



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 **creative** and **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, and **respect** towards one another.

Critical Enquiry Questions:

- I wonder why all animals are different?
- I wonder what I can find out about minibeasts?

End of Unit Assessment Activity:

- Phonics assessment

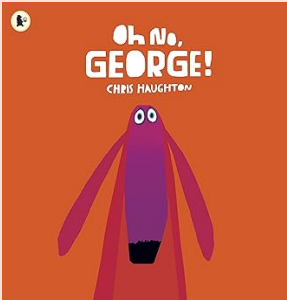
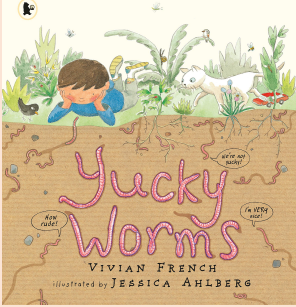
Wow moments:

- Caterpillars to Butterflies
- Bug hunt at Forest School
- Making mini bug hotel
- School trip to Shorne Country Park

Year Group: Reception
Term 5

	Week 1 20 th	Week 2 27 th	Week 3 4 th	Week 4 11 th	Week 5 18 th
To Remember	Animals – Pet week Mon – SDD PPA Week	Animals – around the world Caterpillars arriving	Minibeasts Mon – Bank Holiday PPA Week	Minibeasts Class photos – Mon 11th School trip – Tues 12 th	Minibeasts PPA week
Communication & Language: Listening, Attention and Understanding Speaking	Focus skills: • 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: • 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: • 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: • 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: • 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: • 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: • 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: • 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	
Personal, social and emotional development Jigsaw –Relationships (Weeks 1,3 and 5) Self-Regulation Managing Self Building Relationships	PPA week Focus skills • 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 - 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 • Children to look at and label their family picture /draw their family and write the jobs that people do in their family Dad makes my packed lunch Mum gives me a bath every night etc Focus skills • Listening to others • Turn taking	PPA week Focus skills • 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- 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. To start to understand the impact of unkind words. Provision Cover the table with paper. Draw a smiley face in the middle of the table. Children write what they look for in a friend. Focus skills • Listening to others • Turn taking • Continue to build relationships with others • Manage own needs	PPA week Focus skills • 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.

		- 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.		- Demonstrate and recognise school values - Treating others with respect and kindness - Knowing what to do if someone does something they don't like.	
	Development matters links - 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.				
Physical Development- Gross Motor Skills and Fine Motor Skills PE- Balance bikes-weeks 2 and 4 Sports day practice – weeks 1,3 and 5	Sports day practice- Mrs Saputo and Mr Bodkin -taking turns -running along a track (staying in their lane) -sitting down when they have had their turn -bean bag on head -hurdles Focus Skills: (provision) - 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	Balance Bikes –Mr Bodkin Focus Skills: (Provision) - 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	Sports day practice- Mrs Saputo and Mr Bodkin -taking turns -staying in their lane -sitting down when they have had their turn -over and under race -throwing ball into hoop -touching cones race Focus Skills: (Provision) - 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	Balance Bikes (Mr Bodkin) Focus Skills: (provision) - 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	Sports day practice- Mrs Saputo and Mr Bodkin -taking turns -running along staying in their lane -sitting down when they have had their turn -Placing balls in hoop and collecting in the right order -obstacle race Focus Skills: (provision) - 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
	Development matters links: - 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.				
Literacy- Comprehension	Focus: Animals - Pets Focus skills: - Answer questions about the text to show an understanding of what ahs been read to them - Use recently introduced vocabulary in a sentence - Write sentences based on their understanding - Discuss facts with friends and teachers Provision: - Role play as pets and owners - Use new language in their writing - Answer questions linked to the topic Development matters links: - Re-read these books to build up their confidence in word reading, their	Focus: Animals – Around the world Focus skills: - Answer questions about the text to show an understanding of what ahs been read to them - Use recently introduced vocabulary in a sentence - Write sentences based on their understanding - Discuss facts with friends and teachers Provision: - Discuss new knowledge with peers - Write captions and sentences using new knowledge Development matters links: - Read simple phrases and sentences made up of words with known letter–sound	Focus: Minibeasts Focus skills: - Answer questions about the text to show an understanding of what ahs been read to them - Use recently introduced vocabulary in a sentence - Write sentences based on their understanding - Discuss facts with friends and teachers Provision: - Role play as different minibeasts - Use new knowledge in their writing - Discuss facts with others - Explore minibeasts in the school grounds Development matters links: - Read simple phrases and sentences made up of words with known letter–	Focus: Minibeasts Focus skills: - Answer questions about the text to show an understanding of what ahs been read to them - Use recently introduced vocabulary in a sentence - Write sentences based on their understanding - Discuss facts with friends and teachers Provision: - Role play as different minibeasts - Use new knowledge in their writing - Discuss facts with others - Explore minibeasts in the school grounds Development matters links: - Read simple phrases and sentences made up of words with known letter–sound	Focus: Minibeasts Focus skills: - Answer questions about the text to show an understanding of what ahs been read to them - Use recently introduced vocabulary in a sentence - Write sentences based on their understanding - Discuss facts with friends and teachers Provision: - Role play as different minibeasts - Use new knowledge in their writing - Discuss facts with others - Explore minibeasts in the school grounds Development matters links:

	fluency and their understanding and enjoyment. • Use new vocabulary through the day. • Articulate their ideas and thoughts in well-formed sentences.	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.	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	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.	• 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.
Literacy- Word Reading 	ELS Phonics: Week 1 – CVCC words and suffix 'ed' spoken as 'ed' HRSW – no new HRSW this term Development matters links: • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences • Read a few common exception words matched to the school's phonic programme • Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.	ELS Phonics: Week 2 – CCVC words and suffix 'ed' spoken as 't' HRSW – no new HRSW this term Development matters links: • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences • Read a few common exception words matched to the school's phonic programme • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	ELS Phonics: Week 3 – CCVCC words and suffix 'ed' spoken as 'd' HRSW – no new HRSW this term Development matters links: • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences • Read a few common exception words matched to the school's phonic programme • Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.	ELS Phonics: Week 4 – CCCVC words HRSW – no new HRSW this term Development matters links: • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences • Read a few common exception words matched to the school's phonic programme • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	ELS Phonics: Week 5 – CCCVCC words and suffixes 'er' and 'est' (week 6 on ELS) HRSW – no new HRSW this term Development matters links: • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences • Read a few common exception words matched to the school's phonic programme • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
Literacy- Writing    	Focus Text: Oh No, George! Focus skills: • 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 indepedent 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 • Label their work • Ensure their work is named Provision: • Writing about our ideal pet • Writing a list of items needed to care for a pet • Pet painting watercolours Development matters links: • 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.	Focus Text: Selection of Rhyming Animals Focus skills: • 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 indepedent 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 • Label their work • Ensure their work is named Provision: • Animal habitat smallworlds • Writing about different types of animals • Sketching different animals Development matters links: • 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.	Focus Text: Yucky Worms Focus skills: • 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 indepedent 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 • Label their work • Ensure their work is named Provision: • Writing Minibeast names • Drawing and labelling minibeasts Development matters links: • 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.	Focus Text: Yucky Worms Focus skills: • 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 indepedent 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 • Label their work • Ensure their work is named Provision: • 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: • 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.	Focus Text: Yucky Worms Focus skills: • 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 indepedent 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 • Label their work • Ensure their work is named Provision: • Create our own minibeast from our imagination • Make links between Minibeasts and the Outside World Development matters links: • 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	Domestic Breed Groom	Jungle Ocean Farm Colossal	Minibeast Habitat Worm	Spider Ant Woodlouse	Metamorphosis Invertebrate Insect
Mathematics-	NCETM Counting, ordinality and cardinality	NCETM Subitising	NCETM Composition	NCETM Composition	NCETM Comparison
Number	Focus skills: Counting – larger sets and things that cannot be seen	Focus skills: Subitising – to 6, including in structured arrangements	Focus skills: Composition – ‘5 and a bit’	Focus skills: Composition - of 10	Focus skills: Comparison – linked to ordinality
Numerical Patterns	Provision: • Couting wands • Skittles outside • Variety of objects to make collections • Laminated photos of collections of objects Development matters links: • Link the number symbol (numeral) with its cardinal number value • Count objects, actions and sounds.	Provision: • Paint dabbers (patterns of 6) • Natural resources to make patterns • 10 frames and gems • Tuff spot, tubes, marbles Development matters links: • Subitise • Count objects, actions and sounds. Shape, Space and Measure Focus skills - Select shapes for a purpose Provision: • Making 2D shape pictures Development matters links: • Select, rotate and manipulate shapes to develop spatial reasoning skills.	Provision: • 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: • Link the number symbol (numeral) with its cardinal number value • Count objects, actions and sounds. SSM- Focus skills – Manipulate shapes Provision: • Manipulating and rotating numicon to fit into spaces (10x10) Development matters links: • Select, rotate and manipulate shapes to develop spatial reasoning skills.	Provision: • 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 counting fruit Development matters links: • Explore the composition of numbers to 10 • Count objects, actions and sounds. SSM- Focus skills – Copy 2D shape pictures Provision: • Selection of 2D shape pictures and resources to create their own Development matters links: • 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.	Provision: Development matters links: • Pots labelled with different representations of quantities to 8. • Ordering number cards • Dice and number track games Development matters links: • 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: • Printing with 3D shapes Development matters links: • – Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
Understanding the World:	Topic Focus: Animals		Topic Focus: Minibeasts		
Past and Present	Critical question: I wonder why all animals are different?		Critical question: I wonder what I can find out about minibeasts?		
People, Culture and Communities	Home- Learning about animals living in our houses. Near- Learning about animals that live in our local environment and in England. Far- Learning about animals that live in different parts of the world.		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)		
The Natural World	Focus skills: • To identify different different types of animals • To learn about their habitats and what they need to survive • To recognise similarities and differences between animals. • To look for animals in our local environment • To learn about different animals in the UK and around the world • To look on a map to see where different animals live Provision: • Pets in the role play area with vets equipment and grooming equipment • Sorting hoops and animals- how can you sort the animals? Children to make their own labels • Junk modelling beds for the pets and homes for the animals • Looking at photos of our pets • Small world habitats for the children to explore (woodlands, farm, safari, ocean, jungle, birds, reptiles) • Writing facts about the animals • Under the sea water tray for children to explore • Arctic ice tray for children to explore • Labelling the animals Development matters links: • Recognise some similarities and differences between life in this country and life in other countries • 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.		Focus skills: • 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 Provision: • Minibeast drawing and painting • Minibeast small world (natural resources and plastic insects) • Minibeast books (fiction and non fiction) • Writing facts about minibeasts • Designing a bug hotel • Development Matters Links: • 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. Development Matters Links: • 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)	
Expressive Arts and Design	Topic focus: Animals			Topic Focus: Minibeasts	
Creating with Materials	Focus skills: • Developing narratives in the role play area.			Focus skills: • Developing narratives in the role play area.	

Being imaginative and expressive	• Accessing creative resources independently. • Creating with a range of materials. • Using different mediums to create artwork. • Using previously taught skills independently • Having their own creative ideas and exploring how to represent them. Provision: • Creating safari animals by using forks. • Creating 'under the sea scenes using different layered textures. • Playdough seashells • Constructing sea animals using junk modelling • Cotton wool polar bears on paper plates. • Constructing arctic animal puppets. • Creating jungle animals using coloured paint and forks. • Using straws and connectors to build different arctic animals. • Explore different textures in small world. Get into character of different safari animals. • Development matters links: • Create collaboratively, sharing ideas, resources and skills. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Develop storylines in their pretend play.	• Accessing creative resources independently • Having their own creative ideas and exploring how to represent them. • Using previously taught skills independently • Exploring different instruments in Music lessons. • Using various resources to create illustrations. Provision: • Musical instruments to represent the way different minibeasts move around • Making a collage of habitats using natural resources (leaves, grass, sticks) • Stick puppets of different minibeasts • Designing own minibeasts • Mask making for role play • Playdough (making minibeasts) • Designing bug hotel/mini habitats • Painting and drawing minibeasts • Cutting activities • Singing songs about minibeasts/insects Development matters links • 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 melody • Explore 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.
---	---	--