Downview Primary School
Medium Term Planner

Our school is underpinned by our 6 school values which were decided upon by staff and children. These values are: **Collaboration, Communication, Co-operation, Creativity, Independence, Resilience.**
Together we live by the motto that **"At Downview we grow and learn together everyday."**
At Downview Primary our behaviour mantra is that we are **"kind, respectful and safe."**

End of Unit Assessment Activity:
Phonic Assessments – Song of Sounds

Key Texts: The Three Little Pigs
Billy Goats Gruff
Little Red Riding Hood
Jack and the Beanstalk

Supporting Texts:

Year Group: Reception
Autumn Term: 2

Curriculum Focus: Traditional Tales

Wow moments:
Christmas Nativity – WB 7th December 2026
Christmas Party – Monday 14th December
Balance Bike Week – Monday 14th – Friday 18th December
Christmas Sing-a-long at St Mary's Church – Monday 7th December

Autumn Term 2

	Week 1 (4 days) 2.11.26	Week 2 9.11.26	Week 3 16.11.26	Week 4 23.11.26	Week 5 30.11.26	Week 6 7.12.26	Week 7 14.12.26
<u>Personal, social and emotional Development (PSED) -</u> Self-Regulation Managing Self Building Relationships	KAPOW RSE/PSHE Building Relationships – Special Relationships – Unit 1 – My Family I can talk about my family and say why they are special.	KAPOW RSE/PSHE Building Relationships – Special Relationships – Unit 2 – Special People I can talk about other people who are special to me. **Children in Need**	**Anti-bullying week** Odd socks day I can begin to understand what it means to be a good friend.	KAPOW RSE/PSHE Building Relationships – Special Relationships – Unit 3 – Sharing I can practise sharing and taking turns with other people.	KAPOW RSE/PSHE Building Relationships – Special Relationships – Unit 4 – I am Unique I can talk about what makes me unique.	KAPOW RSE/PSHE Building Relationships – Special Relationships – Unit 5 – My Interests I can talk about what I enjoy doing.	KAPOW RSE/PSHE Building Relationships – Special Relationships – Unit 6 – Similarities and Differences I can spot how we are the same and different.
<u>Physical development-</u> Fine Motor Skills (Hand skills / pre handwriting)	**Cutting**: I can open and close my scissors carefully. **Threading**: I can thread large objects through a hole. **Tweezers**: I can hold and squeeze tweezers. **Playdough**: I can pinch playdough using my thumb and finger. **Construction**: I can press pieces together firmly. **Mark making/writing**: I can copy and create simple patterns.	**Cutting**: I can cut along a straight line. **Threading**: I can use both hands together when threading. **Tweezers**: I can pick up and move objects with tweezers. **Playdough**: I can use one finger to poke and press playdough. **Construction**: I can use both hands together to build models. **Mark making/writing**: I can use marks to represent my ideas.	**Cutting**: I can follow differnet lines when cutting. **Threading**: I can carefully thread smaller objects. **Tweezers**: I can use tweezers to place objects carefully. **Playdough**: I can roll tiny balls using my fingertips. **Construction**: I can carefully place small pieces where I want them. **Mark making/writing**: I can make the shapes needed for letters.	**Cutting**: I can turn the paper as I cut around curves. **Threading**: I can thread objects to match a pattern. **Tweezers**: I can pick up smaller objects using tweezers. **Playdough**: I can use both hands together to shape playdough. **Construction**: I can build from a model or picture. **Mark making/writing**: I can hold a pencil using a tripod grip.	**Cutting**: I can cut out simple shapes. **Threading**: I can design and make my own threaded creation. **Tweezers**: I can use tweezers to make patterns. **Playdough**: I can make small details using my fingers. **Construction**: I can plan and build my own model. **Mark making/writing**: I can tell you what my marks mean. **Christmas cooking** – I can use a cookie cutter to make a shape. I can mix ingredients with a spoon. I can use a rolling pin.	**Cutting**: I can cut carefully around more detailed shapes. **Threading**: I can choose and thread objects to make my own design. **Tweezers**: I can hold and squeeze tweezers using my thumb and finger. **Playdough**: I can use tools carefully with playdough. **Construction**: I can pull construction pieces apart and rebuild them. **Mark making/writing**: I can attempt to write my name. **Christmas gifts** I can thread pasta onto a piece of wool. I can use a cookie cutter to make a star decoration.	**Cutting**: I can use cutting skills independently. **Threading**: I can thread small objects carefully and independently. **Tweezers**: I can use tweezers carefully and independently. **Playdough**: I can use playdough to make letters and words. **Construction**: I can add small details to my model. **Mark making/writing**: I can hear and write some sounds in words.
<u>Physical Development –</u> Gross Motor Skills Real PE	Social Cog: Real Gym Unit 1:Shape and travelling Dynamic Skill: Shape	Social Cog: Real Gym Unit 1:Shape and travelling Dynamic Skill: Shape	Social Cog: Real Gym Unit 1:Shape and travelling Dynamic Skill: Shape	Social Cog: Real Gym Unit 1:Shape and travelling Dynamic Skill: Shape	Social Cog: Real Gym Unit 1:Shape and travelling Dynamic Skill: Shape	Recap all skills: I can create shapes. I can perform repeatable shapes.	I can participate in Bikeability cycle sessions and begin to learn essential skills and confidence in;

	I can perform an accurate shape.	I can use good body tension to hold shapes.	I can perform repeatable shapes	I can move with good posture.	I can perform accurate movement patterns.	I can move with balance and co-ordination.	• Balance • Co-ordination • Controlled stops • Change of direction and speed • Sharing space with others • Building awareness of others
	I can participate in gross motor activities to improve my co-ordination. **Social Cog: Real Pe Unit 2** **Jumping and landing, seated balance.** **I can develop my jumping and landing skills.** • I can land with balance and control • I can land softly and quietly. • I can bend my knees on take and off and landing. • I can develop my seated landing skills. • I can balance with my hands and feet. • I can maintain balance without strain.						
Literacy- Comprehension / Writing	I can retell the Three Little Pigs story I can find the cvc words to match story pictures.- fill in the blanks. I can practise my pen control following pen paths and pre writing lines and shapes. I can write my name using my name card. **Drawing Club – Book – Room on the Broom** Vocab: Whoosh, Splat, Scaly, Horrible, Passenger, Addition, Fiery, Swoop	I can role play as characters from the Three Little Pigs using story language. I can write captions for pictures from the Three Little Pigs. I can match character or objects to initial sounds. I can write my name using my name card. **Drawing Club – Tales – Goldilocks** Vocab: Demolished, Guzzle, Slumber, Piping Hot, Frosty, Uneven, Perfect, Cramped	I can retell the story of Billy Goats gruff and identify key characters and events. I can use pictures, words and actions to create a Billy Goats Gruff story map. I can fill in missing words to form captions about the story. I can write my name independently. **Drawing Club – Animations – Trapdoor – Breakfast** Vocab: Stalking, Smuggle, Miniature, Evade, Grasp, Foe, Dozing, Slink	I can create a wanted poster for a troll. I can identify simple adjectives to describe a troll. I can write speech bubbles for the characters in the story. I can sequence the story. I can write my name independently. **Drawing Club – Book – We're Going on a Bear Hunt** Vocab: Wandering, Joyful, Obstacle, Courageous, Tiptoe, Panic, Flee, Hide	I can retell and recall key story language from the story of Jack and the Beanstalk. I can write a list of what Jack can see up the beanstalk. I can match initial sounds to pictures. I can write my name focusing on forming my letters correctly. **Drawing Club – Tales – The Gingerbread Man** Vocab: Leap, Accelerate, Pursue, Block, Cunning, Soggy, Mocking, Disappointed	I can create a 'wanted poster for naughty Jack. I can write simple adjectives to describe him. I can label the giant with all of his things I can sequence the story of Jack and the Beanstalk. I can write my name focusing on forming my letters correctly. **Drawing Club – Animations – The Magic Roundabout** Vocab: Drumming, Shy, Arrive, Pacing, Greeting, Agitated, In a Huff, Racing	I can write about my part in the Christmas show. I can write Christmas cards to friends and family. I can write what I can see in a Christmas game. I can independently write my name in a Christmas card. **Drawing Club – Books – The Christmas Pine** Vocab: Ancient, Iridescent, Soaring, Remote, Journeyed, Gape, Warble, Absent
Literacy (Phonics)- Word Reading / Writing	**Song of Sounds – Week 5 continued** I can identify, say, read and write the phonics sounds g, o, c and k. I can blend sounds to read words dig, dog, can, kit. I can read the red words 'I', 'and' and 'go'.	**Song of Sounds – Week 6** I can identify, say, read and write the phonics sounds ck, e, u and r. I can blend sounds to read words sock, red, pet, mum. I can read the red words 'no', 'so, 'do', 'to' and 'into'.	**Song of Sounds – Week 7** I can identify, say, read and write the phonics sounds h, b, f, l, ff and ll. I can blend sounds to read words leg, fan, hat, bin. I can read the red words 'has', 'his' and 'the'.	**Song of Sounds – Week 8 – Tricky Words** I can read the red words 'I', 'the', 'go', 'no', 'so', 'to', 'do', 'into', 'and', 'has', 'his'	**Song of Sounds – Week 9 – Assessment Week – Part 1** I can identify, say and read the phonics sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, f, l, ff, ll. I can blend sounds to read words as, sit, sat, tap, mat, pin, dad, dig, dog, can, kit, sock, red, pet, mum, leg, fan, hat, bin.	**Song of Sounds – Week 9 – Assessment Week – Part 2** I can identify, say, read and write the phonics sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, f, l, ff, ll. I can segment words into phonemes to write words as, sit, sat, tap, mat, pin, dad, dig, dog, can, kit, sock, red, pet, mum, leg, fan, hat, bin.	**Song of Sounds – Week 9 – Assessment Week – Part 3 - Assessments** I can recall the phonics sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, f, l, ff, ll. I can blend and segment sounds to read and spell words as, sit, sat, tap, mat, pin, dad, dig, dog, can, kit, sock, red, pet, mum, leg, fan, hat, bin. I can read the red words 'I', 'the', 'go', 'no', 'so', 'to', 'do', 'into', 'and', 'has', 'his'
Mathematics- Number Numerical Patterns	**Whiterose - It's me 1,2,3 – steps 1-3,6** I can find numbers 1, 2 and 3. I can subitise numbers 1, 2 and 3. I can represent numbers 1, 2 and 3. I can make 1, 2 and 3 in different ways. **Mastery Number – Week 6**	**Whiterose - It's me 1,2,3 – steps 4-5** I can find 1 more than a given number. I can find 1 less than a given number. **Mastery Number – Week 7**	**Whiterose – Circles and Triangles - steps 1-4** I can name circles and triangles. I can compare circles and triangles. I can find shapes in my environment. I can describe where things are. **Mastery Number – Week 8**	**Whiterose – 1,2,3,4,5 – steps 1-5** I can find and subitise numbers 4 and 5. I can represent 4 and 5 in different ways. I can find 1 more. I can find 1 less. **Mastery Number – Week 9**	**Whiterose – 1,2,3,4,5 – steps 6-7** I can find different ways to make 4 and 5. I can find different ways to make numbers 1 to 5. **Mastery Number – Week 10**	**Whiterose – shapes with 4 sides – steps 1-3** I can identify and name shapes with 4 sides. I can combine shapes with 4 sides to make a new shapes. I can find shapes in the environment. **Mastery Number – Week 11**	**Whiterose – shapes with 4 sides – step 4** I can talk about the differenece between day and night.

<u>RE</u> <u>Understanding the World-</u> Past and Present Culture and Communities	I can talk about Bonfire Night.	I can talk about Remembrance Day and why people wear poppies.	**KAPOW – Unit 1 – What makes us special?** **Lesson 1 – What makes me special?** I can talk about what makes me special.	**KAPOW – Unit 1 – What makes us special?** **Lesson 2 – Who is special to us?** I can name people who are special to me.	**KAPOW – Unit 1 – What makes us special?** **Lesson 3 – Who helps us?** I can talk about special people in the community.	**KAPOW – Unit 1 – What makes us special?** **Lesson 4 – Why should we care for others?** I can explain about why it is important to care for others.	**KAPOW – Unit 1 – What makes us special?** **Lesson 5 – Why is Jesus special to some people?** I can understand that Jesus is special to some people.
<u>Woodland Learning</u>	No Woodland due to 4 day week	I can use sticks and other woodland resources to create a sparkler.	I can use clay and natural resources to create my own troll fro the 3 Billy Goat's Gruff.	I can talk about the seasonal changes I can see. I can collect natural resources to create a class wind chime.	I can explore which materials works best for a wolf den. I can work with my class to build a den using clips, sheets and ropes.	I can collect sticks and explore ways of joining them using string to create a star shaped tree decoration.	I can say ways to stay safe around a camp fire. I can help collect sticks to build a fire. I can sing Christmas songs around a camp fire.
<u>Expressive Arts and Design-</u> Creating with Materials	**Bonfire night** I can create a firework painting I can explore using colour, shape, pattern and texture through painting.	I can create a poppy using tissue paper.	I can create an observational drawing – a self portrait	I can create a piece of art to demonstrate my mark making skills and observational drawing skills.	**Christmas Calendar** I can design and decorate a calendar to give as a gift.	I can create a Christmas card.	
<u>Expressive Arts and Design-</u> Being imaginative and Expressive (Music)	I can remember and sing entire songs and add actions for my Christmas performance. I can sing in a group.		I can practise performing in a group on stage for my Christmas performance.		I can perform a play and sing songs in a group to an audience.	I can remember and sing Christmas songs.	