



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 2

Critical Enquiry Questions:

- I wonder why the weather is changing?
- I wonder what and how different people celebrate?

End of Unit Assessment Activity:


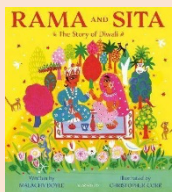
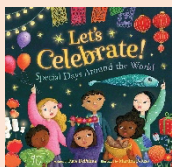

- Phonics assessment
- Writing initial sounds
- Writing CVC words
- Can children create/understand a part-part-whole of numbers to 5?

Wow moments:

- Halloween dress up
- Making Diva lamps
- Walk to the post box
- Class mascot parties
- Christmas performance
- Santa visit

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Themes	Autumn & Halloween	Diwali & Bonfire Night	Traditions	Birthdays	Winter	Christmas	Christmas	Christmas
To Remember	Halloween dress up (Fri) Autumn walk	Tues – Individual photos Weds – flu immunisations Bonfire night (Weds)	Remembrance (Tue) Children in Need (Fri) Tues – Stay and Play	Mascot Parties (Fri)	FS Open Day (Wed) Supervsion (Thursday) Phonics Assessments	Post box walk		Performance (Wed) Christmas jumper day (Wed)
Communication & Language:	Focus skills: <ul style="list-style-type: none">• Knowing the names of peers• Using adjectives• Listening carefully Listening, Attention and Understanding Speaking Development matters links: <ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Learn new vocabulary.	Focus skills: <ul style="list-style-type: none">• Knowing the names of peers• Using adjectives• Listening carefully Development matters links: <ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Learn new vocabulary.	Focus skills: <ul style="list-style-type: none">• Listening games• Answering questions• Following instructions• Learning new vocabulary about daily routines and classroom environments Development matters links: <ul style="list-style-type: none">• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.	Focus skills: <ul style="list-style-type: none">• Listening games• Answering questions• Following instructions• Learning new vocabulary about daily routines and classroom environments Development matters links: <ul style="list-style-type: none">• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.	Focus skills: <ul style="list-style-type: none">• Beginning to answer questions in full sentences• Following instructions• Learning new vocabulary about daily routines and classroom environments• Remembering and joining in with songs and stories Development matters links: <ul style="list-style-type: none">• Listen carefully to rhymes and songs, paying attention to how they sound.	Focus skills: <ul style="list-style-type: none">• Beginning to answer questions in full sentences• Following instructions• Learning new vocabulary about daily routines and classroom environments• Remembering and joining in with songs and stories Development matters links: <ul style="list-style-type: none">• Listen carefully to rhymes and songs, paying attention to how they sound.	Focus skills: <ul style="list-style-type: none">• Beginning to answer questions in full sentences• Following instructions• Learning new vocabulary about daily routines and classroom environments• Remembering and joining in with songs and stories Development matters links: <ul style="list-style-type: none">• Learn rhymes, poems and songs.	Focus skills: <ul style="list-style-type: none">• Beginning to answer questions in full sentences• Following instructions• Learning new vocabulary about daily routines and classroom environments• Remembering and joining in with songs and stories Development matters links: <ul style="list-style-type: none">• Learn rhymes, poems and songs.
Personal, social and emotional development	Jigsaw – Celebrating Difference Piece 1-What I am good at L.I- to identify something I am good at and understand that everyone is good at different things. Look at how we are all good at/ enjoy doing different things. Focus skills <ul style="list-style-type: none">• Turn taking and sharing• Managing emotions• Knowing that their behaviour can effect how others are feeling• Building relationships with adults and peers• Following classroom rules and routines• Managing own needs and wants• Asking for help when needed	Jigsaw – Celebrating Difference Piece 2-I'm special, I'm me L.I- to understand that being different makes us all special. Talk about how it is ok to like to do different things to our friends. It is fine to wear different clothes. Talk about how we are all unique. Focus skills <ul style="list-style-type: none">• Turn taking and sharing• Managing emotions• Knowing that their behaviour can effect how others are feeling• Building relationships with adults and peers• Following classroom rules and routines• Managing own needs and wants	Friday 14 th Children in Need- (Friday instead of Wednesday) Why do we have Children in Need? What is the money we raise used for? Pudsey based activities Focus skills <ul style="list-style-type: none">• Turn taking and sharing• Managing emotions• Knowing that their behaviour can effect how others are feeling• Building relationships with adults and peers• Following classroom rules and routines• Managing own needs and wants• Asking for help when needed• Concentrating on a task/input	Jigsaw- Celebrating Difference Piece 3-Families L.I. To know that we are all different but the same in some ways. Look at a selection of photographs and sort in different ways Old/young, male and female etc. Sort children by hair colour , eye colour etc Talk about how we are similar but that we are all unique. Focus skills <ul style="list-style-type: none">• Turn taking and sharing• Managing emotions• Knowing that their behaviour can effect how others are feeling• Building relationships with adults and peers• Following classroom rules and routines	Jigsaw- Celebrating Difference Piece 4- Houses and Homes L.I. to be able to say why my home is special to me. Talk about how all houses are different. They look different on the outside and are all different on the inside. Talk about what colour the children's bedrooms are etc. Talk about how homes are are the same – all have bedrooms, kitchen etc. What makes their home special to them? Focus skills <ul style="list-style-type: none">• Turn taking and sharing• Managing emotions• Knowing that their behaviour can effect how others are feeling	Jigsaw- Celebrating Difference Piece 5-Making Friends L.I. to be able to say how i can be a kind friend How do you make friends? How can we be kind friends? What can we do if we see someone by themselves? How can we be kind friends? What can we say that would make us a kind friend? Focus skills <ul style="list-style-type: none">• Turn taking• Managing emotions• Knowing that their behaviour can effect how others are feeling• Building relationships with adults and peers• Following classroom rules and routines• Managing own needs and wants• Asking for help when needed	Jigsaw- Celebrating Difference Piece 6 – Standing up for yourself L.I. to know which words to use to stand up for myself when someone says or does something unkind. Talk about unkind behaviour-How does it make us feel? Introduce the phrase "Please don't do that, I don't like it" Encourage children to use the phrase if someone is doing something they do not like. Focus skills <ul style="list-style-type: none">• Turn taking and sharing• Managing emotions• Knowing that their behaviour can	Discuss behaviour at Christmas-saying thank you, helping with jobs, taking turns etc Focus skills <ul style="list-style-type: none">• Turn taking and sharing• Managing emotions• Knowing that their behaviour can effect how others are feeling• Building relationships with adults and peers• Following classroom rules and routines• Managing own needs and wants• Asking for help when needed• Concentrating on a task/input• Building friendships

	<ul style="list-style-type: none">Concentrating on a task/input <p>Provision</p> <ul style="list-style-type: none">Draw and write a sentence to say something they are good at. I am good at	<ul style="list-style-type: none">Asking for help when neededConcentrating on a task/input <p>Provision</p> <ul style="list-style-type: none">Under their photo Complete the sentence I am special/unique because		<ul style="list-style-type: none">Managing own needs and wantsAsking for help when neededConcentrating on a task/input <p>Provision</p> <p>Role play to act out family situations Draw and label family members Have photograph for children to sort in different ways</p>	<ul style="list-style-type: none">Building relationships with adults and peersFollowing classroom rules and routinesManaging own needs and wantsAsking for help when neededConcentrating on a task/inputBuilding friendships <p>Provision</p> <p>House outline divided into 4. Kitchen, bathroom, bedroom, lounge. Children cut and stick pictures and put things in the right room to create their house</p>	<ul style="list-style-type: none">Being able to resolve conflicts themselves <p>Provision</p> <p>Make a chain of friends, children to cut out and decorate</p>	<p>effect how others are feeling</p> <ul style="list-style-type: none">Building relationships with adults and peersFollowing classroom rules and routinesManaging own needs and wantsAsking for help when neededConcentrating on a task/inputBuilding friendshipsBeing able to resolve conflicts themselves <p>Provision</p> <p>Encourage children to resolve their own conflicts and praise children for doing so.</p>	<ul style="list-style-type: none">Being able to resolve conflicts themselves	
	<p>Development matters links</p> <ul style="list-style-type: none">See themselves as a valuable individualBuild constructive and respectful relationships.Express their feelings and consider the feelings of others.								
<p>Physical Development- Gross Motor Skills and Fine Motor Skills</p> <p>PE- PE Hub Body Management unit 2</p>	<p>PE- LI –to perform rolls</p> <ul style="list-style-type: none">Experiment with twisting and turning and beginning to rollPreform roll showing some controlTransition from roll to crawl to slither <p>Focus Skills:</p> <ul style="list-style-type: none">Fine & Gross motor activitiesDailey Busy FingersWalking feet indoorsCrossing legs on the carpet <p>Provision:</p> <ul style="list-style-type: none">ConstructionMark makingThreadingtweezersPlaydough <p>Outside activities - large construction, bikes, trim trail, sand, water</p>	<p>PE-LI To show some body control</p> <ul style="list-style-type: none">Follow simple instructions to coordinate limbsShow control to hold body shape <p>Focus skills:</p> <ul style="list-style-type: none">Fine & Gross motor activitiesDailey Busy FingersWalking feet indoorsCrossing legs on the carpet <p>Provision:</p> <ul style="list-style-type: none">ConstructionMark makingThreadingtweezersPlaydoughOutside activities - large construction, bike, trim trail, sand, water	<p>PE-L.I.-To perform different jumps</p> <ul style="list-style-type: none">To explore working with a stimulus of musicFollow jumping patternsCombinations of jumps <p>Focus skills:</p> <ul style="list-style-type: none">Fine motor activitiesWalking feet indoorsCrossing legs on the carpetDailey busy fingersUsing a tripod grip when mark makingGross motor activities <p>Provision:</p> <ul style="list-style-type: none">ConstructionMark makingThreadingtweezersPlaydoughOutside activities - large construction, bike, trim trail, sand, water	<p>PE-To jump using apparatus</p> <ul style="list-style-type: none">Jump with height onto apparatusJump accurately with controlLand with control <p>Focus skills:</p> <ul style="list-style-type: none">Fine motor activitiesWalking feet indoorsDailey busy fingersUsing a tripod grip when mark makingGross motor activities -yoga, climbing, balancing, sand water <p>Provision:</p> <ul style="list-style-type: none">ConstructionMark makingThreadingtweezersPlaydoughOutside activities - large construction, bike, trim trail, sand, water	<p>PE –To travel across apparatus</p> <ul style="list-style-type: none">Travel along a variety of apparatus using different way of locomotionIn corporate stretches, shapes and rolls <p>Focus skills:</p> <ul style="list-style-type: none">Fine motor activitiesFingersUsing a tripod grip when mark makingGross motor activities <p>Provision:</p> <ul style="list-style-type: none">ConstructionMark makingThreadingtweezersPlaydoughOutside activities - large construction, bike, trim trail, sand, water	<p>PE-To work as part of a team</p> <ul style="list-style-type: none">To work as part of a teamPerform basic action learnt with othersPerform tuck position on back and roll back and forth <p>Focus skills:</p> <ul style="list-style-type: none">Fine motor activitiesDailey Busy FingersConsistently using a tripod grip when mark makingGross motor activities <p>Provision:</p> <ul style="list-style-type: none">ConstructionMark makingThreadingtweezersPlaydoughOutside activities - large construction, bike, trim trail, sand, water	<p>Let's Move -dance Twas the Night before Christmas. 1: A sleigh full of toys - BBC Teach</p> <p>Focus skills:</p> <ul style="list-style-type: none">Fine motor activities- construction, threading, mark making, cutting with scissors, play dough etcDailey Busy FingersUsing a tripod grip when mark makingGross motor activities -yoga, climbing, balancing, bikes, sand, water <p>Provision:</p> <ul style="list-style-type: none">ConstructionMark makingThreadingTweezershandwritingPlaydoughOutside activities - large construction, bike, trim trail, sand, water	<p>Let's move Dance Twas the Night before Christmas. 2: 'Happy Christmas to all!' - BBC Teach</p> <p>Focus skills:</p> <ul style="list-style-type: none">Fine motor activities- construction, threading, mark making, cutting with scissors, play dough etcDailey Busy FingersUsing a tripod grip when mark makingGross motor activities -yoga, climbing, balancing, bikes, sand, water <p>Provision:</p> <ul style="list-style-type: none">ConstructionMark makingThreadingTweezershandwritingPlaydoughOutside activities - large construction, bike, trim trail, sand, water	
	<p>Development matters links:</p> <ul style="list-style-type: none">Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbingProgress towards a more fluent style of moving, with developing control and grace.Develop 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.								
<p>Literacy- Comprehension</p>	<p>Focus: Autumn/Changes</p> <p>Focus skills:</p> <ul style="list-style-type: none">Make predictions about next steps in a story <p>Provision:</p>	<p>Focus: Celebrations</p> <p>Focus skills:</p> <ul style="list-style-type: none">Join in with familiar storiesJoin in with familiar nursery rhymes <p>Provision:</p>	<p>Focus: Christmas</p> <p>Focus skills:</p> <ul style="list-style-type: none">Join in with familiar storiesUse recently introduced vocabulary <p>Provision:</p> <ul style="list-style-type: none">Christmas texts						

	<ul style="list-style-type: none">CVC matching gameOxford Owl on iPadsHalloween <p>Development Matters links:</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for themBlend sounds into words, so that they can read short words made up of known letter– sound correspondences.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<ul style="list-style-type: none">Storytime app on iPadsDiwali characters in small worldCVC drawing activity <p>Development Matters links:</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for themBlend sounds into words, so that they can read short words made up of known letter– sound correspondences.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.	<ul style="list-style-type: none">Christmas story small worldOrdering events from a familiar story <p>Development Matters links:</p> <ul style="list-style-type: none">Read individual letters by saying the sounds for themBlend sounds into words, so that they can read short words made up of known letter– sound correspondences.Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.					
Literacy- Word Reading	ELS Phonics: Week 1 – j, v, w, x HRSW – he, she, buses Development matters links: <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them	ELS Phonics: Week 2 – y, z, zz, qu, ch HRSW – we, me, be Development matters links: <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them	ELS Phonics: Week 3 – sh, th (voiced and unvoiced), ng, nk HRSW - push Development matters links: <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them	ELS Phonics: Week 4 – ai, ee, igh, oa HRSW – was her Development matters links: <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them	ELS Phonics: Week 5 - es (where there is no change to the root word) HRSW - Development matters links: <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them	ELS Phonics: Week 6 – Review Week HRSW – my, you Development matters links: <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them	Focus skills: <ul style="list-style-type: none">Recap of sounds catered to each classRecap of Harder to Read and Spell words (HRSW)CVC word readingCaption reading Development matters links: <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them	Focus skills: <ul style="list-style-type: none">Recap of sounds catered to each classRecap of Harder to Read and Spell words (HRSW)CVC word readingCaption reading Development matters links: <ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of known letter– sound correspondencesRead individual letters by saying the sounds for them
Literacy- Writing <div></div>	<p>Text: The Leaf Thief</p> <p>Focus skills:</p> <ul style="list-style-type: none">Identifying initial sounds in wordsRecording initial sounds in wordConsistently linking letters to soundsDeveloping fine motor skills <p>Provision:</p> <ul style="list-style-type: none">Writing a list of autumn signsIngredients for potionsDesigning halloween costumesAutumn hunt <p>Development Matters Links:</p> <ul style="list-style-type: none">Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	<p>Focus: Celebrations and Traditions Texts to support: Let's Celebrate, Rama and Sita</p> <p>Focus skills:</p> <ul style="list-style-type: none">Holding writing tools using the tripod gripName writing – independently or with name cardsWriting initial soundsDeveloping fine motor skillsWriting CVC wordsBeginning to write whole words using phonics skillsForming letters correctly <p>Provision: Diwali/Fireworks:</p> <ul style="list-style-type: none">Diwali cardsFirework writing – pop, fizz, bang etc,Labelling Diwali characters <p>Birthdays:</p> <ul style="list-style-type: none">Birthday cardsBannersWriting invitationsParty food list <p>Continuous Provision</p> <ul style="list-style-type: none">Different opportunities for mark making – variety of mark making toolsNotepadsWhiteboards and pensCovering the tablePhonics practiseClipboardsDrawing pictures <p>Possible end of topic outcome: Writing initial sounds/CVC words – birthday party invites</p> <p>Development Matters Links:</p>			<p>Focus: Christmas Texts to support: The Jolly Christmas Postman</p> <p>Focus skills:</p> <ul style="list-style-type: none">Holding writing tools using the tripod gripName writing – independently or with name cardsWriting initial soundsDeveloping fine motor skillsWriting CVC wordsBeginning to write whole words using phonics skillsForming letters correctly <p>Christmas Provision:</p> <ul style="list-style-type: none">Chrismtas cardsCalendarsChristmas decorationsChristmas storyLetters to Santa <p>Continuous Provision:</p> <ul style="list-style-type: none">Different opportunities for mark making – variety of mark making tools NotepadsWhiteboards and pensPhonics practiseDrawing and labelling picturesNotepadsClipboards <p>Possible end of topic outcome: Writing initial sounds/CVC words – Christmas list, letter to Santa, Christmas cards</p> <p>Development Matters Links:</p> <ul style="list-style-type: none">Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.			

		<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. 						
Word of the Day Vocabulary	Autumn Seasons Halloween Celebration	Diwali Candle Fireworks Bonfire	Traditions Remember Soldier Charity	Birthday Party Invitation Post	Winter Snow Changes Freeze	Advent Christmas Nativity Decorations	Performance Audience Festive Stockings	New Year Resolution Gift Joy
Mathematics-	NCETM Maths Mastery: Set 2, Week 6: Counting, Ordinality and Cardinality	NCETM Maths Mastery: Set 2, Week 7: Comparison	NCETM Maths Mastery: Set 2, Week 8: Composition	NCETM Maths Mastery: Set 2, Week 9: Composition	NCETM Maths Mastery: Set 2, Week 10: Counting, Ordinality and Cardinality	Number Consolidation Week	SSM Focus Weeks	
	<p>Number</p> <p>Numerical Patterns</p> <p>Focus skills:</p> <ul style="list-style-type: none"> Engage with the 'purpose' of counting Reinforce understanding of 'cardinality' Practice 1:1 correspondence by 'tagging' objects <p>Provision:</p> <ul style="list-style-type: none"> Count objects and begin to record the result Match collections of objects to represent the same number Count with 'counting wands' in the indoor and outdoor classroom <p>Development matters links:</p> <ul style="list-style-type: none"> Count objects, actions and sounds Link the number symbol (numeral) with its cardinal number value <p>Space, Shape and Measure: Shapes with 4 Sides</p> <p>Focus skills:</p> <ul style="list-style-type: none"> Recognise and name 4-sided 2D shapes <p>Provision:</p> <ul style="list-style-type: none"> Practice drawing 2D shapes using a ruler Find 4-sided shapes in our immediate environment <p>Development matters links:</p> <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. 	<p>Focus skills:</p> <ul style="list-style-type: none"> Compare the number of objects in 2 sets by matching them 1:1 See that objects in some sets can be matched without any 'left over' which begins to show when quantities are equal <p>Provision:</p> <ul style="list-style-type: none"> See how many objects can be held in their hand compared to a friend – can they record the result? Count 'how many' containers it would take to hold all the water/sand/resources Link comparing numbers to weight – how many objects are on each side of the scale. <p>Development matters links:</p> <ul style="list-style-type: none"> Count objects, actions and sounds Link the number symbol (numeral) with its cardinal number value Compare length, weight and capacity <p>Space, Shape and Measure: Day and Night</p> <p>Focus skills:</p> <ul style="list-style-type: none"> To understand the difference between day and night To describe things we do in the day time, and at night time <p>Provision:</p> <ul style="list-style-type: none"> Draw pictures of what I do in the day/night Role play what we do in the day/night 	<p>Focus skills:</p> <ul style="list-style-type: none"> Begin to learn the concept of 'wholes' and 'parts' Learn that whole numbers are often made up of smaller parts, and is therefore, bigger than its parts <p>Provision:</p> <ul style="list-style-type: none"> Explore composing and decomposing using lego/duplo bricks Create pictures using 'parts' of different objects such as pom-poms Link 'wholeness' to our families – families are made up of different parts/people <p>Development matters links:</p> <ul style="list-style-type: none"> Compare numbers Count objects, actions and sounds <p>Space, Shape and Measure: Days of the Week</p> <p>Focus skills:</p> <ul style="list-style-type: none"> To know the order of the days of the week <p>Provision:</p> <ul style="list-style-type: none"> Describe what I might do on different days of the week e.g. PE on Wednesdays 	<p>Focus skills:</p> <ul style="list-style-type: none"> Investigate composition of 3, 4 and 5 Become more secure with part-part-whole relations <p>Provision:</p> <ul style="list-style-type: none"> Compare objects and group them into parts and wholes Make a collection of objects using different resources to make one number e.g. 3 pine cones and 2 buttons still makes 5 Play with multilink cubes – how many different ways can they make 3, 4 and 5 with different compositions/colours <p>Development matters links:</p> <ul style="list-style-type: none"> Compare numbers Count objects, actions and sounds <p>Space, Shape and Measure: 2D Shapes in our Environment</p> <p>Focus skills:</p> <ul style="list-style-type: none"> To find 2D shapes in our immediate environment e.g. the oven is a square, the clock is a circle <p>Provision:</p> <ul style="list-style-type: none"> Search for 2D shapes in our classrooms Draw pictures of the shapes we find <p>Development matters links:</p> <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. 	<p>Focus skills:</p> <ul style="list-style-type: none"> Engage further with the 'purpose' of counting Begin to explore verbal counting to numbers larger than 20 – to expose the children to the pattern of numbers Link quantities of objects to their numeral <p>Provision:</p> <ul style="list-style-type: none"> Sort objects and place them near the correct numeral Count whilst playing games such as throwing and catching Play a track game – roll the dice and move that many along the track <p>Development matters links:</p> <ul style="list-style-type: none"> Count objects, actions and sounds Link the number symbol (numeral) with its cardinal number value <p>Space, Shape and Measure: Describe 'Position'</p> <p>Focus skills:</p> <ul style="list-style-type: none"> Learn the phrases; in, on, under, on top of <p>Provision:</p> <ul style="list-style-type: none"> Position our bodies in accordance with newly learnt language Explore using small world resources 	<p>Focus skills:</p> <p>We will revisit previously taught skills such as subitising, comparison and composition of numbers.</p> <p>Provision:</p> <ul style="list-style-type: none"> Subitising games Comparing groups of objects Look at part-part-whole relations <p>Development matters links:</p> <ul style="list-style-type: none"> Subitise Count objects, actions and sounds Compare numbers <p>Space, Shape and Measure: Further Describe 'Position'</p> <p>Focus skills:</p> <ul style="list-style-type: none"> Learn the phrases; beside, between, in front of, behind, through <p>Provision:</p> <ul style="list-style-type: none"> Position our bodies in accordance with newly learnt language Explore using small world resources 	<p>Focus skills:</p> <p>Embed understanding of previously taught SSM skills:</p> <ul style="list-style-type: none"> 2D shapes Position Day/Night Days of the week Repeating patterns Capacity Weight <p>Provision:</p> <ul style="list-style-type: none"> Repeating patterns to make Christmas wrapping paper Shape print Christmas pictures How many presents fit in the stocking? Find the heaviest presents Creating a map for Father Christmas <p>Development matters links:</p> <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. Compare length, weight and capacity Continue, copy and create repeating patterns 	
Understanding the World:	Topic Focus: Autumn/Changes	Topic Focus: Celebrations						
Past and Present	<p>Critical Question: I wonder why the weather is changing?</p> <p>Home – Trees at school changing, weather, changes in</p>	<p>Critical Question: I wonder how different people celebrate?</p> <p>Home – What do we celebrate in our class – chn to share own experiences of celebrations and traditions within their families and communities, share photos on Tapestry (possibly birthdays, halloween, fireworks, Easter, Christmas, Diwali, Eid, Chinese New year), What do we celebrate at school?</p> <p>Near – Celebrations in England – share celebrations in England that children may not be aware of (St George's Day, Remembrance Sunday)</p>						

People, Culture and Communities The Natural World	<p>Far – Celebrations that originate in different countries/cultures and different religions – Diwali, Christmas around the world, Birthday traditions around the world</p> <p>Focus skills:</p> <ul style="list-style-type: none">Talking about own experiences of celebrations and traditionsRecognising similarities and differences between different celebrations and beliefsTalk about different countries – own experiences of holidays/books/TV/families in different countriesShowing respect when learning about other people's beliefs and traditions <p>Provision:</p> <p>Halloween/Autumn:</p> <ul style="list-style-type: none">Finger paintingCollaging with natural resourcesPotion makingPrinting- ghostsSmall world autumnal scene -make own story <p>Diwali/Fireworks:</p> <ul style="list-style-type: none">Making diva lamps from clayDiwali story puppetsOrdering pictures from storySmall world bonfire night puppets <p>Nursery Rhyme week:</p> <ul style="list-style-type: none">Nursery rhyme puppetsMaking boats (The Big Ship Sails)Farm small world (Old McDonald)Shop small world (5 Current Buns) <p>Birthdays:</p> <ul style="list-style-type: none">Party set up (tuff tray)Wrapping presents (junk modelling)Birthday traditions from around the world <p>Christmas:</p> <ul style="list-style-type: none">Ordering the Christmas storyChristmas traditions around the worldSanta's Workshop (role play) <p>Development Matters Links:</p> <ul style="list-style-type: none">Recognise that people have different beliefs and celebrate special times in different ways.Recognise some similarities and differences between life in this country and life in other countries.Understand that some places are special to members of their community.				
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Expressive Arts and Design	Halloween	Diwali & Fireworks	Remembrance Children in Need	Birthdays	Christmas
Creating with Materials	Focus Skills: <ul style="list-style-type: none">Exploring printingConsolidating skills from Term 1	Focus skills: <ul style="list-style-type: none">Exploring printingCreating different texturesConsolidating skills from Term 1	Focus skills: <ul style="list-style-type: none">Cutting skillsExploring collagingConsolidating skills from Term 1	Focus skills: <ul style="list-style-type: none">Creating simple drawingsConsolidating skills from Term 1	Focus skills: <ul style="list-style-type: none">Singing Christmas songsRetelling the Christmas StoryConsolidating skills from Term 1
Being imaginative and expressive	Provision: <ul style="list-style-type: none">Bark rubbingSeason tree (fingerprint painting)Cauldron painting (toilet roll holders)Ghost printing (white paint and sponges)Drawing and cutting out spiders for webs <p>Development matters links:</p> <ul style="list-style-type: none">Create collaboratively, sharing ideas, resources and skills.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Develop storylines in their pretend play.Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Provision: <ul style="list-style-type: none">Fireworks printing (toilet roll holders, forks)Mixing glitter and glie to make firework picturesRangoli patterns (stencils in Ladybirds)Giant Rangoli patterns (in tuff tray)FireworksMaking Diva LampsChalking own rangoli patterns <p>Development matters links:</p> <ul style="list-style-type: none">Create collaboratively, sharing ideas, resources and skills.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Develop storylines in their pretend play.Return to and build on their previous learning,	Provision: <ul style="list-style-type: none">Poppy collages'Stain glass' pictures (laminating pouches)Pudsey cutting and stickingmake own pudsey hat-cutting and stickingplay dough pudsey eye patches <p>Development matters links:</p> <ul style="list-style-type: none">Create collaboratively, sharing ideas, resources and skills.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Develop storylines in their pretend play.Return to and build on their previous learning, refining ideas and	Provision: <ul style="list-style-type: none">Designing cardsBirthday cakes (playdough or clay)Making decorations for the mascots partiesDesigning paper platesWrapping junk modelling-presents <p>Development matters links:</p> <ul style="list-style-type: none">Create collaboratively, sharing ideas, resources and skills.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Develop storylines in their pretend play.Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Provision: <ul style="list-style-type: none">Musical instrumentsLolly stick decorationsHandprint paintingsCollaging snow scenesSnowflake cuttingDecorating class Christmas treeDressing up and retelling the Christmas storyMaking Christmas cardsMaking calendarsMaking tree decorationsPaper plate wreathsPop up reindeersgreen christmas play dough and gems for christmas treesMaking own christmas hat <p>Development Matters Links:</p> <ul style="list-style-type: none">Develop storylines in their pretend play.Return to and build on their previous learning, refining ideas and developing their ability to represent them.Sing in a group or on their own, increasingly matching the pitch and following the melody.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.

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