



Fairview Community Primary School

Medium Term Planner

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

Year Group: Reception
Term 1

Critical Enquiry Questions:

- I wonder what feelings are?
- I wonder how feelings impact our actions?

End of Unit Assessment Activity:

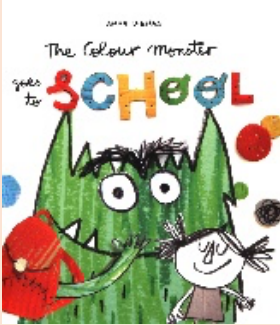
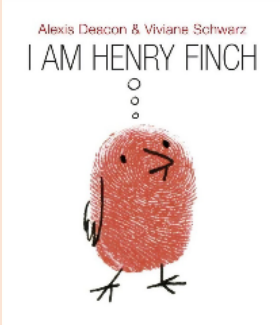
- Baseline assessments
- Phonics assessment
- Writing initial sounds

Wow moments:

- First Day of School
- Developing friendships
- Learning the routines of the day
- Developing independence
- Little City

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
To Remember	3 days 9-12 First Day photos	Phased start – until 1.15 all week Children staying whole afternoon for RBA	Full time			Phonics Assessments	Little City
Communication & Language: Listening, Attention and Understanding Speaking	• 'Getting to know you' games • Describing games • Listening games Development matters links: • Understand how to listen carefully and why listening is important. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them.	Focus skills: • Listening games • Answering questions • Following instructions Development matters links: • Understand how to listen carefully and why listening is important. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them.	Focus skills: • Listening games • Answering questions • Following instructions • Learning new vocabulary about daily routines and classroom environments Development matters links: • Understand how to listen carefully and why listening is important. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them.	Focus skills: • Listening games • Answering questions • Following instruction • Learning new vocabulary about daily routines and classroom environments Development matters links: • Understand how to listen carefully and why listening is important. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them.	Focus skills: • Listening games • Beginning to answer questions in full sentences • Following instructions • Learning new vocabulary about daily routines and classroom environments • Remembering and joining in with songs and stories Development matters links: • Understand how to listen carefully and why listening is important. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them.	Focus skills: • Beginning to answer questions in full sentences • Following instructions • Learning new vocabulary about daily routines and classroom environments • Remembering and joining in with songs and stories Development matters links: • Understand how to listen carefully and why listening is important. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them.	Focus skills: • Beginning to answer questions in full sentences • Following instructions • Learning new vocabulary about daily routines and classroom environments • Remembering and joining in with songs and stories Development matters links: • Understand how to listen carefully and why listening is important. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them.
Personal, social and emotional development Jigsaw –Being Me in My World Self-Regulation Managing Self Building Relationships	Begin to discuss class expectations • Sitting on carpet • Hedgehog hands • Putting up hands to speak • Asking to go to the toilet • Hand washing • Linning up • Tidying up Focus skills: • Managing emotions • Asking for help when needed • Managing own needs and wants (toileting, washing hands)	Jigsaw-Being Me in My World Piece 1- Who...me? L.I.- I understand how it feels to belong and that we are similar and different. Introduce the word "unique"- Discuss that we are all different but we all belong to our class. Focus skills: • Managing emotions • Asking for help when needed • Managing own needs and wants (toileting, washing hands) Provision • Role play • Small world • construction • Book corner	Jigsaw- Being Me in My World Piece 2-How am I feeling today? L.I. I can start to recognise and manage my feelings. Recognise happy, sad, angry, excited expressions. Talk about when they felt different emotions. How could they help someone who is feeling sad? Focus Skills • Managing emotions • Asking for help when needed • Feelings Jars (Link to the Colour Monster- Literacy) • Managing own needs and wants (toileting, washing hands) • Turn taking	Jigsaw- Being Me in My World Piece 3- Being at School L.I. I can work with others and consider other people's feelings. Talk about importance of sharing and putting resources away when we have used them. Reinforce we are all part of the class and we all need to work together. Focus Skills • Managing emotions • Asking for help when needed • Managing own needs and wants (toileting, washing hands) • Turn taking • Sharing • Beginning to understand class rules/routines	Jigsaw- Being Me in My World Piece 4-Gentle Hands L.I. I understand why it is good to be kind and use gentle hands. Use text "Hands are not for hitting" as a basis for discussion. Talk about uses our words and not our hand to stop people doing things that we don't like. Focus skills • Managing emotions • Asking for help when needed • Managing own needs and wants (toileting, washing hands) • Turn taking • Sharing • Being kind to others	Jigsaw- Being Me in My World Piece 5 – Our Rights L.I. I understand that all children in my class have the right to learn and play. Look at pictures and talk about what the children are doing. Play what if game. Reinforce that everyone has the right to be play and learn at school. Talk about how following our classroom rules means everyone can play and learn at school. Focus skills • Managing emotions • Asking for help when needed • Managing own needs and wants (toileting, washing hands) • Turn taking • Sharing • Being kind to others • Beginning to understand class rules/routines Provision	Jigsaw- Being Me in My World Piece 6- Our Responsibilities L.I. I am learning what being responsible means. Talk about what it means to be responsible (everyone is having fun and learning)-looking after our things, sitting on the carpet and listening, tidying up etc Focus skills • Managing emotions • Asking for help when needed • Managing own needs and wants (toileting, washing hands) • Turn taking • Sharing • Being kind to others

		Take photos of the children playing with a toy or in an area they like. Children to write own name (with support if needed)	- Beginning to understand class rules/routines Provision - Mirrors for the children to explore making faces to show different emotions - Pictures showing different emotions for the children to sort.	Provision - Timer to encourage tidying up quickly. - Dojo's for those children who tidy up well	- Beginning to understand class rules/routines Provision - Hand templates to decorate - Adult to take pictures of children doing kind/useful thing with their hands	Range of activities available for children to explore-focus on rights of all children to use resources happily	- Beginning to understand class rules/routines Provision - Range of activities available for children to explore-focus on responsibility
	Development matters links - See themselves as a valuable individual - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others.						
Physical development- Gross Motor Skills and Fine Motor Skills PE- PE Hub Body Management unit 1	No PE lesson Focus Skills: - Fine & Gross motor activities - Dailey Busy Fingers - Walking feet indoors - Crossing legs on the carpet Provision: - Tweezers - Mark making - construction	No PE lesson Focus skills: - Fine & Gross motor activities - Dailey Busy Fingers - Walking feet indoors - Crossing legs on the carpet Provision: - Construction - Mark making - Threading - tweezers - Playdough - Outside activities - large construction, bike, trim trail, sand, water	PE-L.I.-To move through hoops in different ways - Move through hoops using a variety of movements - Work with others and practice moving through hoops - Follow pathways through hoops Focus skills: - Fine motor activities - Walking feet indoors - Crossing legs on the carpet - Dailey busy fingers - Using a tripod grip when mark making - Gross motor activities Provision: - Construction - Mark making - Threading - tweezers - Playdough - Outside activities - large construction, bike, trim trail, sand, water - handwriting	PE-To reach and stretch to get equipment - Reach and stretch to retrieve and place objects - Move equipment form one place to another - Play within a context of a relay Focus skills: - Fine motor activities - Walking feet indoors - Dailey busy fingers - Using a tripod grip when mark making - Gross motor activities - yoga, climbing, balancing, sand water Provision: - Construction - Mark making - Threading - tweezers - Playdough - Outside activities - large construction, bike, trim trail, sand, water - handwriting	PE –To make bridges with our bodies - Stretch and stride across different distances and change direction - Create bridges and tunnels with our bodies - Work with others to travel through tunnels Focus skills: - Fine motor activities - Fingers - Using a tripod grip when mark making - Gross motor activities Provision: - Construction - Mark making - Threading - tweezers - Playdough - Outside activities - large construction, bike, trim trail, sand, water - handwriting	PE-To travel over and under apparatus - Negotiate high and low apparatus travelling over and under. - Use a variety of ways to travel over apparatus - Lay out objects for their partner to retrieve Focus skills: - Fine motor activities - Dailey Busy Fingers - Consistently using a tripod grip when mark making - Gross motor activities Provision: - Construction - Mark making - Threading - tweezers - Playdough - Outside activities - large construction, bike, trim trail, sand, water - handwriting	PE-To make shapes with our bodies - Create shapes with our bodies - Work with a partner to create shapes - Link more than one shape together Focus skills: - Fine motor activities- construction, threading, mark making, cutting with scissors, play dough etc - Dailey Busy Fingers - Using a tripod grip when mark making - Gross motor activities - yoga, climbing, balancing, bikes, sand, water Provision: - Construction - Mark making - Threading - Tweezers - handwriting - Playdough - Outside activities - large construction, bike, trim trail, sand, water
	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 their small motor skills so that they can use a range of tools competently, safely and confidently.						
Literacy- Comprehension	Baseline Assessments Focus skills: - Listening and attention - Responding to questions about stories - Joining in with repeated phrases - Singing nursery rhymes - Recognising name - Writing name Provision: - Name writing practise - Mark making - Playing games to learn classmates names - Selection of books in book corners	Text: The Colour Monster Goes to School Focus skills: - Talking about what they have read/listened to - Ability to articulate their ideas clearly - Ability to use new vocabulary correctly and in context - Listening during whole class and group activities - Answering questions Provision: - Home corner to develop narratives - Books available to explore independently - Small world - Introducing 'Word of the day' - Turn taking games – listening and talking to classmates Development Matters links: - Demonstrate understanding of what has been read to them and ask questions.			Text: I am Henry Finch Focus skills: - Talking about their own thoughts - Talking about what they have read/listened to - Ability to articulate their ideas clearly - Ability to use new vocabulary correctly and in context - Listening during whole class and group activities - Answering questions - Making links between text and own experiences Provision: - Henry Finch cut outs to add to small world - Text available during provision - Speech bubble templates – developing vocabulary - Turn taking games Development Matters links:		

	- Home corner to develop narratives - Small world to develop language and vocabulary Development matters links: - Demonstrate understanding of what has been read to them and ask questions. - Use and understand recently introduced vocabulary.	- Use and understand recently introduced vocabulary. - Understand how to listen carefully and why listening is important. - Learn new vocabulary. - Use new vocabulary through the day.			- Demonstrate understanding of what has been read to them and ask questions. - Use and understand recently introduced vocabulary. - Understand how to listen carefully and why listening is important. - Learn new vocabulary. - Use new vocabulary through the day.		
Literacy- Word Reading		ELS Phonics: Week 2- s, a, t, p Development matters links: - Read individual letters by saying the sounds for them. - Read word consistent with phonic knowledge by sound blending.	ELS Phonics: Week 3- l, n, m, d HRS- l, the, no Development matters links: - Read individual letters by saying the sounds for them. - Read word consistent with phonic knowledge by sound blending.	ELS Phonics: Week 4- g, o, c, k HRS- put, of, is Development matters links: - Read individual letters by saying the sounds for them - Read word consistent with phonic knowledge by sound blending.	ELS Phonics: Week 4- ck, e, u, r HRS- to, go, into Development matters links: - Read individual letters by saying the sounds for them - Read word consistent with phonic knowledge by sound blending.	ELS Phonics: Week 5- ss & assess and review HRS- pull Development matters links: - Read individual letters by saying the sounds for them. - Read word consistent with phonic knowledge by sound blending.	ELS Phonics: Week 6- h. b, f, l HRS- as, his Development matters links: - Read individual letters by saying the sounds for them - Read word consistent with phonic knowledge by sound blending.
Literacy- Writing  		Text: The Colour Monster and The Colour Monster Goes to School Focus skills: - Mark making with a purpose - Holding writing tools using the tripod grip - Name writing – independently or with name cards - Writing initial sounds - Developing fine motor skills Provision: - Different opportunities for mark making – variety of mark making tools (pens/pencils/crayons/chalk) - Notepads - Whiteboards and pens - Covering the table - Phonics practise - Colour monster labelling - Writing/drawing different feelings/emotions - Drawing pictures Possible end of topic outcome: Writing initial sounds – linked to feelings/activities from the book/child led writing Development Matters Links: - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently.			Text: I am Henry Finch Focus skills: - Mark making with a purpose - Holding writing tools using the tripod grip - Name writing – independently or with name cards - Writing initial sounds – taught in Phonics - Developing fine motor skills – Busy Fingers Provision: - Different opportunities for mark making – variety of mark making tools (pens/pencils/crayons/chalk) - Notepads - Whiteboards and pens - Phonics practise - Blank speech bubbles - Finger print birds - Opportunities to talk about ideas – adults to scribe - Drawing and labelling pictures Possible end of topic outcome: Name writing – I am 'ADD' Finch – focus on letter formation (with or without name cards) Development Matters Links: - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. Physical Development: Develop their small motor skills so that they can use a range of tools competently, safely and confidently.		
Word of the Day Vocabulary		Happiness Sadness Anger Fear Calm	Emotions Feelings Friend Rules	Exhausted Excited Proud Nervous	Morning Afternoon Evening Night	Flock Racket Thought Dived	Silent Hunt Creature Flew
Mathematics- Number Numerical Patterns	No Direct Maths Teaching due to Phased Transition Provision: - Use tweezers to transport and count objects into containers - Counting objects - Making simple colour patterns	No Direct Maths Teaching due to Phased Transition Provision: - Play various games and puzzles - Use multilink cubes to represent Numberblocks characters - Create colour patterns - Play with dominoes	NCETM Maths Mastery: Subitising Focus skills: - Subitise 1 and 2 - Subitise within 3 - Represent quantities on fingers - Identify sub-groups of 1, 2 and 3 within larger arrangements Provision: - Practice subitising up to 3 - Create subitising patterns for friends using 1, 2 or 3 objects	NCETM Maths Mastery: Counting, Cardinality and Ordinality Focus skills: - Hear and join in with counting songs - Understand that counting tells us 'how many' - Know that the last number in the count tells us its value (cardinality) - Count each object, action or sound only once Provision: - Sort items by counting how many of each there are	NCETM Maths Mastery: Composition Focus skills: - Know that 2 is made of 1 and 'another 1' - Make collections of objects and identify the 1's - Identify when a collection is composed of 3 objects - Identify when a collection is composed of 3 or NOT 3 - See that 4 can be made of 4 1's Provision:	NCETM Maths Mastery: Subitising Focus skills: - Subitise arrangements of 2 and 3 - Subitise auditory patterns up to 3 - Identify when a small collection is rearranged or the quantity changed - Show small quantities on their fingers - Use positional language to describe patterns of 4 - Make patterns showing 4 Provision: - Bingo cards to match to subitising dots - Explore patterns of sound using musical instruments - Play a game of subitising snap	NCETM Maths Mastery: Comparision Focus skills: - Represent a given number on our fingers without looking - Compare 2 sets of objects and say which is 'more than' - Compare 2 sets of objects and say which is 'fewer than' Provision: - Number wheel to match number of objects to the numeral - Comparison games with friends – who has more/fewer

			- Practice subitising using dot cards Development matters links: - Subitise Space, Shape and Measure: Repeating Patterns (Monday) Focus skills: - Copy and continue repeating colour patterns in the ABAB format - Challenge ourselves to copy and continue AAB patterns Provision: - Threading beads - Compare bears Development matters links: - Continue, copy and create repeating patterns	- Count with 1:1 correspondence - See numbers 1, 2 and 3 within larger groups of objects - Use musical instruments to count sounds Development matters links: - Count objects, actions and sounds Space, Shape and Measure: Size – Big and Small (Monday) Focus skills: - Visually seeing differences between big and small objects Provision: - Teddy Bear's Picnic and food – big and small – to sort Development matters links: - Compare length, weight and capacity	- Compose numbers of cubes using the multilink - Thread pipe cleaners with beads in collections of 1, 2 or 3 - Make repeated collections of 1, 2 or 3 with natural resources - Explore numbers to 4 using numberblocks characters Development matters links: - Count objects, actions and sounds - Explore the composition of numbers to 10 Space, Shape and Measure: Mass – Heaviest and Lightest Focus skills: - Compare the mass of objects and determine which is the heaviest/lightest Provision: - Balance scales - Become a human balance scale to weigh objects with our hands Development matters links: - Compare length, weight and capacity	- Create our own number 4 numberblock using creative resources Development matters links: - Count objects, actions and sounds - Subitise Space, Shape and Measure: Capacity Focus skills: - Understand the language; full, half-full and empty. Provision: - Explore with coloured water and different sized containers Development matters links: - Compare length, weight and capacity	- Exploring which numberblocks have more/fewer blocks Development matters links: - Count objects, actions and sounds - Link the number symbol (numeral) with its cardinal number value - Compare numbers Space, Shape and Measure: 2D Shapes Focus skills: - Recognise and name 2D shapes - Begin to notice the properties of 2D shapes Provision: - Shape printing with 2D shape faces - Drawing round 2D shapes to create pictures 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.
Understanding the World: Past and Present People, Culture and Communities The Natural World		Topic Focus: The Colour Monster goes to School <i>Critical question: I wonder what feelings are?</i> Home – How I feel at home Near – How I feel at school Far – How others are feeling Focus skills: - Turn taking games - Sharing stories about our summer holidays - Making friends and building relationships - Talking about our families and home life - How our home life may be different to others (pets, step-families, grandparents, cousins) - Learning about our emotions and why we feel the way we feel Provision: - Drawing families and homes - Talking about emotions and thinking why we feel the way we do - Choosing how we feel and explaining why we feel that way - Learning the golden rules Development Matters Links: - Talk about members of their immediate family and community - Name and describe people who are familiar to them - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Compare and contrast characters from stories, including figures from the past. - Understand the effect of changing seasons on the natural world around them	Topic Focus: I am Henry Finch <i>Critical question: I wonder how feelings impact our actions?</i> Home – How our actions affect our family Near – How our actions affect our school Far – How our actions affect the planet Focus skills: - Talking about friendships and relationships we have developed since starting school - Talking about how our emotions may affect others (what happens when we are happy, sad, angry) - Looking at changes in the environment- making sure we look after the environment and what happens when we don't. Provision: - Learning to look after the environment - Drawing pictures of different environemtns and how to look after them - Listening to others talk about their feelings - Turn taking games Development Matters Links: - Talk about members of their immediate family and community - Name and describe people who are familiar to them - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Compare and contrast characters from stories, including figures from the past. - Understand the effect of changing seasons on the natural world around them				

Expressive Arts and Design Creating with Materials Being imaginative and expressive	Focus skills: Introducing new resources – setting up activities so that children become aware of the resources available to them. Home corner – developing stories Provision: First day handprint Development matters links Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play.	Focus skills: Paint – using effectively in different ways (colour mixing, large scale outside, water paints, different tools e.g. toothbrushes, cotton buds, forks etc.) Taking care of own paintings and other people's (using the drying rack appropriately) Home corner – developing stories Provision: - Colour monster paint pictures (different colour each day) - Colour mixing Development matters links: Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play.	Focus skills: Pencils/Pens – using effectively in different ways (drawing, colouring, mark making, stencils) Home corner – developing stories Provision: - Creating own colour monster - Experimenting with different textures to draw on Development matters links: Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Focus skills: Collaging– using effectively in different ways (tissue paper, fabrics, ribbons, cotton wool, sticks, pom poms) Home corner – developing stories Provision: - Collaging using different materials - Natural collaging Development matters links: Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Focus skills: Crayons/Chalk – using effectively in different ways (smudging, stencils, rubbings, on different textures) Home corner – developing stories Provision: - Chalk smudging - Crayon and watercolour paint pictures Development matters links: Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Focus skills: Cutting/sticking – using effectively in different ways (cutting different resources, glue, cellotape, masking tape, attaching different resources – sequins, glitter etc.) Home corner – developing stories Provision: - Gluing, taping and stapling - Collaging with glitter and sequins - Junk modelling Development matters links: Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Focus skills Malleable materials – using effectively in different ways (playdough, clay, cutting, rolling, manipulating, making from scratch, mark making) Home corner – developing stories Provision: - Clay or plasticine models - Cutting activities - Junk modelling Development matters links: Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.
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