



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 I can find out about minibeasts?
- I wonder what plants need to grow?

End of Unit Assessment Activity:


- Phonics assessment


Wow moments:

- Caterpillars to Butterflies
- Bug hunt at Forest School
- Making mini bug hotel
- Tyland Barn
- Planting

	Week 1 21st	Week 2 28th	Week 3 5th	Week 4 12th	Week 5 19th
To Remember	Minibeasts 3 day week Live caterpillars arriving	Minibeasts PPA week Police visit (Mon)	Minibeasts Butterflies	Growing PPA week	Growing Tyland Barn (Wed) Vision and hearing checks (Thurs & Fri)
Tapestry focus	Writing assessment	Writing assessment	Maths	Literacy	Maths
Communication & Language: Listening, Attention and Understanding Speaking	Focus skills: <ul style="list-style-type: none">• Asking questions to deepen their understanding• Listening to new stories and answering questions• Join in with repetitive language• Use recently introduced vocabulary during the day Development matters links: <ul style="list-style-type: none">• Connect one idea or action to another using a range of connectives• Articulate their ideas and thoughts in well-formed sentences• Learn new vocabulary• Use new vocabulary throughout the day• Describe events in some detail• Engage in story times• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words	Focus skills: <ul style="list-style-type: none">• Asking questions to deepen their understanding• Listening to new stories and answering questions• Join in with repetitive language• Use recently introduced vocabulary during the day Development matters links: <ul style="list-style-type: none">• Connect one idea or action to another using a range of connectives• Articulate their ideas and thoughts in well-formed sentences• Learn new vocabulary• Use new vocabulary throughout the day• Describe events in some detail• Engage in story times• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Listen to and talk about stories to build familiarity and understanding	Focus skills: <ul style="list-style-type: none">• Asking questions to deepen their understanding• Listening to new stories and answering questions• Join in with repetitive language• Use recently introduced vocabulary during the day Development matters links: <ul style="list-style-type: none">• Connect one idea or action to another using a range of connectives• Articulate their ideas and thoughts in well-formed sentences• Learn new vocabulary• Use new vocabulary throughout the day• Describe events in some detail• Engage in story times• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words• Listen to and talk about stories to build familiarity and understanding	Focus skills: <ul style="list-style-type: none">• Asking questions to deepen their understanding• Listening to new stories and answering questions• Join in with repetitive language• Use recently introduced vocabulary during the day Development matters links: <ul style="list-style-type: none">• Connect one idea or action to another using a range of connectives• Articulate their ideas and thoughts in well-formed sentences• Learn new vocabulary• Use new vocabulary throughout the day• Describe events in some detail• Engage in non-fiction books• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary• Ask questions to find out more and to check they understand what has been said to them• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen	
Assessment Checkpoints					
Personal, social and emotional development Jigsaw –Relationships (Weeks 1,3 and 5) Self-Regulation Managing Self Building Relationships	Jigsaw - my family and me I recognise that all families are different. I can identify some of the jobs in my family and how I feel like I belong. Provision <ul style="list-style-type: none">• Children to look at and label their family picture /draw their family and write the jobs that people do in their family Dad make my packed lunch Mum gives me a bath every night etc	PPA week Focus skills <ul style="list-style-type: none">• Listening to others• Turn taking• Continue to build relationships with others• Manage own needs• Demonstrate and recognise school values• Treating others with respect and kindness	Jigsaw- Make friends , make friends never, never break friends To know how to make friends to stop myself feeling lonely. To know how to be a good friend to someone. Provision <ul style="list-style-type: none">• Children to draw their friend and to write about what they like about them Focus skills <ul style="list-style-type: none">• Listening to others• Turn taking	PPA week Focus skills <ul style="list-style-type: none">• Listening to others• Turn taking• Continue to build relationships with others• Manage own needs• Demonstrate and recognise school values• Treating others with respect and kindness• Knowing what to do if someone does something they don't like.	Jigsaw- Falling out and bullying To start to understand the impact of unkind words. Provision Cover the table with paper. Draw a smiley face in the middle of one half of the table and a sad face on the other half of the table. Children write phrases that make someone feel happy or sad. Focus skills <ul style="list-style-type: none">• Listening to others• Turn taking• Continue to build relationships with others

	<p>Focus skills</p> <ul style="list-style-type: none"> Listening to others Turn taking Continue to build relationships with others Manage own needs Demonstrate and recognise school values Treating others with respect and kindness Knowing what to do if someone does something they don't like. 	<ul style="list-style-type: none"> Knowing what to do if someone does something they don't like. 	<ul style="list-style-type: none"> Continue to build relationships with others Manage own needs Demonstrate and recognise school values Treating others with respect and kindness Knowing what to do if someone does something they don't like. 		<ul style="list-style-type: none"> Manage own needs Demonstrate and recognise school values Treating others with respect and kindness Knowing what to do if someone does something they don't like.
	<p>Development matters links</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. 				
Assessment Checkpoints				Do they treat others with kindness and respect?	Do they understand that what they say effects how others feel?
<p>Physical Development- Gross Motor Skills and Fine Motor Skills</p> <p>PE- Weeks 1,3 and 5 PE Hub –Manipulation and co-ordination unit 1</p> <p>Balance bikes</p> <p>PE (PPA –weeks 2,4,and 6)- Co operates and solves problems unit 1</p>	<p>Focus Skills:</p> <ul style="list-style-type: none"> Handwriting Fine motor activities (Daily clever fingers) Using a variety of tools-scissors, tweezers, syringes, mark making equipment Yoga /balance Outside activities (trim trail, bikes , large construction, digging) Construction equipment Cutting skill <p>Balance bikes (Mr Bodkin)</p> <p>PE- PE Hub Manipulation and co-ordination unit 1 Lesson 1/2</p> <p>L.I.- To handle a ball/balloon</p> <p>(Children with less refined gross motor control to begin by handling a balloon. Change size of balls to give more challenge)</p> <ul style="list-style-type: none"> Copy, repeat a variety of movements handling a balloon/ball. Coordinate limbs to carry out defined movements and actions. roll a ball with accuracy 	<p>Focus Skills:</p> <ul style="list-style-type: none"> Handwriting Fine motor activities (Daily clever fingers) Using a variety of tools-scissors, tweezers, syringes, mark making equipment Yoga /balance Outside activities (trim trail, bikes, construction, digging etc) Construction equipment Cutting skill <p>PE PE Hub cooperates and solve problems unit 1 Lesson 1/2</p> <p>LI To match colours and symbols</p> <ul style="list-style-type: none"> Work as an individual and part of a group to match various markings and colours Identify relationships between self and others through group activities. <p>L.I To work as a team to complete a task.</p> <ul style="list-style-type: none"> Follow instructions to perform individual coordination skills. Cooperate with a partner to move across defined areas. 	<p>Focus Skills:</p> <ul style="list-style-type: none"> Handwriting Fine motor activities (Daily clever fingers) Using a variety of tools-scissors, tweezers, syringes, mark making equipment Yoga /balance Outside activities (trim trail, bikes , large construction, digging) Construction equipment Cutting skills Balance bikes <p>Balance Bikes (Mr Bodkin)</p> <p>PE PE Hub- Manipulation and coordination unit 1 Lesson 3/4</p> <p>L.I.- To kick a ball</p> <ul style="list-style-type: none"> Reproduce movements with a ball bilaterally with feet Practice making contact with a ball with feet and legs. <p>L.I. -To hop skip and jump.</p> <ul style="list-style-type: none"> Respond to ques to change between hopping jumping and stepping Coordinate feet to complete hop, jump step sequences. 	<p>Focus Skills:</p> <ul style="list-style-type: none"> Handwriting Fine motor activities (Daily clever fingers) Using a variety of tools-scissors, tweezers, syringes, mark making equipment Yoga /balance Outside activities (trim trail, bikes, large construction, digging) Construction equipment Cutting skills <p>PE: PE Hub cooperate and solve problems unit 1 Lesson 3/4</p> <p>L.I. - To use our bodies to make number shapes.</p> <ul style="list-style-type: none"> Work for a sustained period to raise heartbeat Replicate body shapes with some accuracy to represent numbers. Work as a pair to demonstrate larger numbers. <p>L.I.- To follow a trail</p> <ul style="list-style-type: none"> Name and perform actions including jumps, rolls and travels. Associate an action with a colour. 	<p>Focus Skills:</p> <ul style="list-style-type: none"> Handwriting Fine motor activities (Daily clever fingers) Using a variety of tools-scissors, tweezers, syringes, mark making equipment Yoga /balance Outside activities (trim trail, bikes, large construction, digging) Construction equipment Cutting skills Balance bikes <p>Balance Bikes (Mr Bodkin) PE PE Hub-Manipulation and coordination unit 1 lessons 5 and 6</p> <p>L.I. To send a ball or bean bag.</p> <ul style="list-style-type: none"> Watch copy and repeat ways of sending, receiving and carrying a ball or beanbag <p>L.I. to send and stop in a game</p> <ul style="list-style-type: none"> Listen, respond and coordinate hands and feet to touch a target Stop and send objects using hands and feet.
	<p>Development matters links:</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 				

Assessment Checkpoints			Can they use scissors to cut along a line?		Can they throw and catch a ball?
Literacy- Comprehension	<p>Focus: Minibeasts</p> <p>Focus skills:</p> <ul style="list-style-type: none">Answer questions about the text to show an understanding of what ahs been read to themUse recently introduced vocabulary in a sentenceWrite sentences based on their understandingDiscuss facts with friends and teachers <p>Provision:</p> <ul style="list-style-type: none">Role play as different minibeastsUse new knowledge in their writingDiscuss facts with othersExplore minibeasts in the school grounds <p>Development matters links:</p> <ul style="list-style-type: none">Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.Spell words by identifying the sounds and then writing the sound with letter/s.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	<p>Focus: Minibeasts</p> <p>Focus skills:</p> <ul style="list-style-type: none">Answer questions about the text to show an understanding of what ahs been read to themUse recently introduced vocabulary in a sentenceWrite sentences based on their understandingDiscuss facts with friends and teachers <p>Provision:</p> <ul style="list-style-type: none">Role play as different minibeastsUse new knowledge in their writingDiscuss facts with othersExplore minibeasts in the school grounds <p>Development matters links:</p> <ul style="list-style-type: none">Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.Spell words by identifying the sounds and then writing the sound with letter/s.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	<p>Focus: Minibeasts</p> <p>Focus skills:</p> <ul style="list-style-type: none">Answer questions about the text to show an understanding of what ahs been read to themUse recently introduced vocabulary in a sentenceWrite sentences based on their understandingDiscuss facts with friends and teachers <p>Provision:</p> <ul style="list-style-type: none">Role play as different minibeastsUse new knowledge in their writingDiscuss facts with othersExplore minibeasts in the school grounds <p>Development matters links:</p> <ul style="list-style-type: none">Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.Use new vocabulary through the day.Articulate their ideas and thoughts in well-formed sentences.	<p>Focus: Growing</p> <p>Focus skills:</p> <ul style="list-style-type: none">Answer questions about the text to show an understanding of what ahs been read to themUse recently introduced vocabulary in a sentenceWrite sentences based on their understandingDiscuss facts with friends and teachers <p>Provision:</p> <ul style="list-style-type: none">Role play as gardenersPlant their own real seeds and observe the changes over timeExplore plants in the outdoor classroom <p>Development matters links:</p> <ul style="list-style-type: none">Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.Use new vocabulary through the day.Articulate their ideas and thoughts in well-formed sentences.	<p>Focus: Growing</p> <p>Focus skills:</p> <ul style="list-style-type: none">Answer questions about the text to show an understanding of what ahs been read to themUse recently introduced vocabulary in a sentenceWrite sentences based on their understandingDiscuss facts with friends and teachers <p>Provision:</p> <ul style="list-style-type: none">Role play as gardenersPlant their own real seeds and observe the changes over timeExplore plants in the outdoor classroom <p>Development matters links:</p> <ul style="list-style-type: none">Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.Spell words by identifying the sounds and then writing the sound with letter/s.Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
Literacy- Word Reading	<p>ELS Phonics:</p> <p>Week 1 – CVCC words and suffix 'ed' spoken as 'ed'</p> <p>HRSW – no new HRSW this term</p> <p>Development matters links:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead a few common exception words matched to the school's phonic programmeRead simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. 	<p>ELS Phonics:</p> <p>Week 2 – CCVC words and suffix 'ed' spoken as 't'</p> <p>HRSW – no new HRSW this term</p> <p>Development matters links:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead a few common exception words matched to the school's phonic programmeRead simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	<p>ELS Phonics:</p> <p>Week 3 – CCVCC words and suffix 'ed' spoken as 'd'</p> <p>HRSW – no new HRSW this term</p> <p>Development matters links:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead a few common exception words matched to the school's phonic programmeRead simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	<p>ELS Phonics:</p> <p>Week 4 – CCCVC words</p> <p>HRSW – no new HRSW this term</p> <p>Development matters links:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter–sound correspondencesRead a few common exception words matched to the school's phonic programmeRead simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	<p>ELS Phonics:</p> <p>Week 5 – CCCVCC words and suffixes 'er' and 'est' (week 6 on ELS)</p> <p>HRSW – no new HRSW this term</p> <p>Development matters links:</p> <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead a few common exception words matched to the school's phonic programmeRead simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
Literacy- Writing	<p>Focus Text: Yucky Worms</p> <p>Focus skills:</p> <ul style="list-style-type: none">Forming letters correctly with a focus on handwritingUsing finger spacesUsing full stops and capital letters when writing sentencesRecording digraphs and trigraphs in indepedent writingCaption and simple sentence writingWriting HRSW's independentlyRead back what they have writtenUse phonics skills to write whole words independentlyOrally rehearsing what they are going to writeLabel their work	<p>Focus Text: Yucky Worms</p> <p>Focus skills:</p> <ul style="list-style-type: none">Forming letters correctly with a focus on handwritingUsing finger spacesUsing full stops and capital letters when writing sentencesRecording digraphs and trigraphs in indepedent writingCaption and simple sentence writingWriting HRSW's independentlyRead back what they have writtenUse phonics skills to write whole words independentlyOrally rehearsing what they are going to writeLabel their workEnsure their work is named	<p>Focus Text: Yucky Worms</p> <p>Focus skills:</p> <ul style="list-style-type: none">Forming letters correctly with a focus on handwritingUsing finger spacesUsing full stops and capital letters when writing sentencesRecording digraphs and trigraphs in indepedent writingCaption and simple sentence writingWriting HRSW's independentlyRead back what they have writtenUse phonics skills to write whole words independentlyOrally rehearsing what they are going to writeLabel their workEnsure their work is named	<p>Focus Text: Luna Loves Gardening</p> <p>Focus skills:</p> <ul style="list-style-type: none">Forming letters correctly with a focus on handwritingUsing finger spacesUsing full stops and capital letters when writing sentencesRecording digraphs and trigraphs in indepedent writingCaption and simple sentence writingWriting HRSW's independentlyRead back what they have writtenUse phonics skills to write whole words independentlyOrally rehearsing what they are going to writeLabel their workEnsure their work is named	<p>Focus Text: Luna Loves Gardening</p> <p>Focus skills:</p> <ul style="list-style-type: none">Forming letters correctly with a focus on handwritingUsing finger spacesUsing full stops and capital letters when writing sentencesRecording digraphs and trigraphs in indepedent writingCaption and simple sentence writingWriting HRSW's independentlyRead back what they have writtenUse phonics skills to write whole words independentlyOrally rehearsing what they are going to writeLabel their workEnsure their work is named

	<ul style="list-style-type: none"> Ensure their work is named 				
	Provision: <ul style="list-style-type: none"> Writing Minibeast names Drawing and labelling minibeasts Development matters links: <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	Provision: <ul style="list-style-type: none"> Writing a sentence about a favourite minibeast Describe where minibeasts live Labelling parts of a Minibeast Write captions to describe our pictures Development matters links: <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	Provision: <ul style="list-style-type: none"> Create our own minibeast from our imagination Make links between Minibeasts and the Outside World Development matters links: <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	Provision: <ul style="list-style-type: none"> Draw and label the parts of a plant Write about which plants we grow in the UK Write about the process of planting Write a list of equipment we need to plant Development matters links: <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	Provision: <ul style="list-style-type: none"> Write about the process a plant makes as it grows Describe what a plant needs to survive Write a sentence about which plants we see in spring/summer Development matters links: <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Word of the Day Vocabulary	Minibeast Habitat	Worm Spider Ant Woodlouse	Dragonfly Bumblebee Ladybird Butterfly	Grow Garden Plant Seed	Germinate Pollinate Fertilise Compost
Assessment Checkpoints		Writing Assessments – Independent Sentences			Phonics Assessments
Mathematics- Number Numerical Patterns	NCETM Counting, ordinality and cardinality Focus skills: Counting – larger sets and things that cannot be seen Provision: <ul style="list-style-type: none"> Couting wands Skittles outside Variety of objects to make collections Laminated photos of collections of objects Development matters links: <ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value Count objects, actions and sounds. 	NCETM Subitising Focus skills: Subitising – to 6, including in structured arrangements Provision: <ul style="list-style-type: none"> Paint dabbers (patterns of 6) Natural resources to make patterns 10 frames and gems Tuff spot, tubes, marbles Development matters links: <ul style="list-style-type: none"> Subitise Count objects, actions and sounds. Shape, Space and Measure Focus skills - Select shapes for a purpose Provision: <ul style="list-style-type: none"> Making 2D shape pictures Development matters links: <ul style="list-style-type: none"> Select, rotate and manipulate shapes to develop spatial reasoning skills. 	NCETM Composition Focus skills: Composition – ‘5 and a bit’ Provision: <ul style="list-style-type: none"> Kittens and beds Double sided counters and 5 frames Counting fruit patterns 6-9 matching game Dice frames and 10 frames with objects Development matters links: <ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value Count objects, actions and sounds. SSM- Focus skills – Manipulate shapes Provision: <ul style="list-style-type: none"> Manipulating and rotating numicon to fit into spaces (10x10) Development matters links: <ul style="list-style-type: none"> Select, rotate and manipulate shapes to develop spatial reasoning skills. 	NCETM Composition Focus skills: Composition - of 10 Provision: <ul style="list-style-type: none"> Don't burn the sausages 10 double sided counters and trays Number sandwiches 10s frames and double dice frames with small objects Fruit skewers with couting fruit Development matters links: <ul style="list-style-type: none"> Explore the composition of numbers to 10 Count objects, actions and sounds. SSM- Focus skills – Copy 2D shape pictures Provision: <ul style="list-style-type: none"> Selection of 2D shape pictures and resources to create their own Development matters links: <ul style="list-style-type: none"> Select, rotate and manipulate shapes to develop spatial reasoning skills. – Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	NCETM Comparison Focus skills: Comparison – linked to ordinality Play track games Provision: <ul style="list-style-type: none"> Pots labelled with different representations of quantities to 8. Ordering number cards Dice and number track games Development matters links: <ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value Count objects, actions and sounds. Compare numbers. SSM- Focus skills – Find 2D shapes within 3D shapes Provision: <ul style="list-style-type: none"> Printing with 3D shapes Development matters links: <ul style="list-style-type: none"> – Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
Assessment Checkpoints		Can children count objects beyond 10 correctly?			Can children name and describe 2D and 3D shapes?
Understanding the World: Past and Present People, Culture and Communities The Natural World	Topic Focus: Minibeasts Critical question: I wonder I can find out about minibeasts? Home – What minibeasts live in my garden/around school? Near – Learning about different habitats and where we might find different minibeasts. Far – Learning about different minibeasts around the world and where they live (rainforest, deserts etc) Focus skills:			Topic Focus: Growing Critical question: I wonder what a plant needs to grow? Home – What plants can I see in my garden/in school? Near – Learning about plants and trees and what we might use them for (vegetables, fruits, materials). Far – What do plants look like in different parts of the world?	

	<ul style="list-style-type: none">To identify different minibeasts.To learn about their habitats and what they need to survive.To learn the difference between minibeasts and other animals.To look for minibeasts in our school environment (outside classroom/forest school)To learn about minibeasts/insects from around the world <p>Provision:</p> <ul style="list-style-type: none">Minibeast drawing and paintingMinibeast small world (natural resources and plastic insects)Minibeast books (fiction and non fiction)Writing facts about minibeastsDesigning a bug hotel <p>Development Matters Links:</p> <ul style="list-style-type: none">Explore the natural world around them.Describe what they see, hear and feel whilst outside.Recognise some environments that are different to the one in which they live.Understand the effect of changing seasons on the natural world around them.			<p>Focus skills:</p> <ul style="list-style-type: none">To learn the process of planting a seed.To learn what plants need to grow.To learn that seeds grow into different things (flowers, trees, vegetables)To look after our plants and our outside environmentTo learn how minibeasts/insects help plants grow <p>Provision:</p> <ul style="list-style-type: none">Soil and seeds in the tuff trayPlanting our own seeds and taking care of the plantsLearning the lifecycle of a plantDrawing and ordering the lifecyle of plantsLearning the different parts of plantsLearning about the purposes of different plants/treesReading stories about plants and growing <p>Development Matters Links:</p> <ul style="list-style-type: none">Explore the natural world around them.Describe what they see, hear and feel whilst outside.Recognise some environments that are different to the one in which they live.Understand the effect of changing seasons on the natural world around them.	
Forest School		Making nature paintbrushes and mud paint (waterproofs needed)		Natural rubbings (paper and crayons)	
Assessment Checkpoints					
<div>Expressive Arts and Design</div> <div>Creating with Materials</div> <div>Being imaginative and expressive</div>	<p>Topic Focus: Minibeasts</p> <p>Focus skills:</p> <ul style="list-style-type: none">Developing narratives in the role play area.Accessing creative resources independentlyHaving their own creative ideas and exploring how to represent them.Using previously taught skills independentlyExploring different instruments in Music lessons.Using various resources to create illustrations. <p>Provision:</p> <ul style="list-style-type: none">Musical instruments to represent the way different minibeasts move aroundMaking a collage of habitats using natural resources (leaves, grass, sticks)Stick puppets of different minibeastsDesigning own minibeastsMask making for role playPlaydough (making minibeasts)Designing bug hotel/mini habitatsPainting and drawing minibeastsCutting activitiesSinging songs about minibeasts/insects <p>Development matters links</p> <ul style="list-style-type: none">Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.Listen attentively, move to and talk about music, expressing their feelings and responses.Sing in a group or on their own, increasingly matching the pitch and following the melodyExplore and engage in music making and dance, performing solo or in groups.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Develop storylines in their pretend play.			<p>Topic Focus: Growing</p> <p>Focus skills:</p> <ul style="list-style-type: none">Developing narratives in the role play area.Accessing creative resources independentlyHaving their own creative ideas and exploring how to represent them.Using previously taught skills independentlyExploring different instruments in Music lessons.Using various resources to create illustrations. <p>Provision:</p> <ul style="list-style-type: none">Construction using different resourcesNature printing – Forest SchoolCollaging garden scenesPrinting using natural resources & paintMaking plant pot using sticks foundDrawing and painting different plants/treesVegetable/fruit printing with paintFork painting <p>Development matters links</p> <ul style="list-style-type: none">Explore, use and refine a variety of artistic effects to express their ideas and feelings.Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.Develop storylines in their pretend play.Sing in a group or on their own, increasingly matching the pitch and following the melodyExplore and engage in music making and dance, performing solo or in groups.	
Assessment Checkpoints	Can all children use scissors correctly? Are any children unable to create a representation by drawing?				



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 lives under the sea?

End of Unit Assessment Activity:

- Phonics assessment


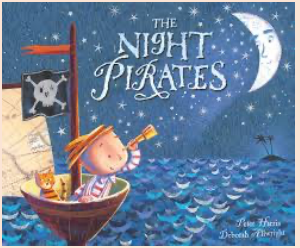
Wow moments:

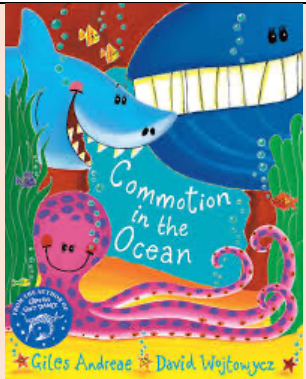
- PJ day (Pirate Visit?)
- Summer Fun Day
- Sports Day (Fri 20th June)
- End of term picnic

	Week 1 2nd	Week 2 9th	Week 3 16th	Week 4 23rd	Week 5 30th	Week 6 7th	Weeks 7&8 14th 21st
To Remember	Pirates SDD – 2 nd	Pirates Fathers Day (15 th) PPA Day Reception Meeting (11 th)	Pirates Make Music Day (19 th) Sports Day (20 th) Meet the Teacher BB 17 th & 19 th DF 18 th	Under the Sea PPA Day Meet the Teacher DF 24 th LB 25 th & 27 th	Under the Sea Reserve Sports Day (4 th July) Familiarisations 30 th & 3 rd	Under the Sea PPA Day Familiarisations 7 th & 10 th	Transition Whole School Picnic Last day of Term (22 nd)
Tapestry focus	Reading	Writing	EAD/UW/PSED/CL	EAD/UW/PSED/CL	Last week of Tapestry		
Communication & Language: Listening, Attention and Understanding Speaking	Focus – Pirates Focus skills: <ul style="list-style-type: none">• Asking questions to deepen their understanding• Listening to new stories and answering questions• Conversing with children and adults to widen vocabulary within spoken sentences ELG: Listening, Attention and Understanding <ul style="list-style-type: none">- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.- Make comments about what they have heard and ask questions to clarify their understanding.- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none">- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			Focus – Under the Sea Focus skills: <ul style="list-style-type: none">• Asking questions to deepen their understanding• Listening to new stories and answering questions• Conversing with children and adults to widen vocabulary within spoken sentences ELG: Listening, Attention and Understanding <ul style="list-style-type: none">- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.- Make comments about what they have heard and ask questions to clarify their understanding.- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none">- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			Focus – Transition Focus skills: <ul style="list-style-type: none">• Talk about our feelings about moving into Year 1• Know that talking about feelings helps us to understand them• Listen to others and their feelings ELG: Listening, Attention and Understanding <ul style="list-style-type: none">- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.- Make comments about what they have heard and ask questions to clarify their understanding.- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking

							<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Assessment Checkpoints							
Personal, social and emotional development Jigsaw –Changing me (Weeks 1,3,5 and 7) Self-Regulation Managing Self Building Relationships	Jigsaw Changing Me – My Body I can name parts of my body. Provision Children to label parts of the body. Focus skills <ul style="list-style-type: none"> • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs • Demonstrate and recognise school values • Treating others with respect and kindness • Knowing what to do if someone does something they don't like. 	Focus skills <ul style="list-style-type: none"> • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs • Demonstrate and recognise school values • Treating others with respect and kindness • Knowing what to do if someone does something they don't like. 	Jigsaw Changing Me-Respecting my body I can say some of the things I can do and some of foods I can eat to keep my body healthy Provision Make a poster to show how to be healthy Focus skills <ul style="list-style-type: none"> • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs • Demonstrate and recognise school values • Treating others with respect and kindness • Knowing what to do if someone does something they don't like. 	Focus skills <ul style="list-style-type: none"> • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs • Demonstrate and recognise school values • Treating others with respect and kindness • Knowing what to do if someone does something they don't like. 	Jigsaw – Growing up -Fun and Fears I understand that we all grow from babies to adults. I can talk about how I feel about moving to year 1 Provision <ul style="list-style-type: none"> • Children to write down any worries they have about moving to year 1 or any questions they might have. Focus skills <ul style="list-style-type: none"> • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs • Demonstrate and recognise school values • Treating others with respect and kindness • Knowing what to do if someone does something they don't like. 	Focus skills <ul style="list-style-type: none"> • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs • Demonstrate and recognise school values • Treating others with respect and kindness • Knowing what to do if someone does something they don't like. 	Jigsaw-Fun and fears part 2 -Celebration I can talk about my worries and things I am looking forward to when I move into year 1. I can share my memories of the best bits of reception. (final week?) Provision 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"> • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs • Demonstrate and recognise school values • Treating others with respect and kindness • Knowing what to do if someone does something they don't like.
	ELG Self-Regulation <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 						

	Managing self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 						
Assessment Checkpoints				Explain the reasons for our class rules	Be confident to try new activities (visit new classroom)		
Physical Development- Gross Motor Skills and Fine Motor Skills PE- Weeks 1-3 Sports Day practice PE (PPA –weeks 2,4,and 6)- Co operates and solves problems unit 1	Focus Skills: <ul style="list-style-type: none"> Handwriting Fine motor activities (Daily clever fingers) Using a variety of tools- scissors, tweezers, syringes, mark making equipment Yoga /balance Outside activities (trim trail, bikes , large construction, digging) Construction equipment Cutting skill PE Sports day practice Practicing various activities- throwing, running, jumping, negotiating obstacles, balance in preparation for sports day	Focus Skills: <ul style="list-style-type: none"> Handwriting Fine motor activities (Daily clever fingers) Using a variety of tools- scissors, tweezers, syringes, mark making equipment Yoga /balance Outside activities (trim trail, bikes, construction, digging etc) Construction equipment Cutting skill PE Sports Day Practice Practicing various activities- throwing, running, jumping, negotiating obstacles, balance in preparation for sports day	Focus Skills: <ul style="list-style-type: none"> Handwriting Fine motor activities (Daily clever fingers) Using a variety of tools- scissors, tweezers, syringes, mark making equipment Yoga /balance Outside activities (trim trail, bikes , large construction, digging) Construction equipment Cutting skills PE Sports Day Practice Practicing various activities- throwing, running, jumping, negotiating obstacles, balance in preparation for sports day	Focus Skills: <ul style="list-style-type: none"> Handwriting Fine motor activities (Daily clever fingers) Using a variety of tools- scissors, tweezers, syringes, mark making equipment Yoga /balance Outside activities (trim trail, bikes, large construction, digging) Construction equipment Cutting skills PE- PE Hub Manipulation and co- ordination unit 2 Lesson 1 L.I.- To play parachute games <ul style="list-style-type: none"> Children to listen to and follow instructions Children to learn to play a variety of games with the parachute. 	Focus Skills: <ul style="list-style-type: none"> Handwriting Fine motor activities (Daily clever fingers) Using a variety of tools- scissors, tweezers, syringes, mark making equipment Yoga /balance Outside activities (trim trail, bikes, large construction, digging) Construction equipment Cutting skills PE- PE Hub Manipulation and co-ordination unit 2 Lesson 2 LI-To use equipment to perform actions <ul style="list-style-type: none"> Children to perform a variety of collecting, placing and moving actions with a variety of equipment. 	Focus Skills: <ul style="list-style-type: none"> Handwriting Fine motor activities (Daily clever fingers) Using a variety of tools- scissors, tweezers, syringes, mark making equipment Yoga /balance Outside activities (trim trail, bikes, large construction, digging) Construction equipment Cutting skills PE: PE Hub- Manipulation and coordination unit 2 Lesson 3/4 L.I.- To use a baton to push beanbags and balls <ul style="list-style-type: none"> Children to use a baton to hit a variety of objects in different ways. Children to play simple invasion games using a baton to score or save goals L.I. -To use a baton to dribble. <ul style="list-style-type: none"> Children to use a baton to steer objects to targets. Children to combine steering with other actions. 	Focus Skills: <ul style="list-style-type: none"> Handwriting Fine motor activities (Daily clever fingers) Using a variety of tools- scissors, tweezers, syringes, mark making equipment Yoga /balance Outside activities (trim trail, bikes, large construction, digging) Construction equipment Cutting skills PE: PE Hub-Manipulation and coordination unit 2 lessons 5 and 6 L.I. To perform different jumps. <ul style="list-style-type: none"> Children to practice a variety of skips with and without a rope. Children to recognise the difference between jumps, skips and hops. L.I. to handle a hoop <ul style="list-style-type: none"> Children to roll, spin catch and rotate hoops. Children to work on their own and with others to control hoops in a variety of ways..
	ELG Gross Motor <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 						
Assessment Checkpoints			Can they move energetically and follow the instructions on sports day		Can they draw simple object accurately-house, person , flower		
Literacy- Comprehension	Focus: Pirates			Focus: Under the Sea			Focus: Transition Focus skills:

	<p>Focus skill:</p> <ul style="list-style-type: none"> Extend their vocabulary by using newly introduced words Asking questions around an unfamiliar text to deepen their understanding Be able to retell parts of the story in their own words to show their understanding of a text and its deeper meanings Role play and act out parts of the story Whole class reading includes CT questioning about a text and children given the opportunities to think and share their thoughts. Discuss facts with friends and teachers <p>Provision:</p> <ul style="list-style-type: none"> Role play as pirates Use new knowledge in their writing Discuss facts with others Explore the theme of pirates through different fiction texts <p>ELG:</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play 			<p>Focus skills:</p> <ul style="list-style-type: none"> Extend their vocabulary by using newly introduced words Asking questions around an unfamiliar text to deepen their understanding Be able to retell parts of the story in their own words to show their understanding of a text and its deeper meanings Role play and act out parts of the story Whole class reading includes CT questioning about a text and children given the opportunities to think and share their thoughts. Discuss facts with friends and teachers <p>Provision:</p> <ul style="list-style-type: none"> Role play as sea creatures or mythical creatures such as mermaids Use new knowledge in their writing Discuss facts with others Explore the theme using fiction and non-fiction texts <p>ELG:</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play 			<ul style="list-style-type: none"> Asking questions about their new class and new teachers Talk about their favourite memories of Reception Role playing 'schools' Discuss transition with friends, family and teachers <p>Provision:</p> <ul style="list-style-type: none"> Role play 'schools' Write about our favourite Reception memories Write about what we are excited for in Year 1
<p>Literacy- Word Reading</p> 	<p>ELS Phonics:</p> <p>Week 1 – ay, ou, ie, ea</p> <p>HRSW – oh, thier</p> <p>ELG:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>ELS Phonics:</p> <p>Week 2 – oy, ir, ue, aw</p> <p>HRSW – people, Mr, Mrs</p> <p>ELG:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>ELS Phonics:</p> <p>Week 3 – wh, ph, ew, oe</p> <p>HRSW – your, ask, should</p> <p>ELG:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>ELS Phonics:</p> <p>Week 4 – au, ey, a-e, e-e</p> <p>HRSW – would, could, asked</p> <p>ELG:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>ELS Phonics:</p> <p>Week 5 – Assessment Week & Review</p> <p>HRSW – house, mouse, water</p> <p>ELG:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>ELS Phonics:</p> <p>Week 6 – i-e, o-e, u-e, c (as s)</p> <p>HRSW – want, very</p> <p>ELG:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>ELS Phonics:</p> <p>Recap previous learning</p> <p>ELG:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<p>Literacy- Writing</p> 	<p>Focus Text: The Night Pirates</p> <p>Focus skills:</p> <ul style="list-style-type: none"> Forming letters correctly with a focus on handwriting Using finger spaces Using full stops and capital letters when writing sentences Recording digraphs and trigraphs in independent writing Caption and simple sentence writing Writing HRSW's independently Read back what they have written 	<p>Focus Text: The Night Pirates</p> <p>Focus skills:</p> <ul style="list-style-type: none"> Forming letters correctly with a focus on handwriting Using finger spaces Using full stops and capital letters when writing sentences Recording digraphs and trigraphs in independent writing Caption and simple sentence writing Writing HRSW's independently Read back what they have written 	<p>Understanding the World: Pirate Fact Focus Week</p> <p>Focus skills:</p> <ul style="list-style-type: none"> Forming letters correctly with a focus on handwriting – letters same size, descenders Consistently using finger spaces Using full stops and capital letters more consistently Recording digraphs and trigraphs in independent writing Caption and simple sentence writing Writing HRSW's independently Reading back what they have written 	<p>Focus Text: Commotion in the Ocean</p> <p>Focus skills:</p> <ul style="list-style-type: none"> Forming letters correctly with a focus on handwriting Using finger spaces Using full stops and capital letters when writing sentences Recording digraphs and trigraphs in independent writing Caption and simple sentence writing Writing HRSW's independently Read back what they have written Use phonics skills to write whole words independently Orally rehearsing what they are going to write 	<p>Focus Text: Commotion in the Ocean</p> <p>Focus skills:</p> <ul style="list-style-type: none"> Forming letters correctly with a focus on handwriting Using finger spaces Using full stops and capital letters when writing sentences Recording digraphs and trigraphs in independent writing Caption and simple sentence writing Writing HRSW's independently Read back what they have written Use phonics skills to write whole words independently Orally rehearsing what they are going to write 	<p>Focus Text: Commotion in the Ocean</p> <p>Focus skills:</p> <ul style="list-style-type: none"> Forming letters correctly with a focus on handwriting Using finger spaces Using full stops and capital letters when writing sentences Recording digraphs and trigraphs in independent writing Caption and simple sentence writing 	<p>Focus: Transition</p> <p>Focus Skills:</p> <ul style="list-style-type: none"> Forming letters correctly with a focus on handwriting Using finger spaces Using full stops and capital letters when writing sentences Recording digraphs and trigraphs in independent writing Caption and simple sentence writing Writing HRSW's independently

	<ul style="list-style-type: none">Use phonics skills to write whole words independentlyOrally rehearsing what they are going to writeLabel their workEnsure their work is namedUsing own imagination when writingBeing able to write 'in role' as a character <p>Provision:</p> <ul style="list-style-type: none">Writing thought bubbles from the perspective of TomDesigning and labelling a PirateWrite a letter to the Pirates asking to join their crewCreate treasure maps <p>ELG:</p> <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others.	<ul style="list-style-type: none">Use phonics skills to write whole words independentlyOrally rehearsing what they are going to writeLabel their workEnsure their work is namedUsing own imagination when writingBeing able to write 'in role' as a character <p>Provision:</p> <ul style="list-style-type: none">Write about and describe a Pirate's appearanceWrite a letter to the Night PiratesCreate a 'how to be a pirate' guide <p>ELG:</p> <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others.	<ul style="list-style-type: none">Use phonics skills to write whole words independentlyDeveloping own narrativesOrally rehearsing what they are going to writeUsing own imagination when writing <p>Provision:</p> <ul style="list-style-type: none">Write about the life of a PirateWrite about and describe parts of a Pirate's lifeWrite about where Pirates would sail to and why <p>ELG:</p> <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others.	<ul style="list-style-type: none">Label their workEnsure their work is named <p>Provision:</p> <ul style="list-style-type: none">Role play as different sea animalsWrite about underwater habitatsLearn the characteristics of different creatures <p>ELG:</p> <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others.	<ul style="list-style-type: none">Label their workEnsure their work is named <p>Provision:</p> <ul style="list-style-type: none">Use adjectives to describe some of the creaturesWrite about what we might find under the sea <p>ELG:</p> <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others.	<ul style="list-style-type: none">Writing HRSW's independentlyRead back what they have writtenUse phonics skills to write whole words independentlyOrally rehearsing what they are going to writeLabel their workEnsure their work is named <p>Provision:</p> <ul style="list-style-type: none">Write a letter to the author asking them to add in another animalCreate a fact file about an underwater animalCreate our own creature – real or mythical <p>ELG:</p> <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others.	
Word of the Day Vocabulary	Pirate Jolly Roger Ship	Treasure Cutlass Companion Command	Map Grub Cannon	Ocean Sea Commotion Marine	Seaweed Sea bed Submarine	Shell Coral Anenome Shipwreck	Transition Memories Change
Assessment Checkpoints					Phonics Assessments		
Mathematics- Number Numerical Patterns	NCETM Review Focus skills: Subitising (week 26) Provision: <ul style="list-style-type: none">Hiding objects – reveal quickly for subitisingMatching numerals to amountsGames using diceExploring rekenreks and/or number beads ELG: <ul style="list-style-type: none">Subitise (recognise quantities without counting) up to 5 Shape, Space and Measure Focus skills - Identify units of repeating patterns Provision: <ul style="list-style-type: none">Selection of resources and pattern example photos Development matters links:	NCETM Review Focus skills: Composition of numbers to 10 Provision: <ul style="list-style-type: none">Building towers of 10 in two coloursNumicon pairs to make 10Solving missing number problemsTens frames and counters ELG: <ul style="list-style-type: none">Have a deep understanding of number to 10, including the composition of each number Shape, Space and Measure Focus skills - Create own pattern rules Provision: <ul style="list-style-type: none">Threading and beads to create own patterns Development matters links: <ul style="list-style-type: none">Continue, copy and create repeating patterns.	NCETM Review Focus skills: Exploring patterns within numbers (split over 2 weeks) Provision: <ul style="list-style-type: none">Making dice patterns using countersDouble butterfliesMaking number blocks ELG: <ul style="list-style-type: none">Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. SSM- Focus skills – Replicate and build scenes and constructions Provision: <ul style="list-style-type: none">Creating scenes and copying them with peers Development matters links:	NCETM Review Focus skills: Exploring patterns within numbers (split over 2 weeks) Provision: <ul style="list-style-type: none">Sorting odds and evensFinger paint doublesMaking doubles using numiconSharing resources fairly ELG: <ul style="list-style-type: none">Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. SSM- Focus skills – Describe positions Provision: <ul style="list-style-type: none">Selection of photos to discuss positions Development matters links:	NCETM Review Focus skills: Counting beyond 20 Provision: <ul style="list-style-type: none">Counting bigger amounts of objectsRekenreks and number cardsNumber cards to 20Matching numerals to amounts ELG: Verbally count beyond 20, recognising the pattern of the counting system; SSM- Focus skills – Explore mapping Provision: <ul style="list-style-type: none">A selection of maps to explore, post-it notes and pencils for writing Development matters links: <ul style="list-style-type: none">Understand and use positional language (including familiar routes.)	NCETM Review Focus skills: Number bonds to 10 Provision: <ul style="list-style-type: none">Number bonds using numiconDice additionWays to make 10 challengeBuilding towers with different colours ELG: <ul style="list-style-type: none">Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	NCETM Review Focus skills: Compare quantities to 10 Provision: <ul style="list-style-type: none">Balance scalesWho has more game – diceBuilding towers – comparing amountsBoard games ELG: <ul style="list-style-type: none">Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; SSM- Focus skills – Naming and describing 2D and 3D shapes Provision:

	<ul style="list-style-type: none"> Continue, copy and create repeating patterns. 		<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 	<ul style="list-style-type: none"> Understand and use positional language (including familiar routes.) 		SSM- Focus skills – Create own maps and plans from story situations Provision: <ul style="list-style-type: none"> Drawing maps from familiar stories Development matters links: <ul style="list-style-type: none"> Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 	<ul style="list-style-type: none"> Using shapes to create pictures/models Development matters links: <ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Assessment Checkpoints		Can children confidently make numbers to 10?				Do children know number bonds to 5/10?	
Understanding the World: Past and Present People, Culture and Communities The Natural World	Topic Focus: Pirates Critical question: I wonder what it was like to be a Pirate? Home: Role playing pirates and talking about what life was like for them? Near: Learning about pirate food, clothing, life on board a pirate ship & treasure maps. Far: Learning how and where pirates travelled around the world? Focus skills: <ul style="list-style-type: none"> Writing about pirates Talking about life as a pirate Listening to stories about pirates Provision: <ul style="list-style-type: none"> Writing a fact file about pirates Creating a recipe for a pirate dinner party Drawing and labelling treasure maps Making telescopes Wanted posters for pirates Digging for treasure Designing a pirate ship Floating and sinking acrtivites Development Matters Links: <u>Past and Present</u> Children at the expected level of development will: <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Community</u> Children at the expected level of development will: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 			Topic Focus: Under the Sea Critical question: I wonder what lives under the sea? Home: Learning about life under the sea and talking about it in class discussions/ provision. Near: Learning what lives under the sea around us? Far: Learning about different seas and oceans around the world and what lives there. Focus skills: <ul style="list-style-type: none"> Writing about sea creatures Discussions about life under the sea Listening to stories/ songs about life under the sea Learning about different seas and oceans and where creatures live. Talking about sun safety. Provision: <ul style="list-style-type: none"> Writing fact files about sea creatures Writing a list for a day at the beach Sea creature small world Reading stories about under the sea (Commotion in the Ocean, Someone Swallowed Stanley, Tiddler, Rainbow Fish, Snail and the Whale) Water tray- fishing for sea creatures Design a coral reef Development Matters Links: <u>The Natural World</u> Children at the expected level of development will: <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; 			
Forest School		Designing and creating a den on an existing structure.		Safely creating a taking down the dens against an existing structure.		Using covers and different materials when creating our dens.	
Assessment Checkpoints							
Expressive Arts and Design Creating with Materials Being imaginative and expressive	Topic Focus: Pirates Critical question: I wonder what it was like to be a Pirate? Focus skills: <ul style="list-style-type: none"> Using different materials and tools for a purpose with confidence Talking about what they have created and the processes used Making props for role play 			Topic Focus: Under the Sea Critical question: I wonder what lives under the sea? Focus skills: <ul style="list-style-type: none"> Using different materials and tools for a purpose with confidence Creating artwork using a variety of materials Making up stories and retelling familiar stories/narratives 			

	<ul style="list-style-type: none">• Making up stories and retelling familiar stories/narratives• Singing a variety of songs• Moving in time to music <p>Provision:</p> <ul style="list-style-type: none">• Making props for pirates – maps, eye patches, telescopes, treasure• Using musical instruments in outside provision• Dressing up resources in outside provision, using the stage• Role play enhancements – pirate ship• Junk modelling – boats (floating and sinking experiment)• Tea staining maps – exploring colour and texture• Small world – retelling stories, making up narratives• Cutting activities• Junk modelling- pirate ships <p>Development Matters Links:</p> <p><u>Creating with Materials</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;- Share their creations, explaining the process they have used;- Make use of props and materials when role playing characters in narratives and stories. <p><u>Being Imaginative and Expressive</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Invent, adapt and recount narratives and stories with peers and their teacher;- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<ul style="list-style-type: none">• Singing a variety of songs• Moving in time to music <p>Provision:</p> <ul style="list-style-type: none">• Sea scenes using watercolours, chalks, collaging• Paper plate sea creatures• Handprint paintings• Under the sea small world• Textured paint (using sand, glue, glitter)• Cutting activities• Junk modelling• Playdough/clay creatures <p>Development Matters Links:</p> <p><u>Creating with Materials</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;- Share their creations, explaining the process they have used;- Make use of props and materials when role playing characters in narratives and stories. <p><u>Being Imaginative and Expressive</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Invent, adapt and recount narratives and stories with peers and their teacher;- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		
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