



**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 what the world was like when there were dinosaurs?
- I wonder what is in Space?

**End of Unit Assessment Activity:**

- Phonics assessment
- Writing whole words independently

**Wow moments:**

- Space day
- Science Dome

**Year Group:** Reception  
**Term:** 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>To Remember</b>	Dinosaurs SDD Monday Thurs – Fire Safety Talks	Dinosaurs	Dinosaurs	Space	Space	Space Valentines – Saturday
<b>Communication &amp; Language:</b>  Listening, Attention and Understanding  Speaking	Focus skills: <ul style="list-style-type: none"> <li>• Listening during whole class carpet sessions</li> <li>• Listening and responding to their peers in provision.</li> <li>• Using new vocabulary appropriately - linked to dinosaurs</li> <li>• Using books to find information – dinosaur fact file</li> <li>• Recalling previously taught vocabulary in context</li> <li>• Using new vocabulary appropriately in provision.</li> <li>• Asking questions related to the topic</li> <li>• Sharing what they know</li> <li>• Checking understanding through questioning</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>• Learn new vocabulary</li> <li>• Use new vocabulary through the day</li> <li>• Engage in non-fiction books.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Describe events in some detail.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>			Focus skills: <ul style="list-style-type: none"> <li>• Listening during whole class carpet sessions</li> <li>• Listening and responding to their peers in provision.</li> <li>• Using new vocabulary appropriately - linked to space</li> <li>• Using books to find information – facts about space</li> <li>• Recalling previously taught vocabulary in context</li> <li>• Using new vocabulary appropriately in provision – word of the day</li> <li>• Asking questions related to the topic</li> <li>• Sharing what they know</li> <li>• Checking understanding through questioning</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>• Learn new vocabulary</li> <li>• Use new vocabulary through the day</li> <li>• Engage in non-fiction books.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Describe events in some detail.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>		
<b>Personal, social and emotional development</b>  <b>Jigsaw –Dreams and Goals</b>  Self-Regulation  Managing Self  Building Relationships	Jigsaw – Dreams and Goals Piece 1- Challenges  LI To understand that if I persevere, I can tackle challenges  Provision:  Building card towers  Making towers out of building blocks that are a set height  Making towers/shapes out of straws/ sticks and blue tac  Focus skills (on going) <ul style="list-style-type: none"> <li>• Listening to others</li> <li>• Work on perseverance and resilience</li> <li>• Continue to build relationships with others</li> <li>• Manage own needs</li> </ul>	Jigsaw – Dreams and goals Piece 2 – Never giving up  LI –To talk about a time when I didn't give up until I achieved my goal  Provision  Challenges – could link to writing/ phonic / number  To form letters and numbers correctly Hand writing sheets  Focus skills <ul style="list-style-type: none"> <li>• Listening to others</li> <li>• Work on perseverance and resilience</li> <li>• Continue to build relationships with others</li> <li>• Manage own needs</li> <li>• Demonstrate and recognise school values</li> </ul> Development matters links <ul style="list-style-type: none"> <li>• Express their feelings</li> </ul>	Jigsaw- Dreams and Goals Piece 3-Setting a Goal  L.I. To set a goal and work toward it.  Provision:  Write goal in a football shape  I want to write my name  I want to do up my coat  I want to ride a bike  I want to learn to swim  I want to count to 100  I want to know all the sounds in phonics  Focus skills <ul style="list-style-type: none"> <li>• Listening to others</li> <li>• Work on perseverance and resilience</li> <li>• Continue to build relationships with others</li> <li>• Manage own needs</li> </ul>	Jigsaw- Dreams and Goals Piece 4- Obstacles and support  L.I.-To use kind words to encourage people  Provision:  Look out and praise/ draw children's attention to other children using kind words in the classroom.  Make a poster to celebrate something they are good at.  I am good at .....  Focus skills <ul style="list-style-type: none"> <li>• Listening to others</li> <li>• Work on perseverance and resilience</li> <li>• Continue to build relationships with others</li> <li>• Manage own needs</li> <li>• Demonstrate and recognise school values</li> </ul> Development matters links	Jigsaw- Dreams and Goals Piece 5-Flight to the future  L.I. -To understand the link between what I learn now and the job I might want to do when I am older.  Provision:  Have pictures of people doing a variety of different jobs on the writing table. Children to draw a picture and write what they would like to be when they grow up e.g. I want to be a teacher.  Role play area -dressing up clothes- opportunities to act out different jobs.  Small world figures of different occupations for role play  Focus skills <ul style="list-style-type: none"> <li>• Listening to others</li> <li>• Work on perseverance and resilience</li> <li>• Continue to build relationships with others</li> <li>• Manage own needs</li> </ul>	Jigsaw- Dreams and Goals Piece 6- Award Ceremony  To say how I feel when I achieve my goal and to know what it means to feel proud.  Provision:  Make a medal and write something they can do that they are proud of. e.g. I can ride my bike or I can zip up my coat  Focus skills <ul style="list-style-type: none"> <li>• Listening to others</li> <li>• Work on perseverance and resilience</li> <li>• Continue to build relationships with others</li> <li>• Manage own needs</li> <li>• Demonstrate and recognise school values</li> </ul> Development matters links <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• link about the perspectives of others.</li> </ul>

	<ul style="list-style-type: none"> <li>Demonstrate and recognise school values</li> </ul> <ul style="list-style-type: none"> <li>Development matters links</li> <li>See themselves as a valuable individual.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and recognise school values</li> </ul> <ul style="list-style-type: none"> <li>Development matters links</li> <li>See themselves as a valuable individual.</li> <li>Express their feelings</li> <li>Show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Think about the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and recognise school values</li> </ul> <ul style="list-style-type: none"> <li>Development matters links</li> <li>See themselves as a valuable individual.</li> <li>Show resilience and perseverance in the face of challenge.</li> </ul>	
<b>Physical Development- Gross Motor Skills and Fine Motor Skills</b>  PE- PE Hub –Speed , agility and travel unit 1	PE: PE Hub- Speed, agility and travel unit 1 lesson 1 To move indifferent directions.  In PE the children will move forwards, backwards and sideways at speed improving speed by practice and demonstrating agility in a variety of games.  Focus Skills: <ul style="list-style-type: none"> <li>Handwriting</li> <li>Using tools</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Outside activities (trim trail), large construction, bikes etc</li> <li>Construction equipment</li> </ul> Provision Fine motor skills <ul style="list-style-type: none"> <li>Construction (lego, multilink cubes, stickle bricks etc)</li> <li>Bead threading/ sewing cards</li> <li>Pegboards</li> <li>Tap tap</li> <li>Cutting skill</li> <li>Playdough</li> <li>Tweezers</li> </ul> Gross motor skills <ul style="list-style-type: none"> <li>Bikes</li> <li>Trim trail</li> <li>Obstacle courses</li> <li>Bean bags/balls</li> <li>Sand and water play</li> </ul>	PE: PE Hub- Speed, agility and travel unit 1 lesson 2  L.I.To keep our bodies safe in running games  In PE the children will participate in chasing games safely and with control performing as part of a team in running games listening to and following instructions carefully.  Focus Skills: <ul style="list-style-type: none"> <li>Handwriting</li> <li>Using tools</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Outside activities (trim trail), large construction, bikes etc</li> <li>Construction equipment</li> </ul> Provision Fine motor skills <ul style="list-style-type: none"> <li>Construction (lego, multilink cubes, stickle bricks etc)</li> <li>Bead threading/ sewing cards</li> <li>Pegboards</li> <li>Tap tap</li> <li>Cutting skill</li> <li>Playdough</li> <li>Tweezers</li> </ul> Gross motor skills <ul style="list-style-type: none"> <li>Bikes</li> <li>Trim trail</li> <li>Obstacle courses</li> <li>Bean bags/balls</li> <li>Sand and water play</li> </ul>	PE: PE Hub- Speed, agility and travel unit 1 lesson 3  L.I. To jump in different directions  In PE the children will respond to cues to change direction and make choices about direction n games.  Focus Skills: <ul style="list-style-type: none"> <li>Handwriting</li> <li>Using tools</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Outside activities (trim trail), large construction, bikes etc</li> <li>Construction equipment</li> </ul> Provision Fine motor skills <ul style="list-style-type: none"> <li>Construction (lego, multilink cubes, stickle bricks etc)</li> <li>Bead threading/ sewing cards</li> <li>Pegboards</li> <li>Tap tap</li> <li>Cutting skill</li> <li>Playdough</li> <li>Tweezers</li> </ul> Gross motor skills <ul style="list-style-type: none"> <li>Bikes</li> <li>Trim trail</li> <li>Obstacle courses</li> <li>Bean bags/balls</li> <li>Sand and water play</li> </ul>	PE: PE Hub- Speed, agility and travel unit 1 lesson 4  L.I.-To stop safely  In PE the children will explore a variety of ways to start movement and explore different ways of stopping showing control.  Focus Skills: <ul style="list-style-type: none"> <li>Handwriting</li> <li>Using tools</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Outside activities (trim trail), large construction, bikes etc</li> <li>Construction equipment</li> </ul> Provision Fine motor skills <ul style="list-style-type: none"> <li>Construction (lego, multilink cubes, stickle bricks etc)</li> <li>Bead threading/ sewing cards</li> <li>Pegboards</li> <li>Tap tap</li> <li>Cutting skill</li> <li>Playdough</li> <li>Tweezers</li> </ul> Gross motor skills <ul style="list-style-type: none"> <li>Bikes</li> <li>Trim trail</li> <li>Obstacle courses</li> <li>Bean bags/balls</li> <li>Sand and water play</li> </ul>	PE: PE Hub- Speed, agility and travel unit 1 lesson 5  L.I.-To move at slow and fast speeds.  In PE the children will recognise fast and slow movements and will perform as two fast moving animals and two slow moving animals.  Focus Skills: <ul style="list-style-type: none"> <li>Handwriting</li> <li>Using tools</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Outside activities (trim trail), large construction, bikes etc</li> <li>Construction equipment</li> </ul> Provision Fine motor skills <ul style="list-style-type: none"> <li>Construction (lego, multilink cubes, stickle bricks etc)</li> <li>Bead threading/ sewing cards</li> <li>Pegboards</li> <li>Tap tap</li> <li>Cutting skill</li> <li>Playdough</li> <li>Tweezers</li> </ul> Gross motor skills <ul style="list-style-type: none"> <li>Bikes</li> <li>Trim trail</li> <li>Obstacle courses</li> <li>Bean bags/balls</li> <li>Sand and water play</li> </ul>	PE: PE Hub- Speed, agility and travel unit 1 lesson 6  L.I. -to stop safely in different ways  In PE the children will show control to stop and perform actions and move and stop appropriately on cue.  Focus Skills: <ul style="list-style-type: none"> <li>Handwriting</li> <li>Using tools</li> <li>Fine motor activities (Daily clever fingers)</li> <li>Outside activities (trim trail), large construction, bikes etc</li> <li>Construction equipment</li> </ul> Provision Fine motor skills <ul style="list-style-type: none"> <li>Construction (lego, multilink cubes, stickle bricks etc)</li> <li>Bead threading/ sewing cards</li> <li>Pegboards</li> <li>Tap tap</li> <li>Cutting skill</li> <li>Playdough</li> <li>Tweezers</li> </ul> Gross motor skills <ul style="list-style-type: none"> <li>Bikes</li> <li>Trim trail</li> <li>Obstacle courses</li> <li>Bean bags/balls</li> <li>Sand and water play</li> </ul>
	<b>Development matters links:</b> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Combine different movements with ease and fluency</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>					
<b>Literacy- Comprehension</b>	<b>Focus: Dinosaurs</b>  Focus skills: <ul style="list-style-type: none"> <li>Re-telling learnt facts</li> <li>Join in with taught stories</li> <li>Talking about what they have heard/learnt from stories and non fiction</li> </ul> Provision: <ul style="list-style-type: none"> <li>Look at non-fiction dinosaur texts</li> </ul>			<b>Focus: Space</b>  Focus skills: <ul style="list-style-type: none"> <li>Re-telling learnt facts</li> <li>Join in with taught stories</li> <li>Retelling stories – Look Up</li> </ul> Provision: <ul style="list-style-type: none"> <li>Look at non-fiction space texts</li> </ul>		

	<ul style="list-style-type: none"> <li>Look at fictional dinosaur texts</li> <li>Dinosaur small world to act out learning</li> <li>Discuss dinosaurs in the past tense</li> <li>Role play as dinosaurs</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>Look at fictional space texts</li> <li>Space small world to act out learning</li> <li>Role play as astronauts</li> <li>Space dress up day</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul>
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<b>Literacy- Word Reading</b>	<p>ELS Phonics:</p> <p>Week 1 – review and oo (book)</p> <p>HRSW – review</p> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> </ul>	<p>ELS Phonics:</p> <p>Week 2 – ar, ur, oo (spoon), or</p> <p>HRSW – they, all, are</p> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> </ul>	<p>ELS Phonics:</p> <p>Week 3 – ow (growl), oi, ear, air</p> <p>HRSW – review</p> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> </ul>	<p>ELS Phonics:</p> <p>Week 4 – ure, er, ow (snow)</p> <p>HRSW – ball, tall</p> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> </ul>	<p>ELS Phonics:</p> <p>Week 5 – Assessment and Review</p> <p>HRSW - when, what</p> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> </ul>	<p>ELS Phonics:</p> <p>Week 6 – Review Week</p> <p>HRSW – review</p> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read individual letters by saying the sounds for them</li> </ul>
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<b>Literacy- Writing</b>	<p><b>Texts: Dinosaur Department Store</b></p> <p><b>Focus skills:</b></p> <ul style="list-style-type: none"> <li>Identifying multiple sounds in words</li> <li>Using finger spaces to separate words</li> <li>Record simple words and captions</li> <li>Consistently linking letters to sounds</li> <li>Developing fine motor skills</li> <li>Name writing – independently or with name cards</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>Writing facts about Dinosaurs</li> <li>Create a made-up dinosaur (Megansaurus)</li> <li>Labelling parts of the dinosaur</li> <li>Dinosaur fact file</li> <li>Describing dinosaurs - adjectives</li> </ul> <p><b>Development Matters Links:</b></p> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li><b>Physical Development:</b> continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>			<p><b>Text: Look Up!</b></p> <p><b>Focus skills:</b></p> <ul style="list-style-type: none"> <li>Identifying multiple sounds in words</li> <li>Record simple words and captions</li> <li>Consistently linking letters to sounds</li> <li>Developing fine motor skills</li> <li>Name writing – independently or with name cards</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>I spy something begin with... with telescopes</li> <li>Writing what we want to be when we grow up</li> <li>Meteor shower posters</li> <li>Space passports</li> <li>Letters to Rocket</li> <li>Facts about space</li> <li>Designing and labelling aliens</li> <li>Writing about planets</li> </ul> <p><b>Development Matters Links:</b></p> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li><b>Physical Development:</b> continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>		
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<b>Word of the Day Vocabulary</b>	Dinosaur Prehistoric	Extinct Herbivore Carnivore Omnivore	Fossil Meteor Predator Paleontologist	Space Telescope Astronaut Star	Planet Orbit Solar System Constellation	Rocket Galaxy Moon Universe
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<b>Mathematics-</b>	<b>Shape, Space and Measure Week (4 days)</b>	<b>NCETM Maths Mastery: Subitising</b>	<b>NCETM Maths Mastery: Counting, Ordinality and Cardinality</b>	<b>NCETM Maths Mastery: Composition</b>	<b>NCETM Maths Mastery: Composition</b>	<b>NCETM Maths Mastery: Composition</b>
Number	<p>Focus skills:</p> <p>Investigating and comparing different:</p> <ul style="list-style-type: none"> <li>Weights</li> <li>Lengths</li> <li>Heights</li> <li>Capacity and containers</li> </ul> <p>Provision:</p>	<p>Focus skills:</p> <ul style="list-style-type: none"> <li>Subitise within 5 focusing on die patterns</li> <li>Match numbers to quantities within 5</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Simple games using a large number line and dice</li> </ul>	<p>Focus Skills</p> <ul style="list-style-type: none"> <li>Counting- focus on ordinality and the 'staircase' pattern</li> <li>See that each number is one more than the previous number</li> </ul> <p>Provision</p> <ul style="list-style-type: none"> <li>Numberblocks cards and various types of blocks (lego, cubes, wooden blocks, duplo)</li> </ul>	<p>Focus Skills</p> <ul style="list-style-type: none"> <li>Focus on 5</li> <li>Composition of 5</li> <li>Counting down from 5</li> </ul> <p>Provision</p> <ul style="list-style-type: none"> <li>5 toys for children to act out counting songs together (5 Little Monkeys, 5 Little Ducks etc)</li> </ul>	<p>Focus Skills</p> <ul style="list-style-type: none"> <li>Focus on 6 and 7 as '5 and a bit'</li> <li>Tally activities</li> <li>Comparing amounts</li> </ul> <p>Provision</p> <ul style="list-style-type: none"> <li>Tally chart activity- eg What pet do you have?</li> <li>Comparing amounts activities</li> <li>Building towers and comparing number of blocks used</li> </ul>	<p>Focus Skills</p> <ul style="list-style-type: none"> <li>Compare sets and use language of comparison: more than, fewer than, an equal number to</li> <li>Make unequal sets equal</li> </ul> <p>Provision</p> <ul style="list-style-type: none"> <li>Simple game using number line and dice (like Week 2)</li> <li>Numberblocks aliens activity</li> <li>Comparing groups of 5, 6 &amp; 7 using small world toys- using language taught</li> </ul>

	<ul style="list-style-type: none"> <li>Rulers, cubes, toys to sort, junk modelling to order</li> <li>Objects to measure</li> <li>Making own 'methods' of measuring using classroom resources</li> <li>Scales and objects of different weights</li> <li>Various containers, same containers/different sized objects</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Compare objects relating to size, length, weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Dot/dice pattern cards to 5 and numerals to match</li> <li>Dot/dice cards and natural objects</li> <li>2D shapes and number cards for children to count corners/sides and match to dot cards/numeral cards</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Compare numbers</li> </ul> <p><b>Shape, Space and Measure 2D shapes</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>Exploring and naming 2D shapes</li> <li>Describing 2D shapes and the properties</li> <li>Sorting based on similarities and differences</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Sorting hoops and description cards (curved sides, more than 3 corners)</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<ul style="list-style-type: none"> <li>Numberblocks cubes or multilinks to create 1-10 towers (what do the children notice)</li> <li>Plain paper, dot stickers, pom poms, gems for children to create their own staircase patterns</li> <li>Numicon 1-10, paper and pencils for children to draw around and create own staircase pattern</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Link the number symbol (numeral) with its cardinal number value</li> </ul> <p><b>Shape, Space and Measure: 2D shapes</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>Using 2D shapes to create pictures</li> <li>Rotating shapes to fit next to other shapes</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Tap Tap</li> <li>Shape pictures (small shapes and shape picture cards)</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<ul style="list-style-type: none"> <li>Number cards representing 5, two sided counters, a set of 2 different coloured cubes</li> <li>5 frames and two sided counters</li> <li>Whiteboards and pens to draw animals in different counting songs (what happens when one gets rubbed out?)</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Link the number symbol (numeral) with its cardinal number value</li> </ul> <p><b>Shape, Space and Measure: 2D &amp; 3D shapes</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>Identifying 3D shapes</li> <li>Looking at the faces and recognising the shape they are</li> <li>Using correct language (edges, faces, vertices)</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Matching 2D shapes to 3D shape faces (e.g square and cube face)</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<p>Development matters links:</p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Link the number symbol (numeral) with its cardinal number value</li> </ul> <p><b>Shape, Space and Measure: 3D shapes</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>Exploring which 3D shapes will roll or slide</li> <li>Making predictions based on the type of faces and edges the shapes have (sphere will roll as it has a curved face, cube will slide as it has a flat face)</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Wooden plank and 3D shapes to slide and roll down.</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<p>Development matters links:</p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Link the number symbol (numeral) with its cardinal number value</li> </ul> <p><b>Shape, Space and Measure: Introducing repeating patterns</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>Beginning to recognise repeating patterns</li> <li>Creating simple repeating patterns</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>2D and 3D shapes to create repeating patterns</li> <li>Shape train game (IWB)</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Recognise and recreate simple repeating patterns</li> </ul>
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**Understanding the World:**

Past and Present

People, Culture and Communities

The Natural World

**Topic Focus:** Dinosaurs

**Critical Question:** *I wonder what the world was like when there were Dinosaurs?*

**Home** – Look at our immediate environment  
**Near** – Look at what our country looked like in the past and now  
**Far** – Look at what the world looked like in the past and now

Focus skills:

- Talk about dinosaurs and how they lived in the past.
- Learn what the Earth was like in Dinosaur times and compare it to what the Earth looks like now.
- Discuss the concept of Extinction and what this means.
- Learn about key differences between Carnivores, Herbivores and Omnivores.
- Discover the names and characteristics of different types of Dinosaurs.

Provision:

- Dinosaur small world play
- Discover dinosaur fossils in the sandpit as a hook
- Sort dinosaurs based on their characteristics e.g. diet
- Information books about Dinosaurs

Development Matters Links:

- Draw information from a simple map.
- Recognise some environments that are different to the one in which they live.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

**Topic Focus:** Space

**Critical question:** *I wonder what is in Space?*

Home – Learning about the planet earth and what makes it a good environment for living things  
Near – Learning about the moon, rocket ships and astronauts  
Far – Learning about our solar system, the sun and comparing different planets

Focus skills:

- To share facts we know about Space
- To talk about current understanding of space

Provision:

- Listening to songs about Space
- Space small world
- Fact books about space
- Information books about space
- Experiments/investigations based on knowledge of space

Development Matters Links:

- Compare and contrast characters from stories, including figures from the past.
- 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.

**Expressive Arts and Design**

**Topic Focus:** Dinosaurs

**Topic Focus:** Space

<p>Creating with Materials</p> <p>Being imaginative and expressive</p>	<p>Focus skills:</p> <ul style="list-style-type: none"> <li>• Developing stories in the role play area.</li> <li>• Accessing creative resources independently</li> <li>• Having their own creative ideas and exploring how to represent them.</li> <li>• Represent dinosaurs in a variety of creative ways using a range of materials.</li> <li>• Using previously taught skills independently</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>• Straws and cotton buds to make dinosaur skeletons</li> <li>• Printing with 2D shapes to make dinosaurs</li> <li>• Creating with junk modelling to create dinosaur models</li> <li>• Natural resources to create dinosaur habitats</li> <li>• Scissor skills – dinosaur cutting</li> <li>• Playdough – to make dinosaurs</li> <li>• Pasta shape dinosaurs</li> <li>• Dinosaur small world play</li> <li>• Dinosaur hand painting</li> </ul> <p>Development matters links</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Develop storylines in their pretend play.</li> </ul>	<p>Focus skills:</p> <ul style="list-style-type: none"> <li>• Accessing creative resources independently</li> <li>• Having their own creative ideas and exploring how to represent them.</li> <li>• Using various resources and selecting materials for a purpose</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>• Black card and white paint (splat painting)</li> <li>• Black card, glue and glitter</li> <li>• Cutting activities</li> <li>• Rocket making using junk modelling</li> <li>• Watercolour planets</li> <li>• Alien shape pictures</li> <li>• Space small world</li> <li>• Solar System pictures (using paints, chalks, pastels)</li> <li>• Hand painting</li> </ul> <p>Development matters links</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Develop storylines in their pretend play.</li> </ul>
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