




West Ashton C of E Primary School Medium Term Plan

Fairy tales - suggested activities which will change according to the children's interests

<div> <div>Year: EYFS</div> <div>Date: Summer Term 2 2021-2022</div> <div>Teacher: Sandra Meehan</div> <div>Class: Shooting Stars</div> </div>							
<div>Children have free flow access to the outdoor area at all times where learning though play is encouraged and activities are child initiated.</div>							
EYFS age band assessment Working Towards Working within	<u>Birth to 3 years</u>		<u>3 to 4 years</u>		<u>Reception</u>		<u>ELG's</u>
	<div> <div>Oliver</div> <div>Johnny</div> <div>Everly</div> <div>Cole</div> </div>		<div> <div>Wilson</div> <div>Seb</div> <div>Iris</div> <div>Chester</div> </div>		<div> <div>Grace</div> <div>Charlie</div> </div>		<div> <div>Ava</div> <div>Luca</div> <div>Bob</div> <div>Evan</div> </div>
							<div> <div>Vienna</div> <div>Imogen</div> <div>Max</div> <div>Maxine</div> </div>
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
Curriculum Concepts	Trust Happiness Beauty Belonging	Trust Happiness Beauty Belonging	Trust Happiness Beauty Belonging	Trust Happiness Beauty Belonging	Trust Happiness Beauty Belonging	Trust Happiness Beauty Belonging	Trust Happiness Beauty Belonging
HOOKS AND EXPERIENCES:	Beauty and the beast Jack and the bean stalk Princess and the pea Bullying	Longleat Author experience Sleeping Beauty Road safety	Sleeping Beauty Rapunzel Princess and the frog Stranger Danger	Snow White Healthy Body	Snow White Healthy teeth	Cinderella Transition visits.	Cinderella Sports day Transition visits
Thinking and creating critically	I know what a fairy tale is. I understand why I must think carefully about my actions.	I am beginning to have an understanding of the past and how different childhood was in the past. I can explain how to cross a road safely	I can retell a story in the correct order. I have an understanding of stranger danger and know who to get help from if I need it.	I can form a question correctly and have a developing understanding of reflection. I can tell you how to keep my body healthy.	I have a developing understanding of differing personalities and the feelings of others. I can explain how to keep my teeth healthy	I can think of my own ideas and use these ideas as a tool for writing. I am developing confidence and awareness of my transition.	I am feeling confident and am aware of the transitions I am about to do..
Active learning opportunities (motivation)	What is a fairy tale? Gather children's ideas. Using a collection of objects linked to stories and fairy tales such as a princess, castle, magic wands. Gruffalo, snowman etc explain that some of these objects come from fairy tales and some come from other stories which are not fairy tales.	https://www.dltk-teach.com/rhymes/sleeping-beauty/index.htm Share the story Sleeping Beauty. Encourage the children to join in with the story. Put the children into groups of four, encourage them to practice the story and then act it out.	Share the story Sleeping Beauty. Encourage the children to join in the story. Using the story sacks encourage the children to act out and retell the story to one another. Compare different versions of the story - How are they similar/different? How are the characters different/similar in looks and personality?	Introduction to the story and go into the story up to the part where Snow White is alone in the woods (it creates a bit of tension). Discuss the key events and characters, and record them on an 'ever after tree' - draw a tree and have a leaf for each bit of the story or key feature.	Read the story snow white once again and add to the 'ever after tree'. Make a list of the key characters in the story. What personality traits do they have?	Read the story Cinderella to the children. Then make a character list. Split the children into small groups and ask them to work together to decide which characters are good and which are bad. Can they explain their choices.	Share different versions of the Cinderella story with the children. How are they different from each other. Discuss.
Playing and exploring (engagement)	Construction, castle. Dressing up, fairy tale small world toys	Construction, castle. Dressing up, fairy tale small world toys	Construction, castle. Dressing up, fairy tale small world toys	Construction, castle. Dressing up, fairy tale small world toys	Construction, castle. Dressing up, fairy tale small world toys	Construction, castle. Dressing up, fairy tale small world toys	Construction, castle. Dressing up, fairy tale small world toys
LITERACY: comprehension, word reading and writing. COMMUNICATION AND	Ask children: <i>What fairy tales do you know?</i> Discuss, explaining that some suggestions are good stories but not necessarily fairy	Ensure children remember what a christening is. In the story there is a fairy who behaves very badly, can anyone remember why she was not	Create a story map with the children. Draw simple pictures to represent the different parts of the story. As a group retell the story in your own words using the	Discuss with the class the concept of asking a question - if they had a magic mirror, what would they ask? Use the questions listed as example	Discuss with the class the word personality, what does it mean? Our personality makes each of us unique and special. The seven dwarfs	As a class review the sequence of events which got Cinderella to the ball. Model writing this on the IWB using 3 clear steps	Drawing on their knowledge of the differing versions of Cinderella, children to draw their own Cinderella and write a sentence to describe her.

LANGUAGE: listening, attention and understanding, Speaking	<p>tales.</p> <p>As children mention fairy tales, produce the corresponding book.</p> <p><i>How do we know these are fairy tales?</i></p> <p>Discuss and list features: set long ago, have magical objects or people, kings and queens, castles or cottages, happy endings for the good etc.</p> <p>Sort a small collection of books that include examples of fairy tales and some that aren't, encouraging children to justify the fairy tale stories based on their features.</p>	<p>invited to the christening? In the past the fairy has upset others, should she have been banned from the christening. What did the fairy do to ensure the princess does not grow up to live a full life? Was this a kind act? What should happen to this fairy?</p> <p>The kind fairies did their best to change the spell placed on the princess. Then they spent the whole of her childhood trying to protect her. If you were one of the kind fairy's what could you have done to protect the princess. Could you think of a different spell which would have protected her. Encourage the children to write their own spell using their phonics knowledge.</p>	<p>map as a guide.</p> <p>Model writing simple letter with the children. This could be from the wicked fairy to sleeping beauty saying sorry for casting her spell.</p>	<p>questions (term 6 week 4). Say that the Magic Mirror has sent questions to you to ask the children!* Give them a mirror or a large empty frame and give them the opportunity to role play this with you or ask a couple of good actors in your class to do this. Keep it light and keep it fun. Think of good questions and write them on the IWB or a flipchart to store them for later or print them out for a class share. Mirror, ask, question, think Pair the children up and allocate one of them as 'queen' or 'king' in charge of the Magic Mirror. Give the children a chance to ask and reply to simple questions linked to snow white, what would they like to know? Reception children to write down questions.</p>	<p>each have a different personality and some of them are also linked to feelings.</p> <p>Each child is to choose one of the seven dwarfs (term 6 week 5) and write a sentence explaining the dwarfs character i.e. Bashful is in love with Snow white.</p>	<p>i.e. fairy godmother turned the pumpkin into a carriage. Fairy godmother turned mice into foot men. The fairy godmother used her magic wand to make Cinderella a dress. Set the children off to brainstorm their own ideas. If they were Cinderella how would they get transformed to go to the ball. What items would they use and what would they change them into i.e. a pizza into a batmobile. Using Cinderella writing frame (term 6 week 6) children to write three steps using their own ideas to get to the ball.</p>	
ROLE-PLAY	Home corner, Theatre role play, large loose parts to make models such as castles to support play. potions, sand and water play in the mud kitchen						
CONSTRUCTION	Exploring construction materials - children to have free reign (what are their interests).						
SMALL WORLD	Happy land train track and trains castle Lego						
OUTSIDE AREA	large construction home corner water play messy kitchen, shapes and numbers in the natural environment						
MATHS	<p>Number blocks (NCETM) yr 1 Episode 2.8 & 2.9</p> <p>WRM – Find my pattern (Doubling)</p> <p>The children will learn that double means twice as many. Provide opportunities to build doubles using real objects and mathematical equipment. Build numbers using the pair-wise patterns on tens frame to see doubles. Use mirror and barrier games to explore doubles and early symmetry.</p> <p>Reception to complete maths in year one class every Friday as part of transition.</p>	<p>Number blocks (NCETM) yr 1 Episode 2.10 & 2.11</p> <p>WRM – Find my pattern (Sharing and grouping)</p> <p>Provide the children with opportunity to recognise and make equal groups, this could be done through play, at snack time etc. what groups do they notice on a bead string? Encourage the children to notice that sometimes there are items left over when they share, encourage them to come up with their own suggestion on how to resolve this.</p> <p>Reception to complete maths in year one class every Friday as part of transition.</p>	<p>Number blocks (NCETM) yr 1 Episode 2.12 & 2.13</p> <p>WRM – Find My Pattern (odd and even)</p> <p>The children begin to understand that some quantities will share equally into two groups and that some won't. they may also notice that some quantities can be grouped into pairs and some will have one left over. Provide opportunities for them to explore these ideas in different contexts as they play and talk about what they notice. Encourage the children to notice the odd and even structure on the number shapes and by building pair-wise patterns on the 10s frame</p> <p>Reception to complete maths in year one class every Friday as part of transition.</p>	<p>Number blocks (NCETM) yr 1 Episode 2.14 & 2.15</p> <p>WRM – On the Move (Patterns and relationships)</p> <p>Give the children opportunity to explore and investigate relationships between numbers and shapes. Use Cuisenaire rods, pattern blocks and unit construction blocks to explore these relationships. Encourage children to copy, continue and create a range of repeating patterns and symmetrical constructions.</p> <p>Reception to complete maths in year one class every Friday as part of transition.</p>	<p>Reception – revisit any aspects of number that children are unsure of. Ensure all children know number bonds to ten, can subitise to ten, understand concept of doubling, halving and sharing.</p> <p>Nursery- Maths through play focusing on one to one correspondence for up to five objects.</p> <p>Reception to complete maths in year one class every Friday as part of transition.</p>	<p>Reception – revisit any aspect of shape 2D that children are unsure of. Ensure they know the names of 2D shapes including circle, square, rectangle, triangle, oval, octagon, hexagon. Ensure they understand that a 2D shape is a 'flat' shape made up of one face, edges and vertices.</p> <p>Check children's understanding that two or more shapes can be put together to make other shapes.</p> <p>Nursery- Maths through play focusing on one to one correspondence for up to five objects. And recognising numbers 1 to 5.</p> <p>Reception to complete maths in year one class every Friday as part of transition.</p>	<p>Reception – revisit any aspect of shape 3D that children are unsure of. Ensure they know the names of basic 3D shapes including cube, cuboid, sphere, pyramid, cylinder. Ensure they understand that a 3D shape is a 'solid' shape made up of faces, edges and vertices.</p> <p>Check children's understanding that two or more shapes can be put together to make other shapes.</p> <p>Nursery- Maths through play focusing on one to one correspondence for up to five objects. And recognising numbers 1 to 5.</p> <p>Reception to complete maths in year one class every Friday as part of transition.</p>

PHONICS	<p>Little Wandle summer 2 week 1</p> <p>Independent sentence writing using phonics knowledge.</p>	<p>. Little Wandle summer 2 week 2</p> <p>Independent sentence writing using phonics knowledge.</p>	<p>Little Wandle summer 2 week 3</p> <p>Independent sentence writing using phonics knowledge.</p>	<p>Little Wandle summer 2 week 4</p> <p>Independent sentence writing using phonics knowledge.</p>	<p>Little Wandle summer 2 week 5</p> <p>Independent sentence writing using phonics knowledge.</p>	<p>Little Wandle summer 2 Assessment week.</p> <p>Independent sentence writing using phonics knowledge.</p>	<p>Phonic sounds and tricky word practice.</p> <p>Independent sentence writing using phonics knowledge.</p>
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>In each of the fairy tale books we have read there is always someone who is unkind, is this a good thing? Why do we think the stories have an unkind person in them? Today we are going to look at bullying. Share the power point Bullying assembly (term 6 week 1) with the children, then discuss kindness and how being kind makes us all feel.</p>	<p>Set up a pretend road crossing on the playground and explain to the children that today we are going to practice crossing the road safely using the 'stop, look, listen and think' mantra.</p> <p>Ask the children why we need to be safe when crossing the road. How can we ensure we cross the road safely? Ensure they understand that an adult should always be with them.</p> <p>Practice crossing the road using feet, bikes or scooters. The rules are the same for all.</p> <p>https://www.think.gov.uk/resource/crossing-roads/</p>	<p>Discuss stranger danger with the children, what is a stranger? do they realise that anyone they do not know is a stranger and that not all strangers look mean or are mean however, we must always be cautious.</p> <p>Discuss what would you do if you were lost? What strangers could you ask for help?</p> <p>Share with the children the stranger danger PowerPoint (term 6 week 3) and ensure they have a basic understanding.</p>	<p>This week we are going to look at how to keep our bodies healthy. Gather children's ideas of how to do this and why it is important. Share with the children PowerPoint on looking after ourselves (term 6 week 4). What changes do the children think they can make to improve their own health?</p>	<p>This week we are going to look at how to keep our teeth healthy as our teeth are really important and looking after them is a big responsibility. Share with the children PowerPoint on looking after our teeth (term 6 week 5). Practice brushing teeth together with the class. Give the children teeth brushing star chart to complete at home.</p>	<p>This week the children will begin their transition into year one or reception by spending time in their new class with their new teacher and class mates. Support them with this and discuss in class as much as possible. Give reception children a book to share with their parents about the differences between nursery and reception.</p>	<p>Continue to support the children as they begin their transition into year one or reception by spending time in their new class with their new teacher and class mates. Support them with this and discuss in class as much as possible. Give reception children a book to share with their parents about the differences between nursery and reception.</p>
EXPRESSIVE ARTS AND DESIGN	<p>Fairy tale roll play Potion making Making castles</p> 	<p>Making wands</p>	<p>Talk about how the prince and princess might have danced together and the type of music they would have danced to. Play some ballroom</p> <p>https://www.youtube.com/watch?v=sdiu1HG34Y</p> <p>https://www.youtube.com/watch?v=kTz3FbXbftQ and explore ways of moving to it. Adults could model dancing in pairs in the ballroom style and encourage the children to have a go</p>	<p>Making own mirror</p> 	<p>Making dwarfs for the garden using clay</p> 	<p>Using junk modelling to construct carriages to take Cinderella to the ball.</p>	<p>Practice the Cinderella ball dance</p> <p>https://www.youtube.com/watch?v=2Q6G6bT5HGxY</p>
UNDERSTANDING THE WORLD	<p>Ask children: <i>How can we share fairy tales?</i> Books, films, a play, being told them.</p> <p>Explain that many of these tales are very old and have been told lots of times, often told by someone who has learnt the story... a 'storyteller'.</p> <p>Share the story of beauty and the beast. Discuss the ways in which the storyteller (me) brings the story to life, e.g. through gesture, voice, facial expression, volume, speed etc.</p> <p>Ask probing questions: <i>What does the storyteller do to her voice when there is a scary/ sad/ happy part?</i></p> <p><i>Can you say the opening line in different ways? Can you make the story sound</i></p>	<p>Read the story Sleeping Beauty again and look at the pictures in the story. Where was the story set? do the children show understanding of the past? Look closely at the spinning wheel, what is this? Discuss the correct use of a spinning wheel. Explain to the children that items such as the spinning wheel were used before modern technology. Look at other items from the past such as a telephone, Walkman, wash board, old fashioned toys etc. explain that for people in their 50s or older, childhood did not have the use of modern technology. What would childhood have been like without computers etc. gather the children's ideas,</p>	<p>Have you ever been to a forest? What did you do there? What kinds of animals do you think live in the forest, what kind of trees are there.</p> <p>Use the woodland and forest discovery pack (term 6 week 3) with the children to talk about new information, share ideas and experiences and discuss new vocabulary and information.</p>	<p>Discuss with the class the concept of 'mirroring' - explain that the evil queen in the story could see her reflection in the Magic Mirror and it had to do everything she wanted. Demonstrate with a TA, with one of you taking the role of 'queen'/leader and the other the mirror/copier - which is which depends on how well you think the mirror will be at copying, as it is important that the children see a good demonstration of that, just as much as the coming with the moves in the first place. Start with the whole class copying you to warm up and ensure they've understood the basic</p>	<p>When Snow White originally ran away from her wicked step mother she got lost in the forest. Eventually she found the home of the seven dwarfs, however, the home is so well hidden in the forest that snow white wicked step mum needs a map to find it and bring snow white the apple which poisoned her. Using the map to snow whites house (term 6 week 5). Challenge the children to draw a map from the castle where snow whites step mum lives to the</p>	<p>Discuss materials usually used to make shoes and why glass slippers are an unusual choice! Provide different types of shoes or materials for the children to explore. Can the children lace the shoes?</p> <p>Using the foot size chart (term 6 week 6) measure each other's feet. Who has the biggest feet in the class? Who has the smallest feet?</p>	<p>Transition week. Discuss transition with the children, do they feel ready. Take children for another tour of their new classroom. Is there anything they are concerned about? Any questions they have about year one? Join in with as many year one activities as possible and ensure parents are feeling confident with the transition. Address any concerns.</p>

	happy/ sad/ scary etc.?	can they begin to show understanding of child hood 50 yrs. ago.		concept, by incorporating good stretches and shapes into your routine. Can the children focus and copy each other to make the reflection moves. Ask some of the children to come up and share there reflection moves with the class.	home of the seven dwarfs.		
PHYSICAL DEVELOPMENT	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support. PE sessions to focus on athletic skills.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support. PE sessions to focus on athletic skills.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support. PE sessions to focus on athletic skills.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support. PE sessions to focus on cricket skills.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support. PE sessions to focus on cricket skills	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support. PE sessions to focus on cricket skills.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support. PE sessions to focus on cricket skills.
RE	<p>What does the word God mean?</p> <p>https://www.stfrancisprimaryandnursery.co.uk/reception-8/</p> <p>Share the story Noah's Ark, How is God linked to this story?</p>	<p>What does the word God mean?</p> <p>https://www.stfrancisprimaryandnursery.co.uk/reception-8/</p>	<p>Who is God?</p> <p>https://www.stfrancisprimaryandnursery.co.uk/reception-8/</p> <p>Share the story Danial and the Lions, how is God linked to this story?</p>	<p>Who is God?</p> <p>https://www.stfrancisprimaryandnursery.co.uk/reception-8/</p>	<p>Why is God important to Christians?</p> <p>https://www.stfrancisprimaryandnursery.co.uk/reception-8/</p> <p>Share the story Jonah and the Whale, how is God linked to this story?</p>	<p>Why is God important to Christians?</p> <p>https://www.stfrancisprimaryandnursery.co.uk/reception-8/</p>	Review children's understanding.
MUSIC	Music express	Music express	Music express	Music express	Music express	Music express	Music express
HOMEWORK/ PARENT LINK	Practice phonic sounds and tricky words learnt, Ensure you read daily.	Practice phonic sounds and tricky words learnt. Ensure you read daily.	Practice phonic sounds and tricky words learnt. Ensure you read daily.	Practice phonic sounds and tricky words learnt. Ensure you read daily.	Practice phonic sounds and tricky words learnt. Ensure you read daily.	Practice phonic sounds and tricky words learnt.. Ensure you read daily.	Practice phonic sounds and tricky words learnt.. Ensure you read daily.
FS1 COMMUNICATION BOOST	<p>Talk boost</p> <p>Building sentences</p> <p>Week 8: First, next and last</p> <p>Overview:</p> <p>This week's focus is on putting ideas together in a sequence. Children learn to do this from things they do every day in a certain order, e.g when they get dressed they put on their jumper before their coat, and their socks before their shoes.</p> <p>Talking about sequenced patterns can help children develop verbal skills in conversation or storytelling. They need to know in what order things happen in order to make sense to people who are listening to them</p> <p>We introduce sequences now, next and last.</p> <p>I've got something in my basket Story-</p>	<p>Talk boost</p> <p>Having conversations</p> <p>Week 9: Making friends</p> <p>Overview:</p> <p>This week is about reviewing all the language concepts covered over the past eight weeks, and having conversations with the children about them.</p> <p>I've got something in my basket Story- Starting nursery basket</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Fine motor skills box with a variety of activities. The children</p>	<p>Story focus</p> <p>Read the story The ginger bread man using the props</p> <p>Once the story has been read use the props to ask the children what is happening in each part of the story.</p> <p>Focusing on the beginning, middle and end of the story.</p> <p>Using the prompt cards. Mix up the cards to ask the children what happens in the story. See if the children can use the story cards to put them in the correct order.</p> <p>I've got something in my basket Story- Starting nursery basket</p> <p>Songs- Good morning, How are we feeling and what is the weather</p>	<p>Story Focus</p> <p>Read the story The ginger bread man using the props</p> <p>Re-read the Ginger Bread Man story focusing on who the story was about. Talking about the main characters, asking questions such as 'can anyone remember any of the characters that the gingerbread man met'</p> <p>Talk about the characters, ask the children who their favourite character was, why were they their favourite or choose a picture and ask them to talk about the character. Such as the fox, where do they usually see a fox, what does a fox do and where did they see the fox in the story.</p>	<p>Story Focus</p> <p>Read the story The gingerbread man using the props</p> <p>Talk about the gingerbread man story. Who can remember what our story is? Who can talk about our characters? We are going to learn about the where and when.</p> <p>I've got something in my basket Story- Starting nursery basket</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p>	<p>School readiness</p> <p>Read the story The gingerbread man using the props</p> <p>We are going to create our own story character. Children to create their own animal that the gingerbread man may have met on his journey.</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Fine motor skills box with a variety of activities. The children to choose one box each.</p> <p>Number recognition -</p>	<p>School readiness</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Fine motor skills box with a variety of activities. The children to choose one box each.</p> <p>Number recognition - Nursery rhymes and number recognition bags</p> <p>Pen disco - developing mark making skills</p> <p>Practice putting shoes and coats on.</p>

	<p>Starting nursery basket</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Fine motor skills box with a variety of activities. The children to choose one box each.</p> <p>Number recognition - Nursery rhymes and number recognition bags</p> <p>Pen disco - developing mark making skills</p>	<p>to choose one box each.</p> <p>Number recognition - Nursery rhymes and number recognition bags</p> <p>Pen disco - developing mark making skills</p>	<p>today?</p> <p>Clapping syllable words from pictures</p> <p>Fine motor skills box with a variety of activities. The children to choose one box each.</p> <p>Number recognition - Nursery rhymes and number recognition bags</p> <p>Pen disco - developing mark making skills</p>	<p>I've got something in my basket Story- Starting nursery basket</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Fine motor skills box with a variety of activities. The children to choose one box each.</p> <p>Number recognition - Nursery rhymes and number recognition bags</p> <p>Pen disco - developing mark making skills</p>	<p>Fine motor skills box with a variety of activities. The children to choose one box each.</p> <p>Number recognition - Nursery rhymes and number recognition bags</p> <p>Pen disco - developing mark making skills</p>	<p>Nursery rhymes and number recognition bags</p> <p>Pen disco - developing mark making skills</p> <p>Practice putting shoes and coats on.</p>	
Intervention s/Catch-up	ELSA SaLT Phonics catch-up	ELSA SaLT Phonics catch-up	ELSA SaLT Phonics catch-up	ELSA SaLT Phonics catch-up	ELSA SaLT Phonics catch-up	ELSA SaLT Phonics catch-up	ELSA SaLT Phonics catch-up
FS1 Next Steps	Continue to develop listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills.	Continue to develop listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills.	Continue to develop listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills.	Continue to develop listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills. Prepare for the transition into Reception.	Continue to develop listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills. Prepare for the transition into Reception	Continue to develop listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills. Prepare for the transition into Reception.	Continue to develop listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills. Prepare for the transition into Reception.
FS2 Next Steps	<p>Continue to develop fine motor skills i.e. pencil control.</p> <p>Skills in listening and responding.</p>	<p>Continue to develop fine motor skills i.e. pencil control.</p> <p>Skills in listening and responding.</p>	<p>Continue to develop fine motor skills i.e. pencil control.</p> <p>Skills in listening and responding.</p>	<p>Continue to develop fine motor skills i.e. pencil control.</p> <p>Skills in listening and responding.</p>	<p>Continue to develop fine motor skills i.e. pencil control.</p> <p>Skills in listening and responding.</p> <p>Prepare for the transition into year 1</p>	<p>Continue to develop fine motor skills i.e. pencil control.</p> <p>Skills in listening and responding.</p> <p>Prepare for the transition into year 1</p>	<p>Continue to develop fine motor skills i.e. pencil control.</p> <p>Skills in listening and responding.</p> <p>Prepare for the transition into year 1</p>

Adult directed Learning through Play Specifically for Fs1