



Downview Primary School
Medium Term Planner

Our school is underpinned by our 5 school values which were decided upon by staff and children. These values are:
Teamwork, Aspiration, Resilience, Inspiration, Creativity.
 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:
 Teacher Assessment against EYFS 2025 Statutory Framework
 Phonic Assessments – Song of Sounds
 White Rose assessments

Key Texts:
 Egg Drop by Mini Grey
 What the Ladybird heard – Julia Donaldson and Lydia Monks
 Farmer Duck – Martin Wadell

Wow moments:
 Farm trip – visit to Staunton Farm 20th and 21st May

Year Group: Reception
Summer Term: 1

Curriculum Focus: Down on The Farm

Summer Term 1

	Week 1 13.4.26	Week 2 20.4.26	Week 3 27.4.26	Week 4 4.5.26	Week 5 11.5.26	Week 6 18.5.26
Personal, social and emotional Development (PSED) -	To understand why sharing is important. To think about the perspectives of others in the class.	To understand the characteristics that make a good friend. To think about why it might be difficult for others to be a good friend all of the time.	To consider why it is important to support each other by being kind.	To learn how to help, listen to and support others when working in a team.	To plan a party to celebrate the special friendships within the class.	No PSCHE / PSED
Physical development- Pre-handwriting, Handwriting and Hand skills	Pre-handwriting – I can draw and follow patterns: <ul style="list-style-type: none"> sitting on a line wavy lines curved, wavy and lower loops arches and zig zags open ‘c’ shapes, circles and joined circular shapes different shaped lines and shapes 					
	Handwriting – letter formation anticlockwise letters a, o Words at, mat, mop, pop	Handwriting – letter formation anticlockwise letters c, e Words can, cat, men, ten	Handwriting – letter formation anticlockwise letters d, q Words dad, dip, quit, quiz	Handwriting – letter formation anticlockwise letters s, f Words sat, sun, fun, fat	Handwriting – letter formation anticlockwise letters g Words get, got, go	Handwriting – letter formation anticlockwise letters assessment
Physical Development – Gross Motor Skills Real PE	Real PE Cog: Physical I can move confidently in different ways. I can perform a single skill or movement with some control. Sending and Receiving: I can use footwork to move in line with the ball when receiving. I can focus on accuracy and weight when sending I can bend knees to get low to the ground when rolling / receiving.			Real PE Cog: Physical I can move confidently in different ways. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. Reaction / Response: I can maintain a good ‘ready position’. I can lean forward to help move quickly. I can move feet, rather than stretch, to get to the ball.		
Literacy- Comprehension / Writing	Egg drop – I can sequence the main events in the story. I can design and build a flying machine for Egg. I can share my prediction of what will happen when I drop Egg flying machine.	Egg Drop – I can test my egg protector and write about what happened.	Egg Drop – I can write egg facts for my chick postcard. I can write describing words to talk about how a chick feels to touch or looks like.	What the Ladybird Heard – I can retell the story using key phrases and actions in role play. I can sequence the main events in the story correctly.	What the Ladybird heard – I can make and label my farm map with key features. I can write simple farm animal facts.	What the Ladybird heard – Farm Trip I can write a wish list of things I would like to see.

Literacy (Phonics)- Word Reading / Writing	I can recall and use the sounds I have learnt to sound out and blend words. I can identify, say, read and write the phonics sounds (ai, ee, igh, oa, oo/oo, ar, or, er, ow, oi, nk, air, ear and ure). I can blend sounds to read words. I can read all my red words (a, is, I, no, go, so, to, do, into, has, his, the, he, be, we, was, her, my, by, you, are, all, she, put, push, pull, full, they, of)	I can recall and use the sounds I have learnt to sound out and blend words. I can identify, say, read and write the phonics sounds (as outlined in week1) I can blend sounds to read words I can read all my red words (as week 1)	I can recall and use the sounds I have learnt to sound out and blend words. I can identify, say, read and write the phonics sounds (as outlined in week1) I can blend sounds to read words I can read all my red words (as week 1)	I can recall and use the sounds I have learnt to sound out and blend words. I can identify, say, read and write the phonics sounds (as outlined in week1) I can blend sounds to read words I can read all my red words (as week 1)	I can recall and use the sounds I have learnt to sound out and blend words. I can recall all the sounds so far and practise tricky sounds when reading and blending words. Assessment week – all sounds and tricky words so far.	I can recall and use the sounds I have learnt to sound out and blend words. I can identify, say, read and write the phonics sounds (as outlined in week1) I can blend sounds to read words I can read all my red words (as week 1)
Mathematics- Number Numerical Patterns	I can form my numbers correctly. I can identify the numbers 9 and 10.	I can make numbers 9 and 10. I can show one more and one less.	I can show numbers which make 10. I can show doubles to 10.	I can recognise simple 2D shapes such as circle, triangle and square. I can match shapes.	I can begin to recognise some simple 3D shapes such as cone, cube and sphere.	I can sequence events in a day eg breakfast, lunchtime, bedtime. I can order objects from tallest to smallest.
Understanding the World- The Natural World	I can learn about a chicken's life cycle. I can learn about how to look after eggs and chicks.			I can learn about different types of farm animals. I can talk about how different animals help us. I can share facts about different farm animals.		
Woodland Learning	I can explore light (sun) and shade. I can make shadows and talk about them. I can draw around my friend's shadow.		I can talk about the size of trees and measure them using non-standard units (arms) I can make bark rubbings I can use the vocab smooth and rough to describe my bark rubbings.		No Woodland	
Expressive Arts and Design- Being imaginative and Expressive (Music)	Charanga – Big Bear Funk I can find the pulse in a song. I can sing along to nursery rhymes with a pre-recorded song and add actions. I can explore high and low pitch. I can perform nursery rhymes and singing and adding actions.	Charanga – Big Bear Funk I can find the pulse in a song. I can explore rhythm games. I can explore high and low pitch. I can sing along with the backing track. I can perform nursery rhymes and singing and adding actions.	Charanga – Big Bear Funk I can find the pulse in a song. I can explore rhythm games. I can explore high and low pitch. I can invent ways to find the pulse. I can copy-clap some rhythms of phrases from the songs.	Charanga – Big Bear Funk I can invent ways to find the pulse. I can copy-clap some rhythms of phrases from the songs. I can explore high and low pitch. I can perform simple nursery rhymes or songs adding a simple instrumental part.	Charanga – Big Bear Funk I can invent ways to find the pulse. I can copy-clap some rhythms of phrases from the songs. I can explore high and low pitch. I can record the performance to talk about. I can use the starting note to explore melodic patterns using one or two notes.	Charanga – Big Bear Funk – I can invent ways to find the pulse. I can copy-clap some rhythms of phrases from the songs. I can explore high and low pitch. I can record the performance to talk about. I can use the starting note to explore melodic patterns using one or two notes.
Barefoot Computing – Summer Fun: Journeys	I can recount a journey using models, characters and toys to develop a map. I can talk about where different items go, how they look and where they are positioned in relation to other items. I can sequence and order parts of a journey. I can use my map to retelling my journey, test out my map, and check my design for what I like and what I could improve.					