

Reception - Early Years Foundation Stage Medium Term Planning -2019-2020

<p>Autumn 1</p> <p>PSED – routines, expectations, behaviour rules, challenges, Characteristics of effective learning- -Achievasaurus</p> <p>CL – Responding to instructions, listening and making conversion.</p> <p>PD – Gross and fine motor, toilet routines</p> <p>Literacy-; Elmer, Gingerbread man and The 3 little pigs</p> <p>Maths Focus- Number and 2D shape</p> <p>Topic UW – All About Me, ipads BRITISH VALUES</p> <p>EAD - Nursery rhymes, gross and fine motor activities</p> <p>DCPRO - Baseline assessment</p>							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
DCPRO BASELINE				DCPRO UPDATED			
<p>PSED – NEW BEGINNINGS</p> <p>Establish effective relationships i.e. initiate conversation, attend to and take account of what others say. Share and take turns. Develop self-help skills i.e. finding own peg, drawer, organising own things and resources independently.</p>	<p>PSED – MAKING FRIENDS</p> <p>SENSE OF IDENTITY</p> <p>Be sensitive and respond appropriately to the feelings of others. Learn names of new friends. Sing simple name songs.</p>	<p>PSED – BEING INDEPENDENT</p> <p>SENSE OF IDENTITY</p> <p>Manage own personal hygiene. Become familiar with and access range of learning areas around the classroom</p>	<p>PSED – EXPECTATIONS</p> <p>Show awareness and follow the boundaries set and the behavioural expectations inside School and in playground. Know the importance of being kind and caring. To understand behaviour steps of 'Good to be Green'.</p>	<p>PSED – LISTENING</p> <p>Establish effective relationships i.e. initiate conversation, attend to and take account of what others say. Know that they will be listened to i.e. Confident to speak to others about own needs, wants, interests and opinions. Discussion about different Chilli challenges and introduce the dinosaurs for Characteristics of effective learning.</p>	<p>PSED – WORKING TOGETHER</p> <p>Participate in and contribute to group activities independently. Be interested, motivated and have a positive approach to learning Select and carry out a range of activities and tasks sustaining attention and concentration. Discussion about different Chilli challenges and introduce the dinosaurs for Characteristics of effective learning.</p>	<p>PSED – SOLVING PROBLEMS</p> <p>Begin to negotiate and solve problems without aggression. Know the importance of being kind and caring. To understand behaviour steps of 'Good to be Green'. Discussion about different Chilli challenges and introduce the dinosaurs for Characteristics of effective learning.</p>	
<p>CL – Listening and attention Understanding Speaking</p> <p>Be given special place on mat to maximise engagement in lessons. Speak audibly in a group, in sentences, using sentence starters.</p>	<p>CL – Listening and attention Understanding Speaking</p> <p>Understand the need to listen in order to gain meaning. To be introduced to good sitting and listening pictures.</p>	<p>CL – Listening and attention Understanding Speaking</p> <p>Responds to instructions involving a two-part sequence. Able to say what they like and dislike when accessing new activities.</p>	<p>CL – Listening and attention Understanding Speaking</p> <p>Listens and responds to ideas expressed by others in conversation or discussion— circle time.</p>	<p>CL – Listening and attention Understanding Speaking</p> <p>Two-channelled attention – can listen for small periods, gradually increasing this– play listening games. Maintains attention, concentrates and sits quietly during appropriate activity.</p>	<p>CL – Listening and attention Understanding Speaking</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>CL – Listening and attention Understanding Speaking</p> <p>Introduces a storyline or narrative into their play.</p>	
<p>PD –</p> <p>Name writing –tripod grasp and pencil control assess</p> <p>Develop own personal hygiene routines— know where toilets are and ask for them</p> <p>Introduce children to hall for PE discuss rules and moving safely– taking shoes and socks.</p>	<p>PD –</p> <p>Name writing –tripod grasp and pencil control assess. Develop own personal hygiene routines—know where toilets are and ask for help if required.</p>	<p>PD –</p> <p>Access to range of fine and gross motor control activities—funky fingers—threading, spinners, Playdough. Access to gross motor control. activities— large building blocks in garden, ladder</p>	<p>PD –</p> <p>Access to range of fine and gross motor control activities—funky fingers— threading, spinners, Playdough. Access to gross motor control activities—bikes, balls, outdoor large-scale painting.</p>	<p>PD –</p> <p>Large scale autumn leaf printing and painting and collages outdoors</p> <p>Funky fingers activities</p> <p>Introduce and Use name cards independently.</p>	<p>PD –</p> <p>Large scale autumn leaf printing and painting and collages outdoors</p> <p>Funky fingers activities</p> <p>Introduce and Use name cards independently.</p>	<p>PD –</p> <p>Access to range of fine and gross motor control activities—funky fingers—threading, spinners, playdough</p> <p>Access to gross motor control activities—bikes, balls, outdoor large scale painting .</p>	
<p>Literacy/ Boxing Clever</p> <p>Text – Elmer</p> <p>Focus- Story structure</p> <p>Feelings</p> <p>Colour</p> <p>EYFS links – Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (C+L)</p>	<p>Literacy/ Boxing Clever</p> <p>Text – Elmer</p> <p>Focus- Story structure</p> <p>Feelings</p> <p>Colour</p> <p>EYFS links – Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (C+L)</p> <p>Non fiction Links- Jungle Animals emphasis on elephants</p>	<p>Literacy/ Boxing Clever</p> <p>Text – Elmer</p> <p>Focus- Story structure</p> <p>Feelings</p> <p>Colour</p> <p>EYFS links – Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (C+L)</p> <p>Non fiction Links- Jungle Animals emphasis on elephants</p>	<p>Literacy/ Boxing Clever</p> <p>Text – The Gingerbread Man</p> <p>Focus- Story language</p> <p>Character description</p> <p>EYFS links – Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (C+L)</p> <p>Children to give meanings to marks they make. (L-W)</p>	<p>Literacy/ Boxing Clever</p> <p>Text – The Gingerbread Man</p> <p>Focus- Story language</p> <p>Character description</p> <p>EYFS links – Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (C+L)</p> <p>Children to give meanings to marks they make. (L-W)</p> <p>Non fiction Links- Instructions</p> <p>Cooking- Children to bake and decorate gingerbread men.</p>	<p>Literacy/ Boxing Clever</p> <p>Text – The Three Little Pigs</p> <p>Focus- Story language</p> <p>Character description</p> <p>EYFS links – Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (C+L)</p> <p>Children to give meanings to marks they make. (L-W)</p> <p>Non fiction Links- Media and materials</p>	<p>Literacy/ Boxing Clever</p> <p>Text – The Three Little Pigs</p> <p>Focus- Story language</p> <p>Character description</p> <p>EYFS links – Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (C+L)</p> <p>Children to give meanings to marks they make. (L-W)</p>	

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Mathematics Focus- Numbers 1-10. EYFS links- Recites numbers in order to 10. (30-50 months) Recognises numerals 1 to 5. (40-60 months)	Mathematics Focus- Numbers 1-10. EYFS links- Recites numbers in order to 10. (30-50 months) Recognises numerals 1 to 5. (40-60 months)	Mathematics Focus- Numbers 1-10. EYFS links- Recites numbers in order to 10. (30-50 months) Recognises numerals 1 to 5. (40-60 months)	Mathematics Focus- To be able to match numeral and quantity correctly.	Mathematics Focus- To be able to match numeral and quantity correctly.	Mathematics Focus- To be able recognise and describe 2D shapes. EYFS Links- Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape (SSM)	Mathematics Focus- To be able recognise and describe 2D shapes. EYFS Links- Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape (SSM)	
<u>Topic – UJW</u> Focus-All about me EYFS Links- Remembers and talks about significant events in their own experience. (P+C)	RWI Focus- m,a,s,d,t <u>Topic – UJW</u> Focus-All about me EYFS Links- Remembers and talks about significant events in their own experience. (P+C)	RWI Focus- i,n,p,g,o <u>Topic</u> Focus-All about me EYFS Links- Remembers and talks about significant events in their own experience. (P+C)	RWI Focus- c,k,u,b,f <u>Topic</u> Focus-All about me (I like.... introduce talk partners) L.O- To be able to recognise and describe special times or events for family or friends.	RWI Focus- e,l,h,s,h,r <u>Topic</u> Focus-Autumn EYFS Links- Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. (TW)	RWI Focus- j,v,y,w,th <u>Topic</u> Focus-Autumn EYFS Links- Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. (TW)	RWI Focus- z,ch, qu,x, ng <u>Topic</u> Focus-Autumn EYFS Links- Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. (TW)	
EAD – Access to range of art activities— drawing, colouring, chalking. Sing a range of number, name and familiar songs.	EAD – Access to range of art activities— drawing, colouring, chalking. Sing a range of number, name and familiar songs.	EAD – Access to range of fine and gross motor control activities—funky fingers—threading, spinners, Playdough. Sing familiar songs.	EAD – Access to range of fine and gross motor control activities—funky fingers—threading, spinners, playdough Access to gross motor control activities—bikes, balls, outdoor large scale painting.	EAD – Large scale autumn leaf printing and painting and collages outdoors Funky fingers activities Introduce and Use name cards independently.	EAD – Develop role play activities indoors and outdoors—role play writing and dressing up opportunities. Access to range of fine and gross motor control activities—funky fingers—threading, spinners, playdough Access to gross motor control activities—bikes, balls, outdoor large scale painting.		

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Autumn 2							
PSED – Rules, expectations, feelings, being independent and celebrations, Characteristics of effective learning							
CL – speak in a group, listen and respond, initiate conversations							
PD – Large apparatus, dance, fine motor activities							
Literacy- Meg and Mog, The Little Red Hen, Aliens Love Underpants, Dear Santa							
Maths Focus- 1 more, addition and repeated patterns							
Topic UW – Halloween, Diwali, Bonfire Night, Art Week, Space and Christmas							
EAD –Nursery rhymes,							
CHRISTMAS NATIVITY – SHINE STAR, SHINE							
DCPRO – Autumn assessment							
Order the chicks for Spring 2							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p>PSFD=</p> <p>Recap school rules, playground rules.</p> <p>Develop support groups—focus on turn taking and social skills/ speaking and listening. I23 it's good to be me... We are the same and we are different.</p> <p>Recap Characteristics of effective learning.</p>	<p>PSFD=</p> <p>Find out how BBC Children in Need supports disadvantaged children and young people across the UK.</p> <p>Talk about what it means to raise money for charity.</p>	<p>PSFD=</p> <p>Talk about our classrooms. What parts do you use a lot? Why do you like these areas? What do you think you learn from them? What sort of learner are you?</p> <p>Talk about the Achievosaur Dinosaurs. Show certificates.</p> <p>How many of these do you think you are?</p> <p>What would you like to change about your classroom/ the ramp/ areas of the playground?</p> <p>What do you think of playtimes/lunchtimes?</p>	<p>PSFD=</p> <p>FEELINGS</p> <p>Recap behaviour and rewards and sanctions</p> <p>How to cope with feelings—what to do when you feel angry, sad, shy.</p>	<p>PSFD=</p> <p>BEING INDEPENDENT</p> <p>SENSE OF IDENTITY</p> <p>Relate being independent at home to expectations at home, what can you do at home to be independent.</p>	<p>PSFD=</p> <p>CELEBRATIONS</p> <p>Advent Assembly, share Advent PowerPoint, share experience of celebrations—model and demonstrate how to ask questions to find out information.</p>	<p>PSFD=</p> <p>CELEBRATIONS & REFLECTION</p> <p>Christmas Assemblies</p> <p>What have we learnt this half term, share targets and challenges and what we would like to learn next term.</p>	
<p>CL=</p> <p>All about me. Confidence to speak in a group and take turns in conversations with an adult.</p> <p>Develop key vocabulary. Talk Boost sessions phonics songs and rhymes.</p> <p>Characteristics of learning through Achievosaurus Dinosaur.</p>	<p>CL=</p> <p>Explore the theme of "PLAY." Why is play important? How do you follow your own interests and ideas. Do you like mixing with other children/ play together? What do you learn when you are playing?</p>	<p>CL=</p> <p>Reflecting on what makes us special. What are our strengths? Refer to Characteristics of Learning.</p> <p>Talk to the children about being independent. What can they do for themselves? Can they use their imaginations when they make things?</p>	<p>CL=</p> <p>Listen and follow a range of stories about feelings and responds appropriately to what they hear</p> <p>Listening games and rhymes.</p>	<p>CL=</p> <p>Listening and attention skills – respond appropriately while engaged in information</p> <p>Talk partner work during whole class activities.</p>	<p>CL=</p> <p>Initiate conversations and takes account of what others say and asks appropriate questions of others—advent/ celebrations—devise and understand how/why questions.</p>	<p>CL=</p> <p>Assess support groups—focus upon speech and language targets</p> <p>Nativity sequencing story and role play—uses language to imagine and recreate roles.</p>	
<p>PD=</p> <p>Develop fine motor control activities: focus name writing</p> <p>Magnetic letters; read from name card/ build/ write. Move in a range of ways and respond to different types of music.</p> <p>Large apparatus:</p> <p>Getting changed for PE</p> <p>Warm up Stations. Stop/ start.</p> <p>Skills: Travelling, pathways/ jumping/ landing. Taking turns.</p>	<p>PD=</p> <p>Putting on a play.</p> <p>Acting out stories.</p> <p>Use class Bears to make up an adventure.</p> <p>Where does the Bear go?</p> <p>Is it an adventure that takes place indoors/ outdoors?</p>	<p>PD=</p> <p>Move in a range of ways and respond to different types of music</p> <p>Large apparatus:</p> <p>Getting changed for PE</p> <p>Warm up Stations. Stop/ start.</p> <p>Skills: Travelling, pathways/ jumping/ landing. Taking turns.</p>		<p>PD=</p> <p>Show an awareness of safety using tools independently—become independent in accessing and storing equipment.</p> <p>Develop fine motor control—wrap presents and use scissors to cut independently.</p>	<p>PD=</p> <p>Christmas activities—using scissors and range of simple of tools</p>		

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<p>Literacy/Boxing Clever Text=Meg and Mog Focus- Character description. Chn to begin to use adjectives. Focus on writing CVC/CVCC words. EYFS Links-Children to give meanings to marks they make. Hears and says the initial sound in words. Children can segment the sounds in simple words and blend them together. (L-W)</p>	<p>Literacy/Boxing Clever Text=Meg and Mog Focus- Character description. Chn to begin to use adjectives. Focus on writing CVC/CVCC words. EYFS Links-Children to give meanings to marks they make. Hears and says the initial sound in words. Children can segment the sounds in simple words and blend them together. (L-W)</p>	<p>Literacy/Boxing Clever Text=The Little Red Hen Focus- Story sequencing. Chn to begin to use adjectives. Focus on using RWI strategies to write words/simple sentences. EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-40-60 months) Non fiction Links- Farm animals/ Making bread books Cooking- Bread</p>	<p>Literacy/Boxing Clever Text=The Little Red Hen Focus- Story sequencing. Chn to begin to use adjectives. Focus on using RWI strategies to write words/simple sentences. EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-40-60 months) Cooking- Bread</p>	<p>Literacy/Boxing Clever Text=Aliens Love Underpants Focus- Character description. Chn to begin to use adjectives. Focus on writing CVC/CVCC words. EYFS Links-Children to give meanings to marks they make. Hears and says the initial sound in words. Children can segment the sounds in simple words and blend them together. (L-W) Non fiction Links-Space</p>	<p>Literacy/Boxing Clever Text=Aliens Love Underpants Focus- Character description. Chn to begin to use adjectives. Focus on writing CVC/CVCC words. EYFS Links-Children to give meanings to marks they make. Hears and says the initial sound in words. Children can segment the sounds in simple words and blend them together. (L-W)</p>	<p>Literacy/Boxing Clever Text=Dear Santa Focus- Chn to begin to use adjectives. Focus on writing CVC/CVCC words. Focus on writing a letter to Santa EYFS Links-Children to give meanings to marks they make. Hears and says the initial sound in words. Children can segment the sounds in simple words and blend them together. (L-W) Non fiction Links- Celebrations/ Christmas</p>	<p>Literacy/Boxing Clever Text=Dear Santa Focus- Chn to begin to use adjectives. Focus on writing CVC/CVCC words. Focus on writing a letter to Santa EYFS Links-Children to give meanings to marks they make. Hears and says the initial sound in words. Children can segment the sounds in simple words and blend them together. (L-W)</p>
<p>Mathematics Focus- To be able to match numeral and quantity correctly. HA to match numeral and quantities beyond 10.</p>	<p>Mathematics Focus- Finding 1 more than a given number EYFS links- Says the number that is one more than a given number. (N-40-60 months)</p>	<p>Mathematics Focus- Finding 1 less than a given number EYFS links- Says the number that is one less than a given number. (N-40-60 months)</p>	<p>Mathematics Focus- Finding 1 less than a given number EYFS links- Says the number that is one less than a given number. (N-40-60 months)</p>	<p>Mathematics Focus- Length EYFS Links-. Orders two or three items by length or height. (SSM-40-60 months)</p>	<p>Mathematics Focus- Height EYFS Links-. Orders two or three items by length or height. (SSM-40-60 months)</p>	<p>Mathematics Focus- Weight EYFS Links-. Orders two or three items by length or height. (SSM-40-60 months)</p>	<p>Mathematics Focus- Repeated Pattern EYFS links- Uses familiar objects and common shapes to create and recreate patterns and build models. (SSM-40-60 months)</p>
<p>RWI Split into RWI groups. HA- Ditty Books MA- Lots of word time LA- Recap Set 1 sounds</p>	<p>RWI Split into RWI groups. HA- Ditty Books MA- Lots of word time LA- Recap Set 1 sounds</p>	<p>RWI Split into RWI groups. HA- Ditty Books MA- Lots of word time LA- Recap Set 1 sounds</p>	<p>RWI Split into RWI groups. HA- Ditty Books MA- Lots of word time LA- Recap Set 1 sounds</p>	<p>RWI Split into RWI groups. HA- Ditty Books MA- Lots of word time LA- Recap Set 1 sounds</p>	<p>RWI Split into RWI groups. HA- Ditty Books MA- Lots of word time LA- Recap Set 1 sounds</p>	<p>RWI Split into RWI groups. HA- Ditty Books MA- Lots of word time LA- Recap Set 1 sounds</p>	<p>RWI Split into RWI groups. HA- Ditty Books MA- Lots of word time LA- Recap Set 1 sounds</p>
<p>Topic Focus- Halloween EYFS Links- Remembers and talks about significant events in their own experience. (P+C) BRITISH VALUES Cooking – Halloween themed biscuits Halloween Party on 30th</p>	<p>Topic Focus- Bonfire Night/ Fire safety Text: Sparks in the sky EYFS Links- Remembers and talks about significant events in their own experience. (P+C) BRITISH VALUES CHRISTMAS REHEARSALS</p>	<p>Topic Focus- Diwali EYFS Links- Remembers and talks about significant events in their own experience. (P+C) BRITISH VALUES CHRISTMAS REHEARSALS</p>	<p>Topic Focus- ART WEEK EYFS Links- Explores colour and how colours can be changed. Begins to construct with a purpose in mind (EA+D) CHRISTMAS REHEARSALS</p>	<p>Topic Focus- Space (Planets) EYFS Links- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. (TW) CHRISTMAS REHEARSALS</p>	<p>Topic Focus- Space (Astronauts) EYFS Links- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. (TW) CHRISTMAS REHEARSALS</p>	<p>Topic Focus- Christmas EYFS Links- Remembers and talks about significant events in their own experience. (P+C) BRITISH VALUES CHRISTMAS REHEARSALS</p>	<p>Topic Focus- Christmas EYFS Links- Remembers and talks about significant events in their own experience. (P+C) BRITISH VALUES Visit from Santa and Christmas party CHRISTMAS NATIVITY</p>
<p>EAD = Make Halloween themed pictures and collages. Sing a range of rhymes.</p>	<p>EAD = Make bonfire and fire work pictures. Have a Drawing Disco. Play some upbeat disco music. Lights/ paints/ action!! Video your drawing disco. Show it to another class. Relate to fireworks. Sing a range of rhymes.</p>	<p>EAD = Make rangoli patterns and designs indoor and outdoor on the ground. Sing a range of rhymes.</p>	<p>EAD = Paint Handa's story and collage pictures. Sing a range of rhymes. See above.</p>	<p>EAD = Making patterns with tissue art for calendars. Recreate patterns using a variety of tools. Use simple tools and techniques independently in a range of activities. Sing a range of rhymes.</p>	<p>EAD = Use different materials to make space pictures. Sing a range of rhymes.</p>	<p>EAD = Role play—nativity Plays co-operatively as part of a group to develop and act out a Narrative. Range of Christmas activities and Christmas songs. Role play—Christmas wrapping Station. Printing and mixing colours to make wrapping paper. Develop block/construction area provision – constructs with a purpose in mind. Use simple tools and techniques independently in a range of activities.</p>	

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<p>Spring 1</p> <p>PSED – New Year’s resolutions, Working together, Friends, Oracy project, Chilli challenge and Characteristics of effective learning.</p> <p>CL – Discussion of fake and rela words, acting out stories</p> <p>PD – handwriting, gymnastics</p> <p>Literacy- Harry and the bucketful of dinosaurs, Handa’s Surprise, The three billy goats gruff, Shark in the park</p> <p>Maths- Height/Length, 3D shape, Sharing, Weight</p> <p>Topic EAD/UW – Dinosaurs/Superheros and Princesses/ Chinese New Year/ Spring</p> <p>EWD – Nursery rhymes, role playing, collage work</p> <p>Lego lady- Chn to create dinosaur lands out of lego.</p> <p>Children to start working in English and Maths books (Alternate each week)</p>							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 ORACY PROJECT	
<p>PSFD –</p> <p>Working together</p> <p>Discuss feelings about being lost.</p> <p>What would you do.</p> <p>Stranger danger. Recap Chilli</p> <p>Challenges and Characteristics of effective learning.</p>	<p>PSFD –</p> <p>New year resolutions</p> <p>Talk about new beginnings and targets for new Year.</p>	<p>PSFD –</p> <p>Working as a team with friends.</p> <p>Working as a team -making a dens for the –indoors and outdoors</p>	<p>PSFD –</p> <p>Working together – Share how Handa helped her friend. How can you help your friend?</p>	<p>PSFD –</p> <p>Friends – All about me</p> <p>Clipboard—Friends</p> <p>Take photos of friends to display and write speech bubble—my friends are, I like to...</p>	<p>PSFD –</p> <p>Celebrations – Sharing celebrations and festivals –Chinese new year.</p>	<p>PSFD –</p> <p>Oracy project sharing with parents about working together.</p>	
<p>CL –</p> <p>Read Harry and the bucketful of dinosaurs. Retell the story—beginning middle and end.</p>	<p>CL –</p> <p>Singing songs and rhyming words focus. Matching animal sounds bingo and match animal picture.</p>	<p>CL –</p> <p>Read and watch Shark in the park. Sequence the story and discussion about the dens made.</p>	<p>CL –</p> <p>Read and watch Handa’s surprise. Sequence story</p> <p>Act out story—talking about different parts of the story.</p>	<p>CL –</p> <p>Rhyming words focus on the Story. Discuss fake and real words.</p>	<p>CL –</p> <p>Update phonic assessments. Discuss real and fake words. Read and watch story. Use boxing clever to order story and retell using key vocabulary.</p>	<p>CL –</p> <p>Act out story and complete assessments.</p>	
<p>PD –</p> <p>Name writing –tripod grasp</p> <p>Focus on letter formation –RWI letters Pencil control activities.</p> <p>Gymnastics focus assess different rolls.</p>	<p>PD –</p> <p>Name writing –tripod grasp</p> <p>Focus on letter formation –one armed robot</p> <p>Letters Pencil control—dough gym activities and match RWI pictures. Gymnastics demonstrate different rolls.</p>	<p>PD –</p> <p>Writing names of characters</p> <p>Letter formation– zig zag letters</p> <p>Dough gym activities . Gymnastics practice different rolls.</p>	<p>PD –</p> <p>Letter formation—ladder letters. Dough gym activities.</p> <p>Gymnastics practice different rolls.</p>	<p>PD –</p> <p>Letter formation—tricky words. Fine motor control observe children identified as needing extra support.</p> <p>Gymnastics practice different rolls.</p>	<p>PD –</p> <p>Letter formation—tricky words. Fine motor control observe children identified as needing extra support. Gymnastics practice different rolls.</p>	<p>PD –</p> <p>Letter formation—tricky words. Fine motor control observe children identified as needing extra support. Gymnastics practice different rolls.</p>	
<p>Literacy/Boxing Clever</p> <p>Text=Harry and the bucketful of dinosaurs</p> <p>Focus- Story sequencing. Chn to begin to use adjectives. Focus on using RWI strategies to write words/simple sentences.</p> <p>EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-40-60 months)</p>	<p>Literacy/Boxing Clever</p> <p>Text=Harry and the bucketful of dinosaurs</p> <p>Focus- Story sequencing. Chn to begin to use adjectives. Focus on using RWI strategies to write words/simple sentences.</p> <p>EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-40-60 months)</p>	<p>Literacy/Boxing Clever</p> <p>Text=Shark in the park</p> <p>Focus- Story sequencing. Chn to begin to use adjectives. Focus on using RWI strategies to write words/simple sentences.</p> <p>EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-40-60 months)</p>	<p>Literacy/Boxing Clever</p> <p>Text=Handa’s Surprise</p> <p>Focus- Story sequencing. Focus on using RWI strategies to write words/simple sentences.</p> <p>EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-40-60 months)</p>	<p>Literacy/Boxing Clever</p> <p>Text=Handa’s Surprise</p> <p>Focus- Story sequencing. Focus on using RWI strategies to write words/simple sentences.</p> <p>EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-40-60 months)</p> <p>Cooking- Fruit salad</p>	<p>Literacy/Boxing Clever</p> <p>Text=The three billy goats gruff</p> <p>Focus- Story sequencing. Focus on using RWI strategies to write words/simple sentences.</p> <p>EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-40-60 months)</p>	<p>Literacy/Boxing Clever</p> <p>Text=The three billy goats gruff</p> <p>Focus- Story sequencing. Focus on using RWI strategies to write words/simple sentences.</p> <p>EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-40-60 months)</p>	
<p>Mathematics</p> <p>Focus- Addition</p> <p>EYFS Links- Finds the total number of items in two groups by counting all of them. (N-40-60 months)</p>	<p>Mathematics</p> <p>Focus- Addition</p> <p>EYFS Links- Finds the total number of items in two groups by counting all of them. (N-40-60 months)</p>	<p>Mathematics</p> <p>Focus- 3D shape</p> <p>EYFS Links-. Beginning to use mathematical names for ‘solid’ 3D shapes and mathematical terms to describe shapes. Selects a particular named shape. (SSM- 40-60 months)</p>	<p>Mathematics</p> <p>Focus- 3D shape</p> <p>EYFS Links-. Beginning to use mathematical names for ‘solid’ 3D shapes and mathematical terms to describe shapes. Selects a particular named shape. (SSM- 40-60 months)</p>	<p>Mathematics</p> <p>Focus- Subtraction</p> <p>EYFS Links- In practical activities and discussion, beginning to use the vocabulary involved in subtracting. (N-40-60 months)</p>	<p>Mathematics</p> <p>Focus- Subtraction</p> <p>EYFS links- In practical activities and discussion, beginning to use the vocabulary involved in subtracting. (N-40-60 months)</p>	<p>Mathematics</p> <p>Focus- Sharing</p> <p>EYFS Links-. Children solve problems involving sharing. (N)</p>	

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RWI Split into RWI groups. HA- Set 2 Sounds MA- Ditty Books LA- Recap Set 1 sounds/ Word time	RWI Split into RWI groups. HA- Set 2 Sounds MA- Ditty Books LA- Recap Set 1 sounds/ Word time	RWI Split into RWI groups. HA- Set 2 Sounds MA- Ditty Books LA- Recap Set 1 sounds/ Word time	RWI Split into RWI groups. HA- Set 2 Sounds MA- Ditty Books LA- Recap Set 1 sounds/ Word time	RWI Split into RWI groups. HA- Set 2 Sounds MA- Ditty Books LA- Recap Set 1 sounds/ Word time	RWI Split into RWI groups. HA- Set 2 Sounds MA- Ditty Books LA- Recap Set 1 sounds/ Word time	RWI Split into RWI groups. HA- Set 2 Sounds MA- Ditty Books LA- Recap Set 1 sounds/ Word time	
Topic Focus-Dinosaurs. To be able to name and describe dinosaurs as well as look at habitats.	Topic Focus-Dinosaurs. To be able to name and describe dinosaurs as well as look at habitats.	Topic Focus-Superheroes and princesses	Topic Focus-Chinese New Year EYFS Links- They know about similarities and differences between themselves and others, and among families, communities and traditions. (P+C) BRITISH VALUES	Topic Focus-Valentines Day L.O- To be able to talk about families and positive relationships BRITISH VALUES	Topic Focus- Spring EYFS Links- To be able to look closely at similarities, differences, between seasons and change. (TW)	Topic Focus- Spring EYFS Links- To be able to look closely at similarities, differences, between seasons and change. (TW)	
EAD = Re tell the story using made puppets. Making a dinosaur builder's tray. Small world. Sing songs.	EAD = Role play story and make dens. Use instruments to keep a steady beat. Recreating story using a range of materials—clay, playdough, paper, blocks. Story scenes and puppets. Sing songs.	EAD = Role play story and make dens. Use instruments to keep a steady beat. Recreating story using a range of materials—clay, playdough, paper, blocks. Sing songs.	EAD = Make Chinese 's lanterns and other decoration relating to the celebrations. Listen to Chinese music and perform a Chinese dragon dance.	EAD = Make Valentine cards and related items. Role play and retell story with animal masks and props. Use instruments to make sounds of animals.	EAD = Make Spring collages. Role play and retell story with animal masks and props. Sing songs.	EAD = Make a seasons tree selecting different materials to express the changing seasons. Sing songs.	
<p style="text-align: center;"> Spring 2 PSED – Discussions, being inquisitive, performing, acting. CL – listening with increased concentration, sharing experiences and books PD – using equipment, dance, Literacy- Jack and the beanstalk, The carrot club, The Very Hungry Caterpillar Maths- Subtraction, Number bonds, Money, Time Topic -UW - Chicks, Pancake day, Growing, British Science Week, World Book Day EAD – World book day characters, acting, making puppets, Mother's Day cards, Easter activities, Nursery rhymes DCPRO – Spring assessment BOOK TRIP TO THE FARM </p>							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
PSED = Provide opportunities for children to talk about stories that they enjoy. What stories are the children interested in? What sort of books do you enjoy reading? Bring them to school. When do you see people reading in your home/ family? Look at books in book corner. Do we have any of these? Talk about different feelings expressed in stories. How do the characters express their feelings and behaviour? How do the stories end? Happy/sad.,	PSED = Provide opportunities for children to talk about stories that they enjoy. What stories are the children interested in? What sort of books do you enjoy reading? Bring them to school. When do you see people reading in your home/ family? Look at books in book corner. Do we have any of these? Talk about different feelings expressed in stories. How do the characters express their feelings and behaviour? How do the stories end? Happy/sad.,	PSED = What does it mean to be inquisitive? Talk about how it is good to ask questions and find out things.. What are you keen to learn about? What would I like to learn about? What I have learnt. Ask children what their interests are. Are there similar experts in the class? Are there children who know a lot about a certain topic such as dinosaurs/ trains// nature/ Research interests.	PSED = Talk about how to play co-operatively. Talk about the show and what we need to do together to make it work. Talk about rehearsing. Who will be in the audience? What do you have to do first, next, after?	PSED = Read poem "A mother is like a flower, on a sunny summer day, you'd pick her in a minute, if you could have your way." A mother is like the sunshine, she warms your heart each day, and makes you feel like smiling, it's just her special way. Talk about our mums. What makes them special? What is she good at? How does she make you feel.	PSED = Spring show—self-confidence to try new experiences—singing, acting, dancing, narrating and playing instruments Self-confidence to try new experiences.. singing, acting, dancing, narrating and playing instruments What does it feel like to perform for an audience? Have you ever been in a show before? Have you ever been to see a show on the stage. Sharing Easter celebrations—how people celebrate. Easter around the world.		

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<p>Topic Focus- Chicks Growing EYFS Links- To be able to show care and concern for living things and the environment. Non-fiction Links- Books about growing</p> <p>PANCAKE DAY</p> <p>WORLD BOOK DAY</p>	<p>Topic Focus- Chicks Growing EYFS Links- To be able to show care and concern for living things and the environment.</p>	<p>Topic Focus- Growing EYFS Links- To be able to show care and concern for living things and the environment. They make observations of animals and plants and explain why some things occur and talk about changes. (TW)</p>	<p>Topic Focus- Growing EYFS Links- To be able to show care and concern for living things and the environment. They make observations of animals and plants and explain why some things occur and talk about changes. (TW)</p>	<p>Topic Focus- Minibeasts EYFS Links- To be able to show care and concern for living things and the environment. They make observations of animals and plants and explain why some things occur and talk about changes. (TW) Non-fiction Links- Books about minibeasts</p>	<p>Topic Focus- Minibeasts EYFS Links- To be able to show care and concern for living things and the environment. They make observations of animals and plants and explain why some things occur and talk about changes. (TW)</p>		
<p>EAD=</p> <p>World Book Day. Take photo of you with your favourite story/ book. Draw pictures of characters from your favourite story. Act out a traditional tale. https://www.worldbookday.com/ For ideas/ things to make ie: bookmarks. Pancake Day https://www.activityvillage.co.uk/pancake-day</p>	<p>EAD=</p> <p>Make own character puppets to act out the story Add to and develop forest/wood scene to retell story. Show rehearsal—imagine roles and songs.</p>	<p>EAD=</p> <p>Exploring and using media and materials. Joining in with dancing in PE. Introduce children to a range of new songs. Act out stories. Find different ways of moving. Being imaginative Putting combinations of movement together to respond to ideas for dances in show.</p>	<p>EAD=</p> <p>Act out narratives in stories. Colour mixing. Using poster paint, using coloured acetate, mixing different colours of playdough, using food colouring.</p>	<p>EAD=</p> <p>Mother's Day Cards. Experiment to create different textures and new effects, using a variety of resources. Understand that they can use lines to enclose a space and represent objects. Drawing faces of mums. Use YouTube drawing tutorial to look at proportions of a face. Talk to children about what their mum's like? Look at a bunch of real flowers. Look at shape of petals. Look for lines on leaves and petals.</p>	<p>EAD=</p> <p>Easter cards and Activities. Visit from The Easter Bunny.</p>		
<p>Summer 1</p> <p>PSED – Ask questions, Characteristics of effective learning., changes in seasons discussion</p> <p>CL – Discussion on holiday, recap Dinosaurs for Characteristics of Effective Learning, likes and dislikes, care of animals</p> <p>PD – small equipment and tools,</p> <p>Literacy- What the ladybird heard and Hansel and Gretel</p> <p>Maths-Doubling and Halving</p> <p>Topic UTW – Animals, Technology</p> <p>EAD – Printing, rubbings, observational drawings, Nursery rhymes</p> <p>FARM TRIP</p> <p>BOOK CLEVER COGS, FIREFIGHTERS AND POLICE VISITS FOR SUMMER 2</p>							
Week 1	Week 2	Week 3	Week 4				
<p>PSED=</p> <p>Able to ask appropriate questions with confidence Home/schools links. Easter—share what they have enjoyed during the holidays Recap characteristics of learning through learning dinosaurs in more detail. Being independent and Solveasaurus.</p>	<p>PSED=</p> <p>Home/schools links homework over Easter—share what they have enjoyed during the holidays recap characteristics of learning through learning dinosaurs in more detail. Tryatops-trying. Through discuss circle time-greed/healthy food/eating. Discuss changes from Winter to Summer. What can they do now that they couldn't in September.</p>	<p>PSED=</p> <p>Recap characteristics of learning through learning dinosaurs in more detail. Thinkadocus-thinking things. Through circle time-care of small creatures/animals. Discussing our farm trip—our likes, dislikes, what did we learn.</p>	<p>PSED=</p> <p>Recap on all of the dinosaurs and in circle time discuss how to take care of animals.</p>				
<p>CL=</p> <p>Talk about ...characteristics of learning. Share holiday activities with the class. Listen to a variety of fiction and non-fiction stories linked to growth. Story sequencing—with pictures and captions. Choose a familiar story</p>	<p>CL=</p> <p>Sequence and ordering—days of week, fruit, food Tell the story using simple stick puppets.</p>	<p>CL=</p> <p>Discuss what children already know about farm animals, babies and their young and food sources. Find out what children know already.</p>	<p>CL=</p> <p>Ask questions confidently and use descriptive language to retell stories and discuss farm trip.</p>				

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and retell, alter and adapt story.						
PD= PE-Games Assessment - including aiming (hoops and beanbags) throwing and catching (variety of balls and small cones) dribbling (small rackets and balls round cones).	PD= Show understanding of good practices about hygiene—relate to hand washing when discussing healthy food. Games - catching skills with smaller equipment.	PD= Safe and appropriate use of tools and materials to design and make story puppets. Games – use balls and bats.	PD= Safe and appropriate use of tools and materials to design and make story puppets. Games – use balls and bats.			
Literacy/Boxing Clever Text=What the ladybird heard Focus- Story sequencing. Story language.. Focus on using RWI strategies to write words/simple sentences. EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-4-0-60 months). They write simple sentences which can be read by themselves and others. (ELG)	Literacy/Boxing Clever Text=What the ladybird heard Focus- Story sequencing. Story language.. Focus on using RWI strategies to write words/simple sentences. EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-4-0-60 months). They write simple sentences which can be read by themselves and others. (ELG)	Literacy/Boxing Clever Text=Hansel and Gretel Focus- Story sequencing. Story language.. Focus on using RWI strategies to write words/simple sentences. EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-4-0-60 months). They write simple sentences which can be read by themselves and others. (ELG)	Literacy/Boxing Clever Text=Hansel and Gretel Focus- Story sequencing. Story language.. Focus on using RWI strategies to write words/simple sentences. EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-4-0-60 months). They write simple sentences which can be read by themselves and others. (ELG)			
Mathematics Focus- Doubling EYFS Links-. Children solve problems involving doubling. (N)	Mathematics Focus- Doubling EYFS Links-. Children solve problems involving doubling. (N)	Mathematics Focus- Halving EYFS Links-. Children solve problems involving halving. (N)	Mathematics Focus- Halving EYFS Links-. Children solve problems involving halving. (N)			
RWI Split into RWI groups. HA- Set 2 Sounds/ Books MA- Set 2 Sounds LA- Recap Set 1 sounds/ Word time	RWI Split into RWI groups. HA- Set 2 Sounds/ Books MA- Set 2 Sounds LA- Recap Set 1 sounds/ Word time	RWI Split into RWI groups. HA- Set 2 Sounds/ Books MA- Set 2 Sounds LA- Recap Set 1 sounds/ Word time	RWI Split into RWI groups. HA- Set 2 Sounds/ Books MA- Set 2 Sounds LA- Recap Set 1 sounds/ Word time			
Topic Focus- Animals EYFS Links- To be able to show care and concern for living things and the environment. They make observations of animals. Non fiction Links- Farm animals	Topic Focus- Animals EYFS Links- To be able to show care and concern for living things and the environment. They make observations of animals.	Topic Focus- Technology Week EYFS Links- Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. Non fiction Links- Technology books	Topic Focus- Technology Week EYFS Links- Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software			
EAD= Cotton reel printing-leaves, weaving with ribbon. Role play— involving money—shop. Role-play corner-garden centre/castle /cottage. Money coin rubbing. Sing songs.	EAD= Observational drawing of a animals/fruit/flowers. Repeated patterns. Sing songs.	EAD= Design and make an house for Hansel and Gretel— using appropriate materials, size, safety using a range of tools Painting pictures of our farm trip Sing songs.	EAD= Role play—farm role play shop. Making animal masks and puppets to retell farm stories Respond to different types of music—farm songs and use of instruments.			

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<p style="text-align: center;">Summer 2</p> <p style="text-align: center;">PSED – Discussion about holiday, special people and special times, transition, Characteristics of effective learning., dealing with conflict</p> <p style="text-align: center;">CL – asking questions, hot seating,</p> <p style="text-align: center;">PD – healthy eating, exercise, sports day</p> <p style="text-align: center;">Literacy- Little Red Riding Hood, Goldilocks, Treasures in the garden, Harry Potter</p> <p style="text-align: center;">Maths- Problem Solving, 3D shape, Money, Time</p> <p style="text-align: center;">Topic UTW – People Who Help Us Nursery rhymes</p> <p style="text-align: center;">EAD – nursery rhymes, split pin puppets, weaving,</p> <p style="text-align: center;">DCPRO – Summer assessment</p> <p style="text-align: center;">CLEVER COGS WORKSHOP</p> <p style="text-align: center;">FIREFIGHTER VISIT</p> <p style="text-align: center;">POLICE VISIT</p>							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
<p>PSED –</p> <p>Able to ask appropriate questions with confidence Home/schools links. Holiday—share what they have enjoyed during the holidays Recap characteristics of learning through learning dinosaurs.</p>	<p>PSED –</p> <p>Group discussions on topic related issues. Discussion about our visitors to school, asking questions.</p>	<p>PSED –</p> <p>Group discussions on topic related issues. Discussion about our visitors to school, asking questions.</p>	<p>PSED –</p> <p>Changes – Children to tell you what I can do now that I couldn't do when I started school or nursery. How they have changed. Feelings they have had, and why they felt like that. They can sometimes tell you how change makes them feel.</p>	<p>PSED –</p> <p>Changes – Discussion about when people are not very nice to me, it is because they don't feel very good inside. To know how to help someone when they are feeling sad. To tell you what they did with my class or group to make the outdoor area (or classroom or setting) better.</p>	<p>PSED –</p> <p>Transition – Visit my year 1 class. Discussion about our new class. Getting ready for the holiday and year 1. Discuss feelings and share information about year 1.</p>	<p>PSED –</p> <p>Transition – Discussion about our new class. Getting ready for the holiday and year 1. Discuss feelings and share information about year 1. Celebrate the success of reception with each other.</p>	
<p>CL –</p> <p>Listening to stories with increased concentration. Sharing stories. Make up stories about them using our imaginations Think up alternative endings Circle time. Children to talk about their favourite stories. Following stories without pictures or props. Answer how and why questions about stories.</p>	<p>CL –</p> <p>Share and Sequence stories. Use boxing clever. Re-enact story. Respond to different types of music using a range of vocabulary—discuss thoughts and feelings.</p>	<p>CL –</p> <p>Ask questions and hot seat visitors. Shows interest in different occupations and ways of life. Read and watch Goldilocks. Sequence the story.</p>	<p>CL –</p> <p>Ask questions and hot seat visitors. Shows interest in different occupations and ways of life. Working as part of a team in role play, small world and construction areas</p>	<p>CL –</p> <p>Update phonic assessments. Discuss real and fake words. Read and watch story. Use boxing clever to order story and retell using key vocabulary.</p>	<p>CL –</p> <p>Group discussion about positives and negatives of moving to year 1. Share opinions and experiences of change.</p>	<p>CL –</p> <p>Group discussion about positives and negatives of moving to year 1. Children to discuss how they feel belonging to a group, class and in reception.</p>	

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<p><u>PD</u> =</p> <p>Moving and Handling, using a range of tools independently and effectively—scissors, Sellotape dispenser, tweezers, paintbrushes, glue sticks, chalk in creative area.</p>	<p><u>PD</u> =</p> <p>Moving and Handling, using a range of tools independently and effectively—scissors, Sellotape dispenser, tweezers, paintbrushes, glue sticks, chalk in creative area.</p>	<p><u>PD</u> =</p> <p>PE- Prepare for Team games for Sports Day. Show understanding of good practices about hygiene—relate to hand washing when discussing healthy food.</p>	<p><u>PD</u> =</p> <p>PE -Prepare for Team games for Sports Day. Show understanding of good practices about hygiene—relate to hand washing when discussing healthy food and exercise.</p>	<p><u>PD</u> =</p> <p>PE- Prepare for Team games for Sports Day.</p>	<p><u>PD</u> =</p> <p>PE -Sports day activities.</p>	<p><u>PD</u> =</p> <p>PE – Team games.</p>	
<p><u>Literacy/Boxing Clever</u></p> <p>Text= Little Red Riding Hood Focus- Story sequencing. Story language.. Focus on using RWI strategies to write words/simple sentences. EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-4-0-60 months)They write simple sentences which can be read by themselves and others. (ELG)</p>	<p><u>Literacy/Boxing Clever</u></p> <p>Text= Little Red Riding Hood Focus- Story sequencing. Story language.. Focus on using RWI strategies to write words/simple sentences. EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-4-0-60 months)They write simple sentences which can be read by themselves and others. (ELG)</p>	<p><u>Literacy/Boxing Clever</u></p> <p>Text= Goldilocks Focus- Story sequencing. Story language.. Focus on using RWI strategies to write words/simple sentences. EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-4-0-60 months)They write simple sentences which can be read by themselves and others. (ELG) Non fiction Links- Bears</p>	<p><u>Literacy/Boxing Clever</u></p> <p>Text= Goldilocks Focus- Writing instructions on how to make porridge EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-4-0-60 months)They write simple sentences which can be read by themselves and others. (ELG) Cooking- Porridge</p>	<p><u>Literacy/Boxing Clever</u></p> <p>Text= Treasures in the garden Focus- Story sequencing. Story language.. Focus on using RWI strategies to write words/simple sentences. EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-4-0-60 months)They write simple sentences which can be read by themselves and others. (ELG)</p>	<p><u>Literacy/Boxing Clever</u></p> <p>Text= Treasures in the garden Focus- Story sequencing. Story language.. Focus on using RWI strategies to write words/simple sentences. EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-4-0-60 months)They write simple sentences which can be read by themselves and others. (ELG)</p>	<p><u>Literacy/Boxing Clever</u></p> <p>Text= Harry Potter Focus- Story sequencing. Story language.. Focus on using RWI strategies to write words/simple sentences. EYFS Links- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. (W-4-0-60 months)They write simple sentences which can be read by themselves and others. (ELG)</p>	
<p><u>Mathematics</u></p> <p>Focus- Sharing EYFS Links-. Children solve problems involving sharing. (N)</p>	<p><u>Mathematics</u></p> <p>Focus- Addition EYFS Links-. Children solve problems involving addition. (N)</p>	<p><u>Mathematics</u></p> <p>Focus- 3D shape EYFS Links-. Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes. Selects a particular named shape. (SSM- 4-0-60 months)</p>	<p><u>Mathematics</u></p> <p>Focus- Money EYFS links- Beginning to use everyday language related to money. Children use everyday language to talk about money to compare quantities and objects and to solve problems.</p>	<p><u>Mathematics</u></p> <p>Focus- Money EYFS links- Beginning to use everyday language related to money.</p>	<p><u>Mathematics</u></p> <p>Focus- Time EYFS links- Beginning to use everyday language related to time.</p>	<p><u>Mathematics</u></p> <p>Focus- Time EYFS links- Beginning to use everyday language related to time.</p>	
<p><u>RWI</u></p> <p>Split into RWI groups. HA- Set 2 Sounds/ Books MA- Set 2 Sounds LA- Recap Set 1 sounds/ Word time</p>	<p><u>RWI</u></p> <p>Split into RWI groups. HA- Set 2 Sounds/ Books MA- Set 2 Sounds LA- Recap Set 1 sounds/ Word time</p>	<p><u>RWI</u></p> <p>Split into RWI groups. HA- Set 2 Sounds/ Books MA- Set 2 Sounds LA- Recap Set 1 sounds/ Word time</p>	<p><u>RWI</u></p> <p>Split into RWI groups. HA- Set 2 Sounds/ Books MA- Set 2 Sounds LA- Recap Set 1 sounds/ Word time</p>	<p><u>RWI</u></p> <p>Split into RWI groups. HA- Set 2 Sounds/ Books MA- Set 2 Sounds LA- Recap Set 1 sounds/ Word time</p>	<p><u>RWI</u></p> <p>Split into RWI groups. HA- Set 2 Sounds/ Books MA- Set 2 Sounds LA- Recap Set 1 sounds/ Word time</p>	<p><u>RWI</u></p> <p>Split into RWI groups. HA- Set 2 Sounds/ Books MA- Set 2 Sounds LA- Recap Set 1 sounds/ Word time</p>	
<p><u>Topic</u></p> <p>Focus- People Who Help Us EYFS Links- Shows interest in different occupations and ways of life.</p>	<p><u>Topic</u></p> <p>Focus- People Who Help Us EYFS Links- Shows interest in different occupations and ways of life.</p>	<p><u>Topic</u></p> <p>Focus- People Who Help Us EYFS Links- Shows interest in different occupations and ways of life. Visitors in school.</p>	<p><u>Topic</u></p> <p>Focus- People Who Help Us EYFS Links- Shows interest in different occupations and ways of life. Visitors in school.</p>	<p><u>Topic</u></p> <p>Focus- People Who Help Us EYFS Links- Shows interest in different occupations and ways of life.</p>	<p><u>Topic</u></p> <p>Focus- People Who Help Us EYFS Links- Shows interest in different occupations and ways of life.</p>	<p><u>Topic</u></p> <p>Focus- People Who Help Us EYFS Links- Shows interest in different occupations and ways of life.</p>	