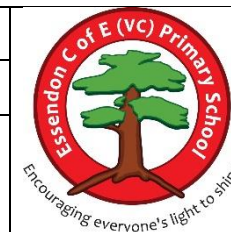


Essendon C of E (VC) Primary School Medium Term Plan

Pantherswood - 2020

Key trips:



Subject	Curriculum resources	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Value		The Essendon Way	Love yourself	Love others	Love God	Love learning	Love the world you live in
PSED	<p><i>Vision, values and curriculum document</i></p> <p><i>Skills ladder</i></p> <p><i>Zones of Regulation</i></p> <p><i>Jigsaw PSHE</i></p>	Settling into classrooms. Aware of boundaries & expectations of behaviour at school. Confident to speak to others about own interests. Has a sense of self-identity. Understands feelings.	Begin to negotiate & solve problems without showing aggression. Takes steps to resolve conflicts with others by finding a compromise. They work as part of a group or class, and understand and follow the rules. Can identify talents. Knows that we are all special and we can stand up for ourselves without being unkind.	Plays cooperatively and takes turns with others. Can choose resources needed for certain activities. Can describe self in positive terms and talk about abilities. Can set challenges. Persevere. Seeks Help when needed.	Explains own knowledge & understanding. Asks appropriate questions. Confident to talk about own opinions. Aware of staying healthy - exercise bodies, healthy food, sleep, keeping clean.	Shows sensitivity to others' needs and feelings, and forms positive relationships with adults and other children. Begin to solve arguments & disagreements. Being a good friend.	Takes account of one another's ideas. They say when they do or don't need help. Takes changes of routine in their stride. Preparing for transition into year one. Adjusts behaviour to different situations.
CL	<p><i>Vision, values and curriculum document</i></p> <p><i>Skills ladder</i></p>	Maintains attention, concentrates and sits quietly during appropriate activity. Begin whole class & larger group carpet time sessions.	Understand humour, e.g. nonsense rhymes, jokes. Extends vocabulary. Links statements & sticks to main theme & intention.	Introduces a storyline into play. Listens & responds to ideas expressed by others. Follows a story without pictures or props.	Children listen attentively in a range of situations. They follow instructions involving several ideas or actions.	Listens to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions (how & why).	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

CL Speaking		Respond to instructions involving a two-part sequence.	Use talk to organise, sequence and clarify thinking, ideas, feelings and events.	They answer 'how' and 'why' questions about their experiences.	Children express themselves effectively, showing an awareness of listeners' needs.	They give their attention to what others say and respond appropriately, while engaged in another activity.	Children develop own narratives & give explanations by connecting ideas & events.
PD Moving & Handling	<i>Skills ladder</i> <i>GetSet4PE</i> <i>Cosmic Yoga</i> <i>Jumpstart Jonny</i>	Experiment with different ways of moving. Yoga, to develop core strength & overall balance. Develop wrist, hand & finger strength. Develop pincer pen grip. Handwriting patterns.	Travelling on, over, around & under balancing equipment. Yoga, core strength & balance activities. Develop wrist, hand & finger strength. Develop pincer pen grip. Handwriting patterns.	Developing ball skills; rolling, throwing. Catching bean bags into hoops & buckets. Yoga, Activate – core strength & balance. Develop pincer pen grip. Handwriting patterns. Scissor skills; cut along vertical, circular lines.	Developing ball skills; kicking, controlling football & passing. Yoga, Activate – core strength & balance. Develop pincer pen grip. Handwriting patterns. Scissor skills; cut along vertical, circular lines.	Bat & ball skills. Balancing beanbags on bats, hitting balls & bean bags with bats. Yoga, Activate – core strength & balance. Handwriting patterns. Odd one out type activities. Form letters. Manage size and shape of letters.	Bat & ball skills. Balancing beanbags on bats, hitting balls & bean bags with bats. Yoga, Activate – core strength & balance. Handwriting patterns. Odd one out type activities. Form letters. Manage size and shape of letters
PD Self Help & Independence Skills	<i>Skills Ladder</i>	Manage self-help skills & basic hygiene during independent snack.	Dress & undress independently for PE session in hall.	Develop and show understanding of good practices regarding exercise, eating & good hygiene.	Develop and show understanding of good practices regarding exercise, eating & good hygiene.	Develop and show understanding of good practices regarding exercise, eating & good hygiene.	Develop and show understanding of good practices regarding exercise, eating & good hygiene.
Literacy Development	<i>Skills Ladder</i> <i>Jolly Phonics</i> <i>CLPE Teaching Phonics in a rich reading curriculum</i> <i>Phonics Play</i>	Introduce whole class phonics. Phase 1 – focus on alliteration, onset & rhyme, musical, environmental and body sounds, beats, temp, call and response. Continue a rhyming string. Hear & say initial sounds in words.	Phase 2 phonics linking sounds to letters. Represent sounds correctly. Write own name to label pictures. Hear & say initial sounds in words. Model sounding out and blending CVC words.	Phase 3 phonics (12 weeks). Know that information can be retrieved from books and computers. Begin to read words and simple sentences.	Phase 3 phonics (12 weeks) Attempt to write short sentences in meaningful contexts. Use phonic knowledge to decode. Write words which match spoken sounds.	Review Phase 3 phonics (gaps). Attempt to write short sentences in meaningful contexts. Use phonic knowledge to decode. Write words which match spoken sounds.	Phase 4 phonics (4-6 weeks) blends. Read common and irregular words. Demonstrate understanding when talking about what they have read.

		Give meaning to marks as they draw, write and paint.	Enjoy an increasing range of books. Use vocabulary from books.	Write name, labels & captions.	Write name, labels & captions.	Write simple sentences.	Write simple sentences which can be read by themselves and others
Maths Development	<i>Skills Ladder</i>	<p>Reciting numbers to 10.</p> <p>Counting to 5 and beyond.</p> <p>Ordering, grouping, comparing, and sorting objects to 5.</p> <p>2D shapes.</p> <p>Recognising Numerals.</p>	<p>Sequencing time, days of the week.</p> <p>Counting, addition and subtraction up to 10.</p> <p>Exploring number lines and number fans.</p> <p>Repeating patterns.</p> <p>3D Shapes.</p>	<p>1 more/1 less up to 10.</p> <p>Capacity.</p> <p>Part/Part Whole – number bonds to 5.</p> <p>Estimation.</p> <p>Positional language and prepositions.</p>	<p>Place Value to 10.</p> <p>Doubling and Halving up to 10.</p> <p>Part/Part Whole number bond to 5 and beyond.</p> <p>Exploring Numicon.</p>	<p>Place Value to 20.</p> <p>Counting in 2s, 5s, and 10s.</p> <p>Part/Part Whole number bond to 5 and beyond.</p> <p>Odd/Even.</p>	<p>Place Value to 20.</p> <p>Numerical patterns using number lines, Numicon, cubes, number fans.</p> <p>Measurement, comparing objects by weight, size, length.</p>
UW	<p><i>Skills Ladder</i></p> <p><i>Outdoor Learning</i></p> <p><i>Beebots</i></p>	<p>Talk about past and present events in own lives.</p> <p>Talk about features of their own immediate environment.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>Talk about the world in which we live. Discuss their hopes and wishes.</p>	<p>Talk about past and present events in lives of family members.</p> <p>Similarities & differences in relation to both man-made and natural materials.</p> <p>Complete simple program. Use ICT to support learning.</p> <p>Look at changes in the environment.</p>	<p>Talk about similarities & differences between self & others.</p> <p>Make observations of animals. Know how to operate simple equipment (ICT).</p> <p>Complete simple program.</p> <p>Talk about how my body changes.</p>	<p>Talk about similarities & differences between own family & others.</p> <p>Similarities & differences in relation to living things.</p> <p>Complete simple program.</p> <p>Talk about how I can stay healthy.</p>	<p>Talk about similarities & differences between communities.</p> <p>Select & use technology for a range of purposes.</p> <p>Look at living animals and plants</p>	<p>Talk about similarities & differences between different traditions.</p> <p>Similarities & differences in relation to places.</p> <p>Select & use technology for a range of purposes.</p> <p>Complete simple program.</p> <p>Consider materials around us.</p>

EAD	<i>Skills Ladder</i> <i>Charanga</i>	Build a repertoire of songs and dances. Explore different sounds of instruments. Explore colour mixing. Create textures. Simple representations of events, people and objects. Our world – nursery rhymes / songs.	Combine media. Construct with a purpose in mind, using a variety of resources. Initiate new combinations of movement and gestures in order to express and respond to feelings, ideas and experiences.	Uses simple tools and techniques competently and appropriately. Select resources and adapt work where necessary. Choose particular colours to use for a purpose. Introduce a storyline or narrative into their play.	Select tools and techniques needed to shape, assemble and join materials they are using. Play cooperatively as part of a group to develop and act out a narrative.	Sing songs, make music and dance, and experiment with ways of changing them. Use what they have learnt about media and materials in original ways, thinking about uses and purposes.	Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Festivals & Celebrations		Harvest Festival Bonfire Night	Remembrance Sunday Children in Need Christmas	Chinese New Year Pancake Day	Mother's Day Easter		
Power of Reading (must include: - CLPE text - link to topic)	<i>Skills ladder</i> <i>CLPE Power of Reading</i>	Here We Are By Oliver Jeffers	Anna Hibiscus' Song by Atinuke and Lauren Tobia	Bedtime for Monsters by Ed Vere	Stanley's Stick by John Hegley and Neal Layton	The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharke	A Great Big Cuddle by Michael Rosen and Chris Riddell

RECEPTION Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 Here We Are By Oliver Jeffers	Autumn 2 Anna Hibiscus' Song by Atinuke and Lauren Tobia	Spring 1 Bedtime for Monsters by Ed Vere	Spring 2 Stanley's Stick by John Hegley and Neal Layton	Summer 1 The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharke	Summer 2 A Great Big Cuddle by Michael Rosen and Chris Riddell
Literary Form	Picture book to support transition	Picture book with repetitive refrain	Picture book with repetitive refrain	Picture book with poetic language	Traditional Tale	Poetry
Link to Main EYFSP Area of Learning	PSED PD C&L Belonging and community	UW L EAD C&L Family Life	EAD L C&L Imaginary world	EAD DT PD L C&L Stick toys	PD UW C&L Healthy diet and exercise	EAD PD C&L Poetry, music and dance
PSED & Human Theme	Coming together as a class and community	What makes me happy	Facing our fears	Playing co-operatively	Being helpful	Growing up

Phonics and Early Reading: Experience, Knowledge, Skills and Strategies	Listen and learn the lyrics to the song 'What a wonderful world' Rhythm and rhyme Introduction to poems 'Out and about' Explore '10 things I can do to help my world'	Nursery rhymes: If You're Happy and You Know it Rhythm and rhyme Family songs Instrumental sounds Personalised alphabet frieze Alliteration – names & places Reading familiar instructions written by children	Soundscaping with instruments and voice sounds Teaching the Basic Code and Consonant clusters in context Developing fluency through repetitive refrain Lifting meaning through performance reading Developing inference Reading illustrations	Rhythm and rhyme Alliteration and assonance Teaching the Basic Code in context Consonant cluster: 'st' Lifting meaning through performance reading Developing inference Reading illustration Reading own writing	Vocalising animal sounds Drawing on repeated refrain and patterning to re-read Words as tags – matching text and illustration Reading and following simple recipe card	Rhythm, rhyme, body percussion, voice sounds Word and language play Matching aural patterns like rhyming pairs to patterns by onset and rime Neo-language – reading pseudo words in context Performance reading Reading own poetry
EYFS Communication and Language (30-50 months)	<ul style="list-style-type: none"> . Listening to conversations of interest; stories with increasing attention and recall; joining in with repetitive refrains; anticipates key events and phrases in rhymes and stories. . Showing understanding of prepositions; beginning to understand 'why' and 'how' questions. . to use more complex sentences to link thoughts; can retell a simple past event in correct order; using talk to connect ideas, explaining what is happening and anticipates what might happen next, recalling and reliving past experiences; questioning why things happen and giving explanations; using a range of tenses; using intonation, rhythm and phrasing to make the meaning clear to others; using vocabulary focused on objects and people that are of particular importance to them; building up vocabulary that reflects the breadth of their experiences; using talk in pretending that objects stand for something else in play. 					
EYFS Communication and Language (40-60+ months)	<ul style="list-style-type: none"> . Listening attentively in a range of situations; to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions; giving their attention to what others say and responding appropriately, while engaged in another activity. . Answering 'how' and 'why' questions about their experiences and in response to stories or events. . Expressing themselves effectively, showing awareness of listeners' needs; using past, present and future forms accurately when talking about events that have happened or are to happen in the future 					
Language Competency: through reading, talk and writing	Statement and questions Describing environment Language of empathy Book Talk	Statement and questions Describing human characteristics Expressing emotional states Language of empathy Book talk	Strong narrative voice addressing the reader Past and present tense, including progressive Adverbial phrases Subordinate and co-ordinating clauses Visual patterns in words Plural suffixes	Poetic voice and language Present tense, including progressive Expanded noun phrases Language related to size and comparison Apostrophe for possession	Past tense pattern narrative Lists and ordinal language Book talk	Expressive and figurative language Neo-language Language and word play Expanded noun phrases Investigating spelling patterns Visualising Reader response
Physical Development	Investigate and create using natural resources	Dancing, pounding and climbing Demonstrating favourite games	Re-enacting the monster's journey – moving body through obstacles	Making stick toys, sculptures and towers Active play with sticks Climbing trees	Investigate pushing and pulling in the setting.	Children might incorporate simple sequences of dance

	Explore outdoor learning environment Using techniques and tools that develop gross motor skills and those that strengthen hand and finger muscles and co-ordination	Action and finger rhymes Printmaking	Making monster traps Creating own dough monster and storybox	Playing 'Capture the Flag'	Sorting and sowing seeds Using gardening tools that develop gross motor skills and those that strengthen hand and finger muscles and co-ordination	movements into performance readings
Extended Writing Outcome	Class wishes	A 'Happiness Song'	Alternative monster story	Instructions for a stick game	Care labels and signage	Poetry in a range of forms