



**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 a plant needs to grow?
- I wonder what a life cycle is?

**End of Unit Assessment Activity:**

- Phonics assessment
- Maths assessment

**Wow moments:**

- Science Week
- Duckling eggs arrival
- Watching eggs hatch/chicks grow and change over time
- World Book Day
- Maths Stay and Play

Year Group: Reception  
 Term 4

	<b>Week 1 23rd Feb</b>	<b>Week 2 2nd Mar</b>	<b>Week 3 9th Mar</b>	<b>Week 4 16th Mar</b>	<b>Week 5 23rd Mar</b>	<b>Week 6 30th Mar</b>
<b>Topic</b>	Lunar New Year	The Last Wolf	Life Cycles	Life Cycles	Growing - Plants	Growing - Plants
<b>To Remember</b>	Lunar New Year 17th – 3rd	Tuesday 3rd March- World Book Day – The Last Wolf	Science Week 9th - Ducklings arriving 15th March - Mother's Day 12th - Maths Stay and Play	Life Cycles Ducklings collected – 19th Fri 20th – Red Nose Day	Parents consultations – Tues morning and Thurs evening	4 day week – Good Friday Easter weekend
<b>Communication &amp; Language:</b>  Listening, Attention and Understanding  Speaking	Lunar New Year  Focus skills: <ul style="list-style-type: none"> <li>• Asking questions to deepen their understanding</li> <li>• Listening to new stories and answering questions</li> <li>• Join in with repetitive language</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>• Connect one idea or action to another using a range of connectives</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary throughout the day</li> <li>• Describe events in some detail</li> <li>• Engage in story times</li> </ul>	The Last Wolf (WBD)  Focus skills: <ul style="list-style-type: none"> <li>• Asking questions to deepen their understanding</li> <li>• Listening to new stories and answering questions</li> <li>• Join in with repetitive language</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>• Connect one idea or action to another using a range of connectives</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary throughout the day</li> <li>• Describe events in some detail</li> <li>• Engage in story times</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> </ul>	Life Cycles  Focus skills: <ul style="list-style-type: none"> <li>• Asking questions to deepen their understanding</li> <li>• Listening to new stories and answering questions</li> <li>• Join in with repetitive language</li> <li>• Make observations</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>• Connect one idea or action to another using a range of connectives</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary throughout the day</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> <li>• Ask questions to find out more and to check they understand what has been said to them</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> </ul>	Growing  Focus skills: <ul style="list-style-type: none"> <li>• Asking questions to deepen their understanding</li> <li>• Listening to new stories and answering questions</li> <li>• Join in with repetitive language</li> <li>• Use recently introduced vocabulary during the day</li> </ul> Development matters links: <ul style="list-style-type: none"> <li>• Connect one idea or action to another using a range of connectives</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary throughout the day</li> <li>• Describe events in some detail</li> <li>• Engage in story times</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> </ul>		

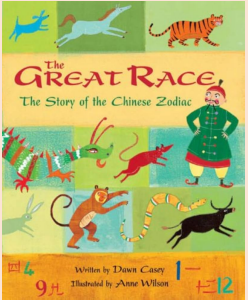
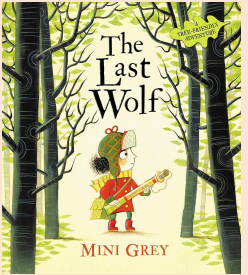
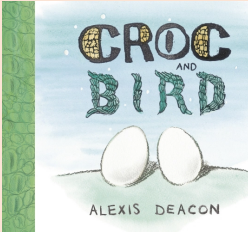

<p><b>Personal, social and emotional development</b></p> <p><b>Jigsaw –Healthy Me (Weeks 2,4 and 6)</b> Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>PPA week</p> <p>Focus skills (on going)</p> <ul style="list-style-type: none"> <li>Listening to others</li> <li>Work on perseverance and resilience</li> <li>Continue to build relationships with others</li> <li>Manage own needs</li> <li>Demonstrate and recognise school values</li> </ul> <p>Development matters links</p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>	<p>Jigsaw – Healthy Me piece 1 and 2 we like to move it, move it</p> <p>L1 – I understand that I need to exercise to keep my body healthy</p> <p>Provision</p> <p>To write a sentence to say what exercise they enjoy doing.</p> <p>Timer- how many jumps/ squats/ toe touches etc can they do in a minute</p> <p>What effect does exercise have on the body?</p> <p>Focus skills (on going)</p> <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> <p>Development matters links</p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>	<p>PPA week</p> <p>Focus skills (on going)</p> <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> <p>Development matters links</p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>	<p>Jigsaw- Healthy me piece 3- Food Glorious Food</p> <p>L.I. I know what the word 'healthy' means and that some foods are healthier than others.</p> <p>Provision</p> <p>Draw and label their own plate of healthy food. Talk about it being fine to have some things that are less healthy. Talk about eating lots of healthy food and less of some other foods.</p> <p>Focus skills (on going)</p> <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> <p>Development matters links</p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>	<p>PPA Week</p> <p>Focus skills (on going)</p> <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> <p>Development matters links</p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>	<p>Jigsaw- Healthy Me –pieces 4 and 5 Sweet dreams and keeping clean</p> <p>L1- I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>Provision</p> <p>Draw what they do before they go to sleep-have a bath, read a book, have a drink of milk etc</p> <p>Make a poster reminding people to wash their hand in the clock room.</p> <p>Make a poster to say when to wash their hands eg before they eat, after touching an animal, after going to the toilet</p> <p>Have beds in role play-help the children to get the "babies to sleep"</p> <p>Dolls to wash with soap and flannels in the water tray.</p> <p>Focus skills (on going)</p> <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> <p>Development matters links</p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>
<p><b>Physical Development- Gross Motor Skills and Fine Motor Skills</b></p> <p>PE- PE Hub –Gymnastics unit 1</p>	<p>PE- PE Hub gymnastics unit 1 Lesson 1- L.I.- to move safely around a space. In PE the children will listen and respond appropriately to instructions, move in a variety of ways changing speed and direction and apply a simple understand of shape and space.</p> <p>Focus Skills:</p> <ul style="list-style-type: none"> <li>Handwriting</li> <li>Using tools</li> <li>Fine motor activities (Daily clever fingers)</li> </ul>	<p>PE PE hub gymnastics unit 1 Lesson 2- L1 to take off and land on two feet</p> <p>To jump and rebound on and off low apparatus Work with a partner to jump in unison. Create a simple jumping sequence.</p> <p>Focus Skills:</p> <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> <p>Provision</p> <p>Fine motor skills</p> <ul style="list-style-type: none"> <li>Construction (lego, multilink cubes, stickle bricks etc)</li> <li>Bead threading/ sewing cards</li> </ul>	<p>PE: PE Hub- gymnastics unit 1 lesson 3 L.I. To balance and move balls and bean bags.</p> <p>In PE the children will balance beanbags on the body in as many ways as possible, move and roll a ball around the body with control and work as part of a team to transfer ball, beanbags and hoops</p> <p>Focus Skills:</p> <ul style="list-style-type: none"> <li>Handwriting</li> <li>Using tools</li> <li>Fine motor activities (Daily clever fingers)</li> </ul>	<p>PE: PE Hub- Gymnastics unit 1 lesson 4 L.I. To travel on mats and benches.</p> <p>In PE the children will work on apparatus stations to develop travelling skills on various body parts. They will move over, around, through, under, on and off apparatus incorporating balances.</p> <p>Focus Skills:</p> <ul style="list-style-type: none"> <li>Handwriting</li> <li>Using tools</li> <li>Fine motor activities (Daily clever fingers)</li> </ul>	<p>PE: PE Hub-gymnastics unit 1 lesson 5 L.I. To copy and repeat actions</p> <p>In PE the children will develop body awareness moving limbs together in isolation, show the ability to copy and repeat simple patterns, use basic equipment to demonstrate coordinated movement.</p> <p>Focus Skills:</p> <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>	<p>PE: PE Hub- Gymnastics unit 1 lesson 6 L.I. to perform simple shapes and balances In PE the children will discover and perform simple shapes and explore balancing in a variety of ways.</p> <p>Focus Skills:</p> <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> <p>Provision</p> <p>Fine motor skills</p> <ul style="list-style-type: none"> <li>Construction (lego, multilink cubes, stickle bricks etc)</li> </ul>

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**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.

<b>Literacy-Comprehension</b>	<p><b>Focus: Lunar New Year</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>• Understanding different cultures and celebrations</li> <li>• Asking questions to find out more information</li> <li>• Learning new stories</li> <li>• Answer questions about familiar tales</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>• Role play the animals in the story</li> <li>• Small world set up of the story</li> <li>• Access to fiction and non fiction texts</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>• Use new vocabulary through the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> </ul>	<p><b>Focus: The Last Wolf – World Book Day Text</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>• Sequence key events in the story to show understanding</li> <li>• Be able to describe the main character</li> <li>• Repeat the moral of the story</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>• Participate in whole school WBD activities linked to the text</li> <li>• Look at pictures of the text</li> <li>• Compare to the traditional tale of Little Red Riding Hood</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>	<p><b>Focus: Life Cycles</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>• Ask questions to clarify understanding</li> <li>• Listen carefully to life-cycle explanations</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>• Look at non-fiction life-cycle texts</li> <li>• Observe the ducklings at their different stages</li> <li>• Label stages of life-cycles to demonstrate understanding</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>	<p><b>Focus: Growing</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>• Answer questions about the text to show an understanding of what has been read to them</li> <li>• Use recently introduced vocabulary in a sentence</li> <li>• Write sentences based on their understanding</li> <li>• Discuss facts with friends and teachers</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>• Role play as gardeners</li> <li>• Plant their own real seeds and observe the changes over time</li> <li>• Explore plants in the outdoor classroom</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Use new vocabulary through the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> </ul>
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<p><b>Literacy- Word Reading</b></p>	<p>ELS Phonics:</p> <p>Week 1 – Review week</p> <p>HRSW – said, so, have</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 a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul>	<p>ELS Phonics:</p> <p>Week 2 – Review week</p> <p>HRSW – were, out, like</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 a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul>	<p>ELS Phonics:</p> <p>Week 3 – Review week</p> <p>HRSW – some, come, there</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 a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</li> </ul>	<p>ELS Phonics:</p> <p>Week 4 – Review week</p> <p>HRSW – little, one, do</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 a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</li> </ul>	<p>ELS Phonics:</p> <p>Week 5 – Assessment Review week</p> <p>HRSW – children, love</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 a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul>	<p>ELS Phonics:</p> <p>Week 6 – Review week</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 a few common exception words matched to the school's phonic programme</li> <li>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</li> </ul>
<p><b>Literacy- Writing</b></p>    	<p>Text: <b>The Great Race:</b> The Story of the Chinese Zodiac</p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>Forming letters correctly with a focus on handwriting</li> <li>Using finger spaces</li> <li>Beginning to use full stops and capital letters</li> <li>Recording digraphs and trigraphs in independent writing</li> <li>Caption and simple sentence writing</li> <li>Writing some HRSW's independently</li> <li>Beginning to read back what they have written</li> <li>Use phonics skills to write whole words independently</li> <li>Orally rehearsing what they are going to write</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Re-telling/acting out the story</li> <li>Drawing and labelling animals from the story</li> <li>Making rosettes for the animals</li> <li>Describing animals from the story</li> <li>Lunar New Year cards</li> </ul> <p>Development matters links:</p>	<p>Text: <b>The Last Wolf</b>– World Book Day Text</p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>Forming letters correctly with a focus on handwriting</li> <li>Using finger spaces</li> <li>Beginning to use full stops and capital letters</li> <li>Recording digraphs and trigraphs in independent writing</li> <li>Caption and simple sentence writing</li> <li>Writing some HRSW's independently</li> <li>Beginning to read back what they have written</li> <li>Use phonics skills to write whole words independently</li> <li>Orally rehearsing what they are going to write</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Writing linked to the story</li> <li>Forest small world</li> <li>Puppet theatre with characters from the story</li> <li>Exploring planting outside</li> <li>Shadow art</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	<p>Text: <b>Croc and Bird</b> – as a hook to introduce eggs</p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>Forming letters correctly with a focus on handwriting</li> <li>Using finger spaces</li> <li>Beginning to use full stops and capital letters</li> <li>Recording digraphs and trigraphs in independent writing</li> <li>Caption and simple sentence writing</li> <li>Writing some HRSW's independently</li> <li>Beginning to read back what they have written</li> <li>Use phonics skills to write whole words independently</li> <li>Orally rehearsing what they are going to write</li> <li>Write observationally</li> <li>Write in the past tense e.g. the ducks were in eggs</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Labelling a duck life cycle</li> <li>Describe the stages of a duck's life</li> <li>Write observations of the ducks</li> <li>Give the ducks names and write them down</li> <li>Write cards for the chicks</li> <li>Labelling features of a duck</li> <li>Writing a list of what the ducks need to grow</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	<p>Text: <b>Luna Loves Gardening</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>Forming letters correctly with a focus on handwriting</li> <li>Using finger spaces</li> <li>Using full stops and capital letters when writing sentences</li> <li>Recording digraphs and trigraphs in independent writing</li> <li>Caption and simple sentence writing</li> <li>Writing HRSW's independently</li> <li>Read back what they have written</li> <li>Use phonics skills to write whole words independently</li> <li>Orally rehearsing what they are going to write</li> <li>Writing facts</li> <li>Including new vocabulary in their writing</li> <li>Label their work</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Draw and label the parts of a plant</li> <li>Write about which plants we grow in the UK</li> <li>Write about the process of planting</li> <li>Write a list of equipment we need to plant</li> <li>Write about the process a plant makes as it grows</li> <li>Describe what a plant needs to survive</li> <li>Write a sentence about which plants we see in spring/summer</li> <li>Naming different plants/flowers</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>		

	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>					
<b>Word of the Day Vocabulary</b>	Zodiac Race Festival Lunar	Lurked Slithered Bracken Pounced	Life-Cycle Egg Duckling Duck	Incubate Hatch Grow Observe	Grow Garden Plant Seed	Germinate Pollinate Fertilise Compost
<b>Mathematics-</b>  Number  Numerical Patterns  <b>Teacher assessments ongoing over weeks 1-4 for 'Parent Consultations' preparation in Wk 5</b>	<p><b>NCETM Counting, ordinality and cardinality</b></p> <p>Focus skills: Focus on the 'staircase' pattern and ordering numbers</p> <p>Provision:</p> <ul style="list-style-type: none"> <li>Finger representation cards and objects</li> <li>Washing line numbers 1-8</li> <li>Exploring 6, 7, 8</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> <ul style="list-style-type: none"> <li>Compare numbers.</li> </ul> <ul style="list-style-type: none"> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul> <ul style="list-style-type: none"> <li>Explore the composition of numbers to 10.</li> </ul> <p><b>SSM- Colour patterns</b> Focus skills/ provision- Using colours to create and continue simple repeating patterns</p> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have</li> </ul>	<p><b>NCETM Comparison</b></p> <p>Focus skills: Focus on ordering numbers to 8</p> <p>Use language of 'less than'</p> <p>Provision:</p> <ul style="list-style-type: none"> <li>Numberblocks cut outs 1- 8</li> <li>Numberblocks cubes and cut outs</li> <li>Ordering number cards</li> <li>Part part whole templates and counters</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> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> </ul> <p><b>SSM- Shape Patterns</b> Focus skills/ provision- naming 2D &amp; 3D shapes, making patterns with different shapes</p> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order 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> <li>Continue, copy and create repeating patterns.</li> </ul>	<p><b>NCETM Composition</b></p> <p>Focus skills: Focus on 7</p> <p>Provision:</p> <ul style="list-style-type: none"> <li>Part part whole templates and counters</li> <li>Exploring ways to make 7 (cubes, natural resources)</li> <li>Beads and pipe cleaners to partition 7</li> <li>10s frames with 3 blocked out and buttons</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> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> </ul> <p><b>SSM- Movement Patterns</b> Focus skills/ provision- Continuing a movement pattern (clap, jump, clap, jump for example)</p> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order</li> </ul>	<p><b>NCETM Composition</b></p> <p>Focus skills: Double numbers- explore how some numbers can be made with 2 equal parts</p> <p>Provision:</p> <ul style="list-style-type: none"> <li>Butterfly templates and counters with mirrors</li> <li>2 dice to roll doubles</li> <li>Numicon doubles</li> <li>Hoops and objects to make doubles</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> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> </ul> <p><b>SSM- Musical Patterns</b> Focus skills/provision- Creating patterns using musical instruments/ body percussion</p> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order 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> <li>Continue, copy and create repeating patterns.</li> </ul>	<p><b>NCETM Composition</b></p> <p>Focus skills: Sorting numbers according to attributes- odd and even numbers</p> <p>Provision:</p> <ul style="list-style-type: none"> <li>Numicon 1- 10 to see 'one on top' if it is odd</li> <li>Cubes/numberblocks to create the staircase pattern</li> <li>Sharing activities (can the amount be shared equally or not?)</li> <li>Numberlines to identify odd and even numbers</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> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> </ul> <p><b>SSM- ABAB and ABCABC Patterns</b> Focus skills/provision- Introducing ABAB and ABCABC patterns</p> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>	<p><b>Consolidation Week</b></p> <p>Focus Skills:</p> <ul style="list-style-type: none"> <li>Subitising</li> <li>1:1 Counting</li> <li>Number recognition</li> <li>Matching quantities to numerals</li> <li>Comparing groups</li> <li>One more, one less</li> <li>Doubling</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Number explosions</li> <li>Ordering numbers</li> <li>Matching amounts to numerals</li> <li>Comparing groups</li> <li>One more, one less activity</li> <li>Doubling activity</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Subitising</li> <li>Count objects, actions and sounds.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Compare numbers.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> </ul> <p><b>Shape, Space and Measure Assessment:</b></p> <p>Focus skills/ provision:</p> <ul style="list-style-type: none"> <li>Comparing length, height &amp; weight</li> <li>Naming and describing 2D shapes</li> <li>Naming and describing 3D shapes</li> <li>Continuing simple repeating pattern</li> </ul> <p>Development matters links:</p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise</li> </ul>

	<p>other shapes within it, just as numbers can</p> <ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns.</li> </ul>		<p>to develop spatial reasoning skills.</p> <ul style="list-style-type: none"> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>Continue, copy and create repeating patterns.</li> </ul>		<ul style="list-style-type: none"> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>Continue, copy and create repeating patterns.</li> </ul>	<p>a shape can have other shapes within it, just as numbers can</p> <ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns.</li> <li>Compare length, weight and capacity.</li> </ul>
<b>Assessment Checkpoints</b>			<p>Can children recognise numerals to 8? Can children order numerals to 8? Can children describe and continue a simple repeated pattern?</p>			<p>Check children have the skills for:</p> <ul style="list-style-type: none"> <li>Subitising</li> <li>1:1 Counting</li> <li>Number recognition</li> <li>Matching quantities to numerals</li> <li>Comparing groups</li> <li>One more, one less</li> <li>Doubling</li> </ul>
<p><b>Understanding the World:</b></p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p><b>Topic Focus: Lunar New Year</b></p> <p><b>Critical question:</b> I wonder how the Lunar New Year is celebrated? Home – Is the Lunar New Year celebrated by people in Medway? Near – Do people in the UK celebrate the Lunar New Year? Far – How is the Lunar New Year celebrated in China?</p> <p>Provision:</p> <ul style="list-style-type: none"> <li>Chinese restaurant small world.</li> <li>Lunar New Year small world.</li> </ul> <p>Development matters:</p> <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<p><b>Topic Focus: The Last wolf</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>To develop an understanding of how an area can change over time.</li> <li>To understand how we can care for the world around us.</li> <li>To recognise animals they are likely to see in a forest and city</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Looking at pictures of forest animals</li> <li>Learning about different animal habitats.</li> <li>Small world-opportunities to explore different habitats.</li> <li>Range of fiction books where a wolf is the character</li> <li>Discuss how places change over time</li> </ul> <p>Development Matters Links:</p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Changes in the environment and how they affect living things.</li> <li>Recognise that some environments are different from the ones they live in.</li> <li>Understanding how we should care for the world and have shared responsibility.</li> <li>Explore their natural world around them</li> <li>Describe what they see, hear and feel when outside</li> </ul>	<p><b>Topic Focus: Life Cycles</b></p> <p><b>Critical question: I wonder what a life cycle is?</b> Home – Human life cycles – how we grow and change over time Near – Life cycle of a duck – Living Eggs hook Far – Other life cycles – frogs, caterpillars, plants etc.</p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>To develop an understanding of what a life cycle is</li> <li>To talk about the key parts of a life cycle</li> <li>To confidently talk about the life cycle of a chick</li> <li>To understand that animals and plants have life cycles</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Real life experience of watching the eggs hatch</li> <li>Caring for the ducks – feeding, cleaning, handling</li> <li>Observational drawings of the ducks</li> <li>Recording the life cycles of the ducks</li> <li>Exploring other life cycles – caterpillars, plants, vegetables etc.</li> <li>Non fiction books about life cycles</li> <li>Small world – opportunities to retell life cycles</li> </ul> <p>Development Matters Links:</p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>	<p><b>Topic Focus: Growing</b></p> <p><b>Critical question: I wonder what a plant needs to grow?</b> Home – What plants can I see in my garden/in school? Near – Learning about plants and trees and what we might use them for (vegetables, fruits, materials). Far – What do plants look like in different parts of the world?</p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>To learn the process of planting a seed.</li> <li>To learn what plants need to grow.</li> <li>To learn that seeds grow into different things (flowers, trees, vegetables)</li> <li>To look after our plants and our outside environment</li> <li>To learn how minibeasts/insects help plants grow</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Soil and seeds in the tuff tray</li> <li>Planting our own seeds and taking care of the plants</li> <li>Learning the lifecycle of a plant</li> <li>Drawing and ordering the lifecycle of plants</li> <li>Learning the different parts of plants</li> <li>Learning about the purposes of different plants/trees</li> <li>Reading stories about plants and growing</li> </ul> <p>Development Matters Links:</p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>		
<b>Forest School</b>		<p>Learning the rules of Forest School</p> <p>Exploring the Forest School area</p>		<p>Searching for signs of Spring</p> <p>Learning about different types of plants (including toxic plants)</p>		<p>Searching for different habitats</p> <p>Searching for animal tracks</p>
<p><b>Expressive Arts and Design</b></p> <p>Creating with Materials</p> <p>Being imaginative and expressive</p>	<p><b>Topic Focus: Lunar New Year</b></p> <p><b>Focus skills:</b></p> <ul style="list-style-type: none"> <li>Cutting and sticking</li> <li>Collaging</li> <li>Finger painting and fine motor to hold and paint using a paint brush.</li> <li>Developing stories in the role play area.</li> </ul>	<p><b>Topic Focus: The Last Wolf</b></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>Using previously taught skills independently</li> <li>Using various resources to create their own characters and illustrations.</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Creating a forest collage</li> </ul>	<p><b>Topic Focus: Life Cycles</b></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>Using previously taught skills independently</li> <li>Exploring different instruments in Music lessons.</li> <li>Using various resources to create their own characters and illustrations.</li> </ul>	<p><b>Topic Focus: Growing</b></p> <p>Focus skills:</p> <ul style="list-style-type: none"> <li>Developing narratives 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>Using previously taught skills independently</li> <li>Exploring different instruments in Music lessons.</li> <li>Using various resources to create illustrations.</li> </ul> <p>Provision:</p> <ul style="list-style-type: none"> <li>Construction using different resources</li> </ul>		

	<ul style="list-style-type: none"> <li>• Accessing creative resources independently</li> <li>• Having their own creative ideas and exploring how to represent them.</li> <li>• Represent Lunar New Year in a variety of creative ways using a range of materials.</li> <li>• Using previously taught skills independently.</li> </ul> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Creating blossom tree artwork</li> <li>• Designing their own Lunar new year mask</li> <li>• Making Chinese lanterns using collaging.</li> <li>• Making paper fans inspired by Chinese Geishas.</li> <li>• Optional extra – folding fans with Chinese-style patterns or blossom on them.</li> <li>• Chinese restaurant small world.</li> <li>• Lunar New Year small world.</li> <li>• Junk modelling dragons inspired by Lunar New Year.</li> <li>• Constructing dragons using a template.</li> <li>• Making models of Beijing using Duplo/Lego.</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>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Use their imagination as they consider what they can do with different materials</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>• Making wolf masks</li> <li>• Junk modelling a new habitat for the wolf</li> <li>• Role play the story</li> <li>• Wolf puppet making</li> <li>• Printing trees for the forest</li> <li>• Using 2D shapes to create a city.</li> <li>• Wolf paper plate art</li> <li>• Designing a lunch for the wolf, bear and lynx</li> </ul> <p>Development matter links:</p> <ul style="list-style-type: none"> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Develop storylines in their pretend play</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<p>Provision:</p> <ul style="list-style-type: none"> <li>• Drawing and labelling life cycles</li> <li>• Representing ducks using different media</li> <li>• Collages using a range of resources and materials</li> <li>• Junk modelling – creating homes for the chicks</li> <li>• Construction using different resources</li> <li>• Nature printing – Forest School</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> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Nature printing – Forest School</li> <li>• Collaging garden scenes</li> <li>• Printing using natural resources &amp; paint</li> <li>• Making plant pot using sticks found</li> <li>• Drawing and painting different plants/trees</li> <li>• Vegetable/fruit printing with paint</li> <li>• Fork 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> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
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