop myself feeling lonely.<br>To know how to be a good friend to someone.<br><br>Provision <ul style="list-style-type: none"><li>• Children to draw their friend and to write about what they like about them</li></ul> Focus skills <ul style="list-style-type: none"><li>• Listening to others</li><li>• Turn taking</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li><li>• Treating others with respect and kindness</li><li>• Knowing what to do if someone does something they don't like.</li></ul> | Focus skills <ul style="list-style-type: none"><li>• Listening to others</li><li>• Turn taking</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li><li>• Treating others with respect and kindness</li><li>• Knowing what to do if someone does something they don't like.</li></ul>  | Jigsaw<br>I know when I feel angry and what I can do to calm down.<br><br>Provision<br>Use the stem sentence "I feel angry when..."<br>Say the sentence they want to write before writing the sentence on a red piece of paper.<br><br>Focus skills <ul style="list-style-type: none"><li>• Listening to others</li><li>• Turn taking</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li><li>• Treating others with respect and kindness</li><li>• Knowing what to do if someone does something they don't like.</li></ul> | Focus skills <ul style="list-style-type: none"><li>• Listening to others</li><li>• Turn taking</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li><li>• Treating others with respect and kindness</li><li>• Knowing what to do if someone does something they don't like.</li></ul> |

|  | <ul style="list-style-type: none"> <li>Treating others with respect and kindness</li> <li>Knowing what to do if someone does something they don't like.</li> </ul>  |  |   |   |  |   |
|--|---|--|---|---|--|---|
|  | Development matters links <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul> |  |   |   |  |   |
| Assessment Checkpoints   |   |  |   |   |  |   |
| Physical development- Gross Motor Skills and Fine Motor Skills | Focus Skills: <ul style="list-style-type: none"> <li>Handwriting</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Yoga /balance</li> <li>Outside activities (trim trail, bikes, construction etc)</li> <li>Construction equipment</li> <li>Cutting skill</li> </ul>   | Focus Skills: <ul style="list-style-type: none"> <li>Handwriting</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Yoga /balance</li> <li>Outside activities (trim trail, bikes , large construction)</li> <li>Construction equipment</li> <li>Cutting skill</li> <li>Balance bikes</li> </ul>  | Focus Skills: <ul style="list-style-type: none"> <li>Handwriting</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Yoga /balance</li> <li>Outside activities (trim trail, bikes, large construction)</li> <li>Construction equipment</li> <li>Cutting skills</li> </ul>  | Focus Skills: <ul style="list-style-type: none"> <li>Handwriting</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Yoga /balance</li> <li>Outside activities (trim trail, bikes , large construction)</li> <li>Construction equipment</li> <li>Cutting skills</li> <li>Balance bikes</li> </ul>  | Focus Skills: <ul style="list-style-type: none"> <li>Handwriting</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Yoga /balance</li> <li>Outside activities (trim trail, bikes, large construction)</li> <li>Construction equipment</li> <li>Cutting skill</li> </ul>  | Focus Skills: <ul style="list-style-type: none"> <li>Handwriting</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Yoga /balance</li> <li>Outside activities (trim trail, bikes, large construction)</li> <li>Construction equipment</li> <li>Cutting skills</li> <li>Balance bikes</li> </ul>   |
|  | PE-<br>PE Hub Manipulation and co-ordination unit 1<br>Lesson 1/2<br>L.I.- To handle a ball/balloon<br><br>(Children with less refined gross motor control to begin by handling a balloon. Change size of balls to give more challenge)<br><br><ul style="list-style-type: none"> <li>Copy, repeat a variety of movements handling a balloon/ball.</li> <li>Coordinate limbs to carry out defined movements and actions. roll a ball with accuracy.</li> </ul>                        | PE<br>PE Hub cooperates and solve problems unit 1<br>Lesson 1/2<br>LI To match colours and symbols<br><br><ul style="list-style-type: none"> <li>Work as an individual and part of a group to match various markings and colours</li> <li>Identify relationships between self and others through group activities.</li> </ul> L.I To work as a team to complete a task. <ul style="list-style-type: none"> <li>Follow instructions to perform individual coordination skills.</li> <li>Cooperate with a partner to move across defined areas.</li> </ul> | PE:<br>PE Hub- Manipulation and coordination unit 1<br>Lesson 3/4<br><br>L.I.- To kick a ball<br><br><ul style="list-style-type: none"> <li>Reproduce movements with a ball bilaterally with feet</li> <li>Practice making contact with a ball with feet and legs.</li> </ul> L.I. -To hop skip and jump. <ul style="list-style-type: none"> <li>Respond to ques to change between hopping jumping and stepping</li> <li>Coordinate feet to complete hop, jump step sequences.</li> </ul> | PE<br>PE Hub cooperate and solve problems unit 1<br>Lesson 3/4<br><br>L.I. - To use our bodies to make number shapes.<br><br><ul style="list-style-type: none"> <li>Work for a sustained period to raise heartbeat</li> <li>Replicate body shapes with some accuracy to represent numbers.</li> <li>Work as a pair to demonstrate larger numbers.</li> </ul> L.I.- To follow a trail <ul style="list-style-type: none"> <li>Name and perform actions including jumps, rolls and travels.</li> <li>Associate an action with a colour.</li> <li></li> </ul> | PE:<br>PE Hub-Manipulation and coordination unit 1 lessons 5 and 6<br><br>L.I. To send a ball or bean bag.<br><br><ul style="list-style-type: none"> <li>Watch copy and repeat ways of sending, receiving and carrying a ball or beanbag</li> </ul> L.I. to send and stop in a game <ul style="list-style-type: none"> <li>Listen, respond and coordinate hands and feet to touch a target</li> <li>Stop and send objects using hands and feet.</li> </ul> | PE<br>PE Hub cooperate and solve problems unit 1<br>Lesson 5/6<br><br>L.I. To work with others to make patterns. <ul style="list-style-type: none"> <li>Individually create a shape story using mime.</li> <li>Recognise and retrieve coloured items assigned to their group.</li> <li>Work cooperatively to make shapes and patterns on the floor.</li> </ul> L.I. To work with a partner to complete challenges. <ul style="list-style-type: none"> <li>Work cooperatively with a partner to move objects.</li> <li>Persevere through challenges.</li> <li>Listen and make decisions as part of a partnership.</li> </ul> |

|                                |  |  |  |   |  |   |
|--------------------------------|--|--|--|---|--|---|
|                                | <b>Development matters links:</b> <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>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Combine different movements with ease and fluency</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul> |  |  |   |  |   |
| <b>Assessment Checkpoints</b>  |  |  | To form letters with the correct formation and of a consistent size.   |   |  | To throw and catch a ball with some accuracy  |
| <b>Literacy- Comprehension</b> | Focus text: Little Red<br><br>Focus skill: <ul style="list-style-type: none"> <li>Extending their own vocabulary by using newly introduced words in their conversations.</li> <li>Asking questions around an unfamiliar text to deepen their understanding.</li> </ul> Whole class reading<br><br>1:1 reading<br><br>Development matters links: <ul style="list-style-type: none"> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Use new vocabulary through the day.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> </ul>   |  |  | Focus text: Weirdo<br><br>Focus skill: <ul style="list-style-type: none"> <li>Extending their own vocabulary by using newly introduced words in their conversations.</li> <li>Asking questions around an unfamiliar text to deepen their understanding.</li> </ul> Whole class reading<br><br>1:1 reading<br><br>Development matters links: <ul style="list-style-type: none"> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Use new vocabulary through the day.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> </ul>  |  |   |
| <b>Literacy- Word Reading</b>  | ELS Phonics:<br><br>Week 1 – CVCC –ed /ed/<br><br>HRSW – Review<br><br>Development matters links: <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul>  | ELS Phonics:<br><br>Week 2 – CCVC –ed /t/<br><br>HRSW – Review<br><br>Development matters links: <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul> | ELS Phonics:<br><br>Week 3 – CCVCC –ed /d/<br><br>HRSW – Review<br><br>Development matters links: <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</li> </ul> | ELS Phonics:<br><br>Week 4 – CCCVC<br><br>HRSW – Review<br><br>Development matters links: <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul>   | ELS Phonics:<br><br>Week 5 – Assessment Week & review<br><br>HRSW – Review<br><br>Development matters links: <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul> | ELS Phonics:<br><br>Week 6 – CCCVCC – er – est<br><br>HRSW – Review<br><br>Development matters links: <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul> |
| <b>Literacy- Writing</b>       | Text: <b>Little Red</b><br><br><b>Literacy Tree Writing Root (roughly 10 sessions over 3 weeks)</b><br><br>Focus skills: <ul style="list-style-type: none"> <li>Forming letters correctly with a focus on handwriting – letters same size, descenders</li> <li>Consistently using finger spaces</li> <li>Beginning to use full stops and capital letters</li> <li>Recording digraphs and trigraphs in indepedent writing</li> <li>Caption and simple sentence writing</li> <li>Writing HRSW's independently</li> <li>Reading back what they have written</li> <li>Use phonics skills to write whole words independently</li> <li>Developing own narratives</li> <li>Orally rehearsing what they are going to write</li> <li>Using own imagination when writing</li> </ul>  |  |  | Text: <b>Weirdo</b><br>Include references to <b>The Colour Monster Doctor – Mental Health Month May</b><br><br><b>Literacy Tree Writing Root (roughly 10 sessions over 3 weeks)</b><br><br>Focus skills: <ul style="list-style-type: none"> <li>Forming letters correctly with a focus on handwriting – letters same size, descenders</li> <li>Consistently using finger spaces</li> <li>Beginning to use full stops and capital letters</li> <li>Recording digraphs and trigraphs in indepedent writing</li> <li>Caption and simple sentence writing</li> <li>Writing HRSW's independently</li> <li>Reading back what they have written</li> <li>Use phonics skills to write whole words independently</li> <li>Developing own narratives</li> <li>Orally rehearsing what they are going to write</li> </ul> |  |   |



|  |  |   |  |  |   |   |
|--|--|---|--|--|---|---|
| <div></div> <div><p>Provision:</p><ul style="list-style-type: none"><li>• Labelling objects from Little Red</li><li>• Talking trees leaf templates</li><li>• Making posters as adverts</li><li>• Writing recipes for smoothies</li><li>• Character descriptions</li><li>• Writing innovated stories</li></ul><p><b>End of topic outcome:</b> Writing their own innovated version of the story (Adult to scribe and children to record some sentences independently)</p><p>Development matters links:</p><ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed;</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li><li>• Write simple phrases and sentences that can be read by others.</li><li>• Form lower-case and capital letters correctly.</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li><li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li><li>• Re-read what they have written to check that it makes sense.</li></ul></div> <div><ul style="list-style-type: none"><li>• Using own imagination when writing</li></ul><p>Provision:</p><ul style="list-style-type: none"><li>• Writing what makes them individual – photos on 'index' cards</li><li>• Writing 'comands of kindness' - advice for others</li><li>• 'Be yourself badges' - positive affirmations</li><li>• Writing letters</li><li>• Thought bubbles</li><li>• Story sequencing</li><li>• Making leaflets</li></ul><p><b>End of topic outcome:</b> Leaflets on how to celebrate being outselves – writing simple sentences</p><p>Development matters links:</p><ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed;</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li><li>• Write simple phrases and sentences that can be read by others.</li><li>• Form lower-case and capital letters correctly.</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li><li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li><li>• Re-read what they have written to check that it makes sense.</li></ul></div> |  |   |  |  |   |   |
| Word of the Day Vocabulary   | Tale<br>Traditional<br>Character   | Sequence<br>Advert<br>Recipe<br>Description                                     | Setting<br>Imagination<br>Author<br>Illustrator  | Indivudal<br>Acceptance<br>Unique<br>Kindness  | Friendship<br>Peculiar<br>Interesting<br>Different  | Proud<br>Awesome<br>Positive<br>Celebrate   |
| Assessment Checkpoints   |  |   | Can children write a simple sentence with support?   |  | ELS Phonics Assessments   | Can children write a simple sentences using finger spaces without support?                              |
| Mathematics-<br><br>Number<br><br>Numerical Patterns   | <b>White Rose: To 20 and Beyond</b><br><br>Focus skills: <ul style="list-style-type: none"><li>• Building numbers beyond 10</li><li>• Continue patterns beyond 10</li><li>• Find the pattern (stable order) of numbers above 10</li><li>• Verbal counting beyond 20</li><li>• Recall verbal counting patterns</li></ul><br>Provision: <ul style="list-style-type: none"><li>• Playing games with numbers above 10 such as snakes and ladders and 'What's the time Mr Wolf?'</li><li>• Playing counting games</li><li>• Using 10's frames to make numbers above 10</li><li>• Practice building numbers above 10 using resources such as numicon and multilink</li><li>• Writng numbers on a 20 square and a 100 square</li><li>• Numicon city – filling in the blank shapes</li></ul><br>Development matters links: <ul style="list-style-type: none"><li>• Count objects, actions and sounds</li><li>• Subitise</li><li>• Link the numeral with its cardinal value</li><li>• Count beyond 10</li><li>• Compare numbers</li></ul> |   | <b>How Many Now?</b><br><br>Focus skills: <ul style="list-style-type: none"><li>• Finding the answer to 'first, then and now' number stories</li><li>• Adding more</li><li>• Working out 'how many' were added</li><li>• Taking away</li><li>• Working out 'how many' were taken away</li></ul><br>Provision: <ul style="list-style-type: none"><li>• Bus stop addition and subtraction stories</li><li>• Creating number stories using the first, then and now concept</li><li>• Games linked to adding and taking away</li></ul> <div></div><br>Development matters links: <ul style="list-style-type: none"><li>• Count objects, actions and sounds</li><li>• Subitise</li><li>• Link the numeral with its cardinal value</li><li>• Compare numbers</li><li>• Automaticaly recall number bonds from 0-5 and some to 10</li></ul> | <b>Manipulate, Compose and Decompose</b><br><br>Focus skills: <ul style="list-style-type: none"><li>• Selecting shapes for a purpose</li><li>• Rotating shapes</li><li>• Manipulating shapes</li><li>• Explain shape arrangements</li><li>• Compose shapes</li><li>• Decompose shapes</li><li>• Copy 2D shape pictures</li><li>• Find 2D shapes within 3D shapes</li></ul><br>Provision: <ul style="list-style-type: none"><li>• Exploring 3D shapes and their spatial relations</li><li>• Investiagate shape patterns</li><li>• Rotating shapes to investiate how they look in different ways</li><li>• Playing with tangrams</li></ul><br>Development matters links: <ul style="list-style-type: none"><li>• Select, rotate and manipulate shapes to develop spatial reasoning</li></ul> | <b>Sharing and Grouping</b><br><br>Focus skills: <ul style="list-style-type: none"><li>• Exploring sharing and grouping</li><li>• Share with even and odd numbers</li><li>• Play with and build doubles</li><li>• Investiagte fair sharing and unfair sharing</li></ul><br>Provision: <ul style="list-style-type: none"><li>• Share resources (natural resources, cubes, food objects) between two or more groups</li><li>• Group animals into equal amounts</li><li>• Make towers with a purpose e.g. children given 12 cubes, if there are 2 cubes in each towers how many towers would there be?</li><li>• Making odd and even potions</li><li>• Doubles bingo</li></ul><br>Development matters links: <ul style="list-style-type: none"><li>• Compare numbers</li><li>• Explore the composition of numbers to 10.</li></ul> |   |
| Assessment Checkpoints   |  | Can children make numbers above 10 by counting, building or organising objects? |  |  |   | <ul style="list-style-type: none"><li>• Can children share an even number of objects equally?</li></ul> |



|  |  |  |   |   |  |
|--|--|--|---|---|--|
| Understanding the World:<br><br>Past and Present<br><br>People, Culture and Communities<br><br>The Natural World | Topic Focus: Fairy Tales   |  |   | Topic Focus: Uniqueness   |  |
|  | <p><b>Critical question: I wonder what a Fairy Tale is?</b></p> <p>Home – Creating our own characters based on what we know<br/>Near – Learning the structure of fairy tales and thinking of different settings for them<br/>Far – Learning different traditional tales and stories from different countries</p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>To learn and retell a number of different fairy tales</li><li>To learn the structure of a fairy tale</li><li>To create our own versions of fairy tales</li><li></li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Sharing ideas for our own versions of stories</li><li>Creating own narratives using fairy tale characters</li><li>Comparing versions of fairy tales (Little Red v's Little Red Riding Hood)</li><li>Drawing and looking at maps (for characters in fairy tales)</li></ul> <p>Development Matters Links:</p> <ul style="list-style-type: none"><li>Compare and contrast characters from stories, including figures from the past.</li></ul>   |  |   | <p><b>Critical Question: I wonder what makes me unique?</b></p> <p>Home- Thinking about our own lives and what makes us unique (houses, family set up, home life)<br/>Near- Learning about others and how their lives differ from ours.<br/>Far- Learning about different cultures and countries (different clothing, homes, traditions)</p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>To talk about ourselves in a positive way.</li><li>To share the things that make us unique.</li><li>To understand that everyone is different and has their own interests and needs.</li><li>To learn about unusual animals (You're Called What book)</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Writing about what makes us unique</li><li>Sharing ideas on what we like about other people.</li><li>Photos of clothing and homes from other countries/cultures</li><li>Photos of unusual animals</li></ul> <p>Development Matters Links:</p> <ul style="list-style-type: none"><li>Have a good understanding of their own families and communities.</li><li>Talk about the past, recognising similarities and differences.</li><li>Talk about and celebrate that people have different beliefs and ways of life (celebrations, religions, culture, different countries)</li></ul> |  |
|  | Assessment Checkpoints   |  | Can children talk about different characters? |   |  |
|  |  |  |   |   | Can children talk about what makes them unique from others in their class/ year group? |
| Expressive Arts and Design<br><br>Creating with Materials<br><br>Being imaginative and expressive                | Focus skills:  |  |   | Focus skills:   |  |
|  | <ul style="list-style-type: none"><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Exploring different instruments in Music lessons.</li><li>Using various resources to create their own characters and illustrations.</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Creating scenes for different fairy tales.</li><li>Musical instruments</li><li>Making a collage of scenes</li><li>Building parts of stories (chairs for 3 bears, houses for little pigs, raft for goats)</li><li>Stick puppets</li><li>Characters for retelling stories</li><li>Mask making</li><li>Playdough</li><li>Cutting activities</li></ul> <p>Development matters links</p> <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><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>Explore and engage in music making and dance, performing solo or in groups.</li></ul> |  |   | <ul style="list-style-type: none"><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Exploring different instruments in Music lessons.</li><li>Creating self portraits with accuracy.</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Half face portraits</li><li>Drawing houses</li><li>Designing posters about themselves</li><li>Writing about families</li><li>Fingerprint pictures (knowing we all have different fingerprints)</li><li>Singing songs about being unique</li></ul> <p>Development matters links</p> <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><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>Explore and engage in music making and dance, performing solo or in groups.</li></ul>  |  |
|  | Assessment Checkpoints   |  |   |   | Can children talk about what makes them unique from others in their class/ year group? |
|  |  |  |   |   | Can children talk about what makes them unique from others in their class/ year group? |
| Expressive Arts and Design<br><br>Creating with Materials<br><br>Being imaginative and expressive                | Focus skills:  |  |   | Focus skills:   |  |
|  | <ul style="list-style-type: none"><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Exploring different instruments in Music lessons.</li><li>Using various resources to create their own characters and illustrations.</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Creating scenes for different fairy tales.</li><li>Musical instruments</li><li>Making a collage of scenes</li><li>Building parts of stories (chairs for 3 bears, houses for little pigs, raft for goats)</li><li>Stick puppets</li><li>Characters for retelling stories</li><li>Mask making</li><li>Playdough</li><li>Cutting activities</li></ul> <p>Development matters links</p> <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><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>Explore and engage in music making and dance, performing solo or in groups.</li></ul> |  |   | <ul style="list-style-type: none"><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Exploring different instruments in Music lessons.</li><li>Creating self portraits with accuracy.</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Half face portraits</li><li>Drawing houses</li><li>Designing posters about themselves</li><li>Writing about families</li><li>Fingerprint pictures (knowing we all have different fingerprints)</li><li>Singing songs about being unique</li></ul> <p>Development matters links</p> <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><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>Explore and engage in music making and dance, performing solo or in groups.</li></ul>  |  |
|  | Assessment Checkpoints   |  |   |   | Can children talk about what makes them unique from others in their class/ year group? |
|  |  |  |   |   | Can children talk about what makes them unique from others in their class/ year group? |
| Expressive Arts and Design<br><br>Creating with Materials<br><br>Being imaginative and expressive                | Focus skills:  |  |   | Focus skills:   |  |
|  | <ul style="list-style-type: none"><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Exploring different instruments in Music lessons.</li><li>Using various resources to create their own characters and illustrations.</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Creating scenes for different fairy tales.</li><li>Musical instruments</li><li>Making a collage of scenes</li><li>Building parts of stories (chairs for 3 bears, houses for little pigs, raft for goats)</li><li>Stick puppets</li><li>Characters for retelling stories</li><li>Mask making</li><li>Playdough</li><li>Cutting activities</li></ul> <p>Development matters links</p> <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><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>Explore and engage in music making and dance, performing solo or in groups.</li></ul> |  |   | <ul style="list-style-type: none"><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Exploring different instruments in Music lessons.</li><li>Creating self portraits with accuracy.</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Half face portraits</li><li>Drawing houses</li><li>Designing posters about themselves</li><li>Writing about families</li><li>Fingerprint pictures (knowing we all have different fingerprints)</li><li>Singing songs about being unique</li></ul> <p>Development matters links</p> <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><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>Explore and engage in music making and dance, performing solo or in groups.</li></ul>  |  |
|  | Assessment Checkpoints   |  |   |   | Can children talk about what makes them unique from others in their class/ year group? |
|  |  |  |   |   | Can children talk about what makes them unique from others in their class/ year group? |
| Expressive Arts and Design<br><br>Creating with Materials<br><br>Being imaginative and expressive                | Focus skills:  |  |   | Focus skills:   |  |
|  | <ul style="list-style-type: none"><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Exploring different instruments in Music lessons.</li><li>Using various resources to create their own characters and illustrations.</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Creating scenes for different fairy tales.</li><li>Musical instruments</li><li>Making a collage of scenes</li><li>Building parts of stories (chairs for 3 bears, houses for little pigs, raft for goats)</li><li>Stick puppets</li><li>Characters for retelling stories</li><li>Mask making</li><li>Playdough</li><li>Cutting activities</li></ul> <p>Development matters links</p> <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><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>Explore and engage in music making and dance, performing solo or in groups.</li></ul> |  |   | <ul style="list-style-type: none"><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Exploring different instruments in Music lessons.</li><li>Creating self portraits with accuracy.</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Half face portraits</li><li>Drawing houses</li><li>Designing posters about themselves</li><li>Writing about families</li><li>Fingerprint pictures (knowing we all have different fingerprints)</li><li>Singing songs about being unique</li></ul> <p>Development matters links</p> <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><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>Explore and engage in music making and dance, performing solo or in groups.</li></ul>  |  |
|  | Assessment Checkpoints   |  |   |   | Can children talk about what makes them unique from others in their class/ year group? |
|  |  |  |   |   | Can children talk about what makes them unique from others in their class/ year group? |
| Expressive Arts and Design<br><br>Creating with Materials<br><br>Being imaginative and expressive                | Focus skills:  |  |   | Focus skills:   |  |
|  | <ul style="list-style-type: none"><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Exploring different instruments in Music lessons.</li><li>Using various resources to create their own characters and illustrations.</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Creating scenes for different fairy tales.</li><li>Musical instruments</li><li>Making a collage of scenes</li><li>Building parts of stories (chairs for 3 bears, houses for little pigs, raft for goats)</li><li>Stick puppets</li><li>Characters for retelling stories</li><li>Mask making</li><li>Playdough</li><li>Cutting activities</li></ul> <p>Development matters links</p> <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><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>Explore and engage in music making and dance, performing solo or in groups.</li></ul> |  |   | <ul style="list-style-type: none"><li>Accessing creative resources independently</li><li>Having their own creative ideas and exploring how to represent them.</li><li>Exploring different instruments in Music lessons.</li><li>Creating self portraits with accuracy.</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Half face portraits</li><li>Drawing houses</li><li>Designing posters about themselves</li><li>Writing about families</li><li>Fingerprint pictures (knowing we all have different fingerprints)</li><li>Singing songs about being unique</li></ul> <p>Development matters links</p> <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><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>Explore and engage in music making and dance, performing solo or in groups.</li></ul>  |  |
|  | Assessment Checkpoints   |  |   |   | Can children talk about what makes them unique from others in their class/ year group? |
|  |  |  |   |   | Can children talk about what makes them unique from others in their class/ year group? |



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 Questions:

- I wonder what it was like to be a Pirate?
- I wonder what rhyming is?

End of Unit Assessment Activity:

- Phonics assessment
- How to be a pirate guide
- Rhyming narrative
- Maths Assessment

Wow moments:

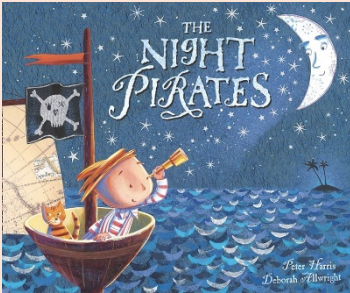
- School trip to Historic Dockyard – Pirate Day
- PJ day to introduce 'The Night Pirates'
- Sports Day
- Shuffle up day
- Familiarisation visits to Year 1
- Whole school picnic

Term 6


|   | Week 1<br>(4 days - SDD)  | Week 2<br>School Trip<br>Fathers Day<br>PPA week   | Week 3<br>Transition meetings<br>Sports Day   | Week 4<br>EYFS submission deadline<br>PPA week   | Week 5<br>Familiarisations  | Week 6<br>Familiarisations<br>PPA week   | Week 7 |
|---|---|--|---|--|---|--|--------|
| <b>Communication &amp; Language:</b>              | Provision focus – Pirates   |  |   | Provision focus – Rhyming and Transition to Year 1   |   |  |        |
| Listening, Attention and Understanding            | Focus skills: <ul style="list-style-type: none"><li>• Asking questions to deepen their understanding</li><li>• Listening to new stories and answering questions</li><li>• Conversing with children and adults to widen vocabulary within spoken sentences</li></ul>   |  |   | Focus skills: <ul style="list-style-type: none"><li>• To use rhyming words</li><li>• To recall a word that rhymes with another when asked by an adult</li><li>• To talk about my transition into Year 1 and how I am feeling</li></ul>   |   |  |        |
| Speaking  | <b>ELG:</b><br><b><u>Listening, Attention and Understanding</u></b> <ul style="list-style-type: none"><li>- 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.</li><li>- Make comments about what they have heard and ask questions to clarify their understanding.</li><li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul> <b><u>Speaking</u></b> <ul style="list-style-type: none"><li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>- 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.</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><br><b>ELG:</b><br><b><u>Listening, Attention and Understanding</u></b> <ul style="list-style-type: none"><li>- 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.</li><li>- Make comments about what they have heard and ask questions to clarify their understanding.</li><li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul> <b><u>Speaking</u></b> <ul style="list-style-type: none"><li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>- 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.</li></ul> |   |  |        |
| <b>Assessment Checkpoints</b>                     |   |  |   |  |   |  |        |
| <b>Personal, social and emotional development</b> | Jigsaw – My Body  | Focus skills   | Jigsaw – Growing up<br>-Fun and Fears   | Focus skills   | Jigsaw-Fun and fears part 2<br>-Celebration   | Focus skills   |        |
| <b>Jigsaw –changing me</b>                        | I can name parts of my body.  | <ul style="list-style-type: none"><li>• Listening to others</li><li>• Turn taking</li><li>• Continue to build relationships with others</li></ul>  | I understand that we all grow from babies to adults.  | <ul style="list-style-type: none"><li>• Listening to others</li><li>• Turn taking</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li><li>• Treating others with respect and kindness</li><li>• Knowing what to do if someone does something they don't like.</li></ul>   | I can talk about my worries and things I am looking forward to when I move into year 1.   | <ul style="list-style-type: none"><li>• Listening to others</li><li>• Turn taking</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li><li>• Treating others with respect and kindness</li><li>• Knowing what to do if someone does something they don't like.</li></ul> |        |
| Self-Regulation                                   | I can tell you some of the things I can do and what I should eat to be healthy.   | <ul style="list-style-type: none"><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li><li>• Treating others with respect and kindness</li><li>• Knowing what to do if someone does something they don't like.</li></ul> | I can talk about how I feel about moving to year 1  |  | I can share my memories of the best bits of reception. (final week?)  |  |        |
| Managing Self                                     | Provision   |  | Provision   |  | Provision   |  |        |
| Building Relationships                            | <ul style="list-style-type: none"><li>• Children to label parts of the body.</li><li>• Children to write sentences about how to look after their bodies.</li></ul>  |  | <ul style="list-style-type: none"><li>• Children to write down things they are looking forward to when they move to year 1 and things they are worried about.</li></ul> |  | Draw a picture and write about the things they have enjoyed when they visited their new year 1 classroom.   |  |        |
|   | Focus skills <ul style="list-style-type: none"><li>• Listening to others</li></ul>  |  | Focus skills <ul style="list-style-type: none"><li>• Listening to others</li><li>• Turn taking</li><li>• Continue to build relationships with others</li></ul>          |  | Focus skills <ul style="list-style-type: none"><li>• Listening to others</li><li>• Turn taking</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li></ul> |  |        |

|  |  |   |  |   |  |  |
|--|--|---|--|---|--|--|
|  | <ul style="list-style-type: none"><li>• Turn taking</li><li>• Continue to build relationships with others</li><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li><li>• Treating others with respect and kindness</li><li>• Knowing what to do if someone does something they don't like.</li></ul>   |   | <ul style="list-style-type: none"><li>• Manage own needs</li><li>• Demonstrate and recognise school values</li><li>• Treating others with respect and kindness</li><li>• Knowing what to do if someone does something they don't like.</li></ul>   |   | <ul style="list-style-type: none"><li>• Demonstrate and recognise school values</li><li>• Treating others with respect and kindness</li><li>• Knowing what to do if someone does something they don't like.</li></ul>  |  |
|  | <p>Development matters links</p> <ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Build constructive and respectful relationships.</li><li>• Express their feelings and consider the feelings of others.</li><li>• Show resilience and perseverance in the face of challenge.</li><li>• Identify and moderate their own feelings socially and emotionally.</li><li>• Think about the perspectives of others.</li><li>• Manage their own needs.</li></ul>   |   |  |   |  |  |
| Assessment Checkpoints   |  |   |  |   |  |  |
| Physical development- Gross Motor Skills and Fine Motor Skills | <p>Focus Skills:</p> <ul style="list-style-type: none"><li>• Handwriting</li><li>• Fine motor activities (Daily clever fingers)</li><li>• Yoga /balance</li><li>• Outside activities (trim trail, bikes, construction etc)</li><li>• Construction equipment</li><li>• Cutting skill</li></ul> <p>Sports day events practice</p> <p>PE-<br/>PE Hub Manipulation and co-ordination unit 2<br/>Lesson 1/2<br/>L.I.- To play parachute games</p> <ul style="list-style-type: none"><li>• Children to listen to and follow instructions</li><li>• Children to learn to play a variety of games with the parachute.</li></ul> <p>LI-To use equipment to perform actions</p> <ul style="list-style-type: none"><li>• Children to perform a variety of collecting, placing and moving actions with a variety of equipment.</li></ul>                                 | <p>Focus Skills:</p> <ul style="list-style-type: none"><li>• Handwriting</li><li>• Fine motor activities (Daily clever fingers)</li><li>• Yoga /balance</li><li>• Outside activities (trim trail, bikes , large construction)</li><li>• Construction equipment</li><li>• Cutting skill#</li></ul> <p>Sports day events practise.</p> <p>PE<br/>PE Hub cooperates and solve problems unit 2<br/>Lesson 1/2<br/>LI To follow a trail with a partner</p> <ul style="list-style-type: none"><li>• Work with a partner to move along a trail or a pathway</li><li>• Keep track of objects on a check list</li><li>• Make a straight line in a variety of ways</li></ul> <p>L.I To play parachute games</p> <ul style="list-style-type: none"><li>• Apply team work to play cooperative parachute games.</li><li>• Use communication skills to resolve simple tasks</li></ul> | <p>Focus Skills:</p> <ul style="list-style-type: none"><li>• Handwriting</li><li>• Fine motor activities (Daily clever fingers)</li><li>• Yoga /balance</li><li>• Outside activities (trim trail, bikes, large construction)</li><li>• Construction equipment</li><li>• Cutting skills</li></ul> <p><b>Sports Day-Thursday 20<sup>th</sup> June</b></p> <p>PE:<br/>PE Hub- Manipulation and coordination unit 2<br/>Lesson 3/4</p> <p>L.I.- To use a baton to push beanbags and balls</p> <ul style="list-style-type: none"><li>• Children to use a baton to hit a variety of objects in different ways.</li><li>• Children to play simple invasion games using a baton to score or save goals</li></ul> <p>L.I. -To use a baton to dribble.</p> <ul style="list-style-type: none"><li>• Children to use a baton to steer objects to targets.</li><li>• Children to combine steering with other actions.</li></ul> | <p>Focus Skills:</p> <ul style="list-style-type: none"><li>• Handwriting</li><li>• Fine motor activities (Daily clever fingers)</li><li>• Yoga /balance</li><li>• Outside activities (trim trail, bikes , large construction)</li><li>• Construction equipment</li><li>• Cutting skills</li></ul> <p>PE<br/>PE Hub cooperate and solve problems unit 2<br/>Lesson 3/4</p> <p>L.I. - To make jumping patterns</p> <ul style="list-style-type: none"><li>• Respond, copy and repeat repetitive actions.</li><li>• Work with a partner to form jumping patterns</li><li>• Work as a team to coordinate and cooperate in movement actions.</li><li>•</li></ul> <p>L.I.- to create movement patterns</p> <ul style="list-style-type: none"><li>• Reproduce patterns from images</li><li>• Respond to visual clues.</li></ul> | <p>Focus Skills:</p> <ul style="list-style-type: none"><li>• Handwriting</li><li>• Fine motor activities (Daily clever fingers)</li><li>• Yoga /balance</li><li>• Outside activities (trim trail, bikes, large construction)</li><li>• Construction equipment</li><li>• Cutting skill</li></ul> <p>PE:<br/>PE Hub-Manipulation and coordination unit 2 lessons 5 and 6</p> <p>L.I. To perform different jumps.</p> <ul style="list-style-type: none"><li>• Children to practice a variety of skips with and without a rope.</li><li>• Children to recognise the difference between jumps, skips and hops.</li></ul> <p>L.I. to handle a hoop</p> <ul style="list-style-type: none"><li>• Children to roll, spin catch and rotate hoops.</li><li>• Children to work on their own and with others to control hoops in a variety of ways.</li></ul> | <p>Focus Skills:</p> <ul style="list-style-type: none"><li>• Handwriting</li><li>• Fine motor activities (Daily clever fingers)</li><li>• Yoga /balance</li><li>• Outside activities (trim trail, bikes, large construction)</li><li>• Construction equipment</li><li>• Cutting skills</li></ul> <p>PE<br/>PE Hub cooperate and solve problems unit 2<br/>Lesson 5/6</p> <p>L.I. To lead a pattern in tapping patterns</p> <ul style="list-style-type: none"><li>• To create and follow tapping patterns.</li><li>• Relate previous learning to solve problems.</li></ul> <p>L.I. To navigate obstacles</p> <ul style="list-style-type: none"><li>• Complete as a team to complete an obstacle relay.</li><li>• Recall and remember actions linked to colours</li><li>• Navigate obstacles and remember actions from cues.</li></ul> |
|  | <p><b>Development matters links:</b></p> <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>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li><li>• Combine different movements with ease and fluency</li><li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li><li>• Develop overall body-strength, balance, co-ordination and agility.</li></ul> |   |  |   |  |  |

|                         |   |   |   |   |   |  |   |
|-------------------------|---|---|---|---|---|--|---|
|                         | <ul style="list-style-type: none"><li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</li><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li></ul>  |   |   |   |   |  |   |
| Assessment Checkpoints  |   |   | To use a baton to hit and dribble a ball.   |   |   | To copy and repeat a series of actions   |   |
| Literacy- Comprehension | <b>Focus text: The Night Pirates</b><br><br>Focus skill: <ul style="list-style-type: none"><li>• Extend their vocabulary by using newly introduced words in their conversations</li><li>• Asking questions around an unfamiliar text to deepen their understanding</li><li>• Be able to retell parts of the story in their own words to show their understanding of a text and its deeper meanings</li><li>• Role play and act out parts of the story</li></ul><br>Whole class reading includes CT questioning about a text and children given the opportunities to think and share their thoughts.<br><br>Comprehension questions woven into the children's 1:1 reading sessions.<br><br><b>ELG:</b> <ul style="list-style-type: none"><li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>- Anticipate – where appropriate – key events in stories.</li><li>- Use and understand recently introduced vocabulary during disc</li></ul> |   |   | <b>Week 4 - Understanding the World: Pirate Fact Focus Week</b><br><br>Focus skill: <ul style="list-style-type: none"><li>• Extend their vocabulary by using newly introduced words in their conversations</li><li>• Asking questions around an unfamiliar topic to deepen their understanding</li><li>• Be able to recall key facts told to them</li></ul><br>Whole class reading includes CT questioning about a text and children given the opportunities to think and share their thoughts.<br><br>Watching videos about Pirates and answering relevant CT questions about what they have watched.<br><br><b>ELG:</b> <ul style="list-style-type: none"><li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>- Anticipate – where appropriate – key events in stories.</li><li>- Use and understand recently introduced vocabulary during disc</li></ul> |   | <b>Focus text: Oi Frog</b><br><br>Focus skill: <ul style="list-style-type: none"><li>• Extending their own vocabulary by using newly introduced words in their conversations.</li><li>• Asking questions around an unfamiliar text to deepen their understanding.</li><li>• Understand that Rhyming words are words that are different, but sound the same</li></ul><br>Whole class reading includes CT questioning about a text and children given the opportunities to think and share their thoughts.<br><br>Comprehension questions woven into the children's 1:1 reading sessions.<br><br><b>ELG:</b> <ul style="list-style-type: none"><li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>- Anticipate – where appropriate – key events in stories.</li><li>- Use and understand recently introduced vocabulary during disc</li></ul> |   |
|                         | Literacy- Word Reading  | ELS Phonics:<br><br>Week 1 – ay, ou, ie, ea<br><br>HRSW – oh, thier<br><br><b>ELG:</b> <ul style="list-style-type: none"><li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>- Read words consistent with their phonic knowledge by sound-blending.</li><li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul> | ELS Phonics:<br><br>Week 2 – oy, ir, ue, aw<br><br>HRSW – people, Mr, Mrs<br><br><b>ELG:</b> <ul style="list-style-type: none"><li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>- Read words consistent with their phonic knowledge by sound-blending.</li><li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul> | ELS Phonics:<br><br>Week 3 – wh, ph, ew, oe<br><br>HRSW – your, ask, should<br><br><b>ELG:</b> <ul style="list-style-type: none"><li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>- Read words consistent with their phonic knowledge by sound-blending.</li><li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>   | ELS Phonics:<br><br>Week 4 – au, ey, a-e, e-e<br><br>HRSW – would, could, asked<br><br><b>ELG:</b> <ul style="list-style-type: none"><li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>- Read words consistent with their phonic knowledge by sound-blending.</li><li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul> | ELS Phonics:<br><br>Week 5 – Assessment Week & Review<br><br>HRSW – house, mouse, water<br><br><b>ELG:</b> <ul style="list-style-type: none"><li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>- Read words consistent with their phonic knowledge by sound-blending.</li><li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>  | ELS Phonics:<br><br>Week 6 – i-e, o-e, u-e, c (as s)<br><br>HRSW – want, very<br><br><b>ELG:</b> <ul style="list-style-type: none"><li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>- Read words consistent with their phonic knowledge by sound-blending.</li><li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul> |
| Literacy- Writing       | Text: <b>The Night Pirates</b><br><br><b>Literacy Tree Writing Root (roughly 10 sessions over 3 weeks)</b><br><br>Focus skills: <ul style="list-style-type: none"><li>• Forming letters correctly with a focus on handwriting – letters same size, descenders</li><li>• Consistently using finger spaces</li><li>• Using full stops and capital letters more consistently</li><li>• Recording digraphs and trigraphs in indepedent writing</li><li>• Caption and simple sentence writing</li><li>• Writing HRSW's independently</li><li>• Reading back what they have written</li><li>• Use phonics skills to write whole words independently</li><li>• Developing own narratives</li><li>• Orally rehearsing what they are going to write</li><li>• Using own imagination when writing</li><li>• Being able to write 'in role' as a character</li></ul><br>Provision: <ul style="list-style-type: none"><li>• Writing thought bubbles from the perspective of Tom</li><li>• Designing and labelling a Pirate</li></ul>                                 |   |   | <b>Understanding the World: Pirate Fact Focus Week</b><br><br>Focus skills: <ul style="list-style-type: none"><li>• Forming letters correctly with a focus on handwriting – letters same size, descenders</li><li>• Consistently using finger spaces</li><li>• Using full stops and capital letters more consistently</li><li>• Recording digraphs and trigraphs in indepedent writing</li><li>• Caption and simple sentence writing</li><li>• Writing HRSW's independently</li><li>• Reading back what they have written</li><li>• Use phonics skills to write whole words independently</li><li>• Developing own narratives</li><li>• Orally rehearsing what they are going to write</li><li>• Using own imagination when writing</li></ul><br>Provision: <ul style="list-style-type: none"><li>• Write about the life of a Pirate</li><li>• Write about and describe parts of a Pirate's life</li><li>• Write about and describe a Pirate's belongings</li></ul>         |   | Text: <b>Oi Frog</b><br><br><b>Literacy Tree Writing Root (roughly 6 sessions over 2 weeks)</b><br><br>Focus skills: <ul style="list-style-type: none"><li>• Forming letters correctly with a focus on handwriting – letters same size, descenders</li><li>• Consistently using finger spaces</li><li>• Using full stops and capital letters more consistently</li><li>• Recording digraphs and trigraphs in indepedent writing</li><li>• Caption and simple sentence writing</li><li>• Writing HRSW's independently</li><li>• Reading back what they have written</li><li>• Use phonics skills to write whole words independently</li><li>• Developing own narratives</li><li>• Orally rehearsing what they are going to write</li><li>• Using own imagination when writing</li><li>• Being able to write 'in role' as a character</li><li>• Write rhyming words</li></ul>  |   |





|  |  |                                  |   |  |  |  |
|--|--|----------------------------------|---|--|--|--|
|                                   | <ul style="list-style-type: none"><li>Write a letter to the Pirates asking to join their crew</li><li>Create treasure maps</li></ul> <p><b>End of topic outcome:</b> Writing their own 'How to be a Pirate' Guide<br/>A rough plan might look like this:</p> <ul style="list-style-type: none"><li>How to talk (include ideas from session 2)</li><li>What to wear/ things you'll need eg cutlass, hat, patch, coin</li><li>What to do (include ideas from session 7)</li><li>Where to find treasure (include map from before and ideas from sessions 5 &amp; 6)</li></ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"><li>Write recognisable letters, most of which are correctly formed.</li><li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>Write simple phrases and sentences that can be read by others.</li></ul> |                                  |   | <ul style="list-style-type: none"><li>Write about where Pirates would sail to and why</li></ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"><li>Write recognisable letters, most of which are correctly formed.</li><li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li></ul> <p>Write simple phrases and sentences that can be read by others.</p>   | <p>Provision:</p> <ul style="list-style-type: none"><li>Writing rhyming words</li><li>Playing 'Hide and Seek' with small world animals</li><li>Matching animals with a rhyming object e.g. bee and key</li><li>Create character 'pairs' with a friend</li><li>Design and create their own animal character</li></ul> <p><b>End of topic outcome:</b> Create their own version of a 'Rhyming Narrative'</p> <p><b>ELG:</b></p> <ul style="list-style-type: none"><li>Write recognisable letters, most of which are correctly formed.</li><li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li></ul> <p>Write simple phrases and sentences that can be read by others</p>   |  |
| Word of the Day Vocabulary   | Pirate<br>Jolly Roger<br>Ship  | Treasure<br>Cutlass<br>Companion | Compass<br>Desert Island  | Map<br>Grub<br>Rum<br>Cannon   | Rhyme of the Day – CT to have a simple word and children to think of a word that rhymes with it  | Rhyme of the Day – CT to have a simple word and children to think of a word that rhymes with it                                  |
| Assessment Checkpoints   |  |                                  | Can children write a short sentence independently?  |  | ELS Phonics Assessments  | Are children consistently using finger spaces in their writing.<br>Are some children able to use full stops and capital letters? |
| Mathematics-<br><br>Number<br><br>Numerical Patterns   | <p><b>White Rose: Sharing and Grouping (Week 1)</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>Play and build with doubles</li><li>Investigate fair sharing and unfair sharing</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Sharing resources into 2 or more groups</li><li>Using numicon to create doubles</li><li>Exploring and recognising odd and even numbers</li></ul> <p>Development matters links:<br/>Have a secure understanding of numbers to 10 including:</p> <ul style="list-style-type: none"><li>1:1 counting to at least 20</li><li>Number bonds for each number to 10</li><li>Composition of numbers using addition (including doubling) and subtraction</li><li>Comparing numbers and quantities</li><li>Recognise and represent patterns within numbers to 10 (odds and evens, doubling, sharing)</li></ul>                     |                                  | <p><b>Visualise, build and map (Weeks 2, 3, 4)</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>Creating and exploring patterns</li><li>Building scenes and using positional language</li><li>Following simple instructions</li><li>Exploring mapping</li><li>Creating own maps</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Creating and exploring repeating patterns</li><li>Can you guess the rule? Activity</li><li>Following instructions (draw with Rob)</li><li>Creating treasure maps</li><li>Finding objects based on instructions</li></ul> <p>Development matters links:</p> <ul style="list-style-type: none"><li>Be fully immersed in opportunities using and exploring shapes and be able to name and describe 2D and some 3D shapes.</li><li>Continue and create repeating patterns.</li><li>Use comparative language to describe length, weight and height</li></ul> | <p><b>Make connections (Week 5)</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>Making connections of all aspects taught</li><li>Making links between numbers, shapes and patterns</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Tens frames</li><li>Addition and subtraction activites</li><li>Snakes and ladders addition games</li><li>Missing number activites</li><li>Number patterns (odd/even) activities</li><li>Number bonds activities</li></ul> <p>Development matters links:<br/>Have a secure understanding of numbers to 10 including:</p> <ul style="list-style-type: none"><li>1:1 counting to at least 20</li><li>Subitising to 5 (and using this understanding with numbers to 10)</li><li>Matching numerals to amounts</li><li>Number bonds for each number to 10</li><li>Composition of numbers using addition (including doubling) and subtraction</li><li>Comparing numbers and quantities</li><li>Rote counting beyond 20 (recognising numerical patterns)</li><li>Recognise and represent patterns within numbers to 10 (odds and evens, doubling, sharing)</li></ul> <p>Be fully immersed in opportunities using and exploring shapes and be able to name and describe 2D and some 3D shapes.</p> <ul style="list-style-type: none"><li>Continue and create repeating patterns.</li><li>Use comparative language to describe length, weight and height</li></ul> | <p><b>Consolidation (Weeks 6 &amp; 7)</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>Consolidation of all skills taught in YR</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Shape hunts</li><li>Sorting shapes</li><li>Addition and subtraction activities</li><li>Colour by number addition/subtraction</li><li>Doubles rainbows</li><li>Weight activities</li><li>Number bonds activities</li></ul> <p>Development matters links:<br/>Have a secure understanding of numbers to 10 including:</p> <ul style="list-style-type: none"><li>1:1 counting to at least 20</li><li>Subitising to 5 (and using this understanding with numbers to 10)</li><li>Matching numerals to amounts</li><li>Number bonds for each number to 10</li><li>Composition of numbers using addition (including doubling) and subtraction</li><li>Comparing numbers and quantities</li><li>Rote counting beyond 20 (recognising numerical patterns)</li><li>Recognise and represent patterns within numbers to 10 (odds and evens, doubling, sharing)</li></ul> <p>Be fully immersed in opportunities using and exploring shapes and be able to name and describe 2D and some 3D shapes.</p> <ul style="list-style-type: none"><li>Continue and create repeating patterns.</li><li>Use comparative language to describe length, weight and height</li></ul> |  |
| Assessment Checkpoints   |  |                                  | Week 3- Maths Assessment Week   |  |  |  |
| Understanding the World:<br><br>Past and Present<br><br>People, Culture and Communities<br><br>The Natural World | <p><b>Topic Focus: Pirates</b></p> <p><b>Critical question: I wonder what it was like to be a Pirate?</b><br/>Home – Role playing as Pirates and exploring the life of a Pirate<br/>Near – Learning from experts at the 'Historic Dockyard' about Pirate life, and about this in relation to the dockyard itself<br/>Far – Learning about the life of a Pirate and where they travelled</p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>To write in sentences when creating our own 'How to be a Pirate' guide</li><li>To engage with and discuss information from a range of pirate stories and tales</li></ul>  |                                  |   | <p><b>Topic Focus: Rhyming and Year 1 Transition</b></p> <p><b>Critical Question: I wonder what rhyming is?</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>To identify a range of rhyming words</li><li>To think of their own ideas when rhyming</li><li>To begin thinking about similarities and differences of their new classes</li></ul> <p>Provision:</p>   |  |  |

|  |  |   |  |  |
|--|--|---|--|--|
|  | <ul style="list-style-type: none"><li>To develop confidence when exploring Pirate life through role play</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Creating treasure maps</li><li>Making telescopes</li><li>Designing Pirate hats, eye patches, treasure chests etc</li></ul> <p>Development Matters Links:</p> <ul style="list-style-type: none"><li>Compare and contrast characters from stories, including figures from the past.</li><li>Draw information from a simple map.</li><li>Recognise some environments that are different from the one in which they live.</li></ul>   |   | <ul style="list-style-type: none"><li>Rhyming matching game</li><li>Silly soup</li><li>Fact files for new teacher</li></ul> <p>Development Matters Links:</p> <ul style="list-style-type: none"><li>Have a good understanding of their own families and communities.</li><li>Name and describe people who are familiar to them.</li><li>Talk about members of their immediate family and community.</li></ul>  |  |
| Assessment Checkpoints   |  | Can children talk about what life was like in the past? |  | Can children talk about planned future changes and events? |
| <b>Expressive Arts and Design</b><br><br>Creating with Materials<br><br>Being imaginative and expressive | <p><b>Pirates</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>Using different materials and tools for a purpose with confidence</li><li>Experimenting with colour and textures</li><li>Thinking and talking about the design and function of their creations</li><li>Talking about what they have created and the processes used</li><li>Making props for role play</li><li>Making up stories and retelling familiar stories/narratives</li><li>Singing a variety of songs</li><li>Moving in time to music</li></ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"><li>Making props for pirates – maps, eye patches, telescopes, treasure</li><li>Using musical instruments in outside provision</li><li>Dressing up resources in outside provision, using the stage</li><li>Role play enhancements – pirate ship</li><li>Junk modelling – boats (floating and sinking experiment)</li><li>Tea staining maps – exploring colour and texture</li><li>Small world – retelling stories, making up narratives</li><li>Cutting activities</li></ul> <p><b>ELG:</b></p> <p><b><u>Creating with Materials</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li><li>Share their creations, explaining the process they have used;</li><li>Make use of props and materials when role playing characters in narratives and stories.</li></ul> <p><b><u>Being Imaginative and Expressive</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>Invent, adapt and recount narratives and stories with peers and their teacher;</li><li>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</li></ul> |   | <p><b>Oi Frog</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"><li>Using different materials and tools for a purpose with confidence</li><li>Experimenting with colour and textures</li><li>Thinking and talking about the design and function of their creations</li><li>Talking about what they have created and the processes used</li><li>Making props for role play</li><li>Making up stories and retelling familiar stories/narratives</li><li>Singing a variety of songs</li><li>Moving in time to music</li></ul> <p>Provision:</p> <ul style="list-style-type: none"><li>Junk modelling – making props to retell the story</li><li>Creating characters from the story – painting, collaging, cutting</li><li>Exploring different ways of creating – puffy paint, bubble painting, printing, stencils</li><li>Creating own paint brushes – pegs with feathers/pom poms/tin foil/pipe cleaners/sponges etc.</li><li>Colour mixing activities</li><li>Play dough</li><li>Cutting activities</li><li>Small world – animals from the story</li></ul> <p>ELG:</p> <p><b><u>Creating with Materials</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li><li>Share their creations, explaining the process they have used;</li><li>Make use of props and materials when role playing characters in narratives and stories.</li></ul> <p><b><u>Being Imaginative and Expressive</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>Invent, adapt and recount narratives and stories with peers and their teacher;</li><li>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.</li></ul> |  |
| Assessment Checkpoints   |  |   |  |  |