



<p style="text-align: center;"><b>Mathematics</b></p> <p style="text-align: center;"><b><u>Number</u></b></p> <p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.</p> <p style="text-align: center;"><b><u>Numerical Patterns</u></b></p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p style="text-align: center;"><b>English</b></p> <p style="text-align: center;"><b><u>Reading</u></b></p> <p style="text-align: center;"><b><u>Reading Comprehension</u></b></p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p style="text-align: center;"><b><u>Word Reading</u></b></p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Identify the taught GPCs (the sounds that the letters make) including some digraphs. Blend the taught sounds to read CVC, CVCC and CCVC words. Read some taught common exception/ high frequency and familiar words. Read sentences made up of words with taught sounds and common exception words.</p> <p style="text-align: center;"><b><u>Writing</u></b></p> <p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Listen to and hear the sounds in CVC, CVCC and CCVC words Recall &amp;/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. Spell some taught common exception/ high frequency and familiar words.</p>
<p style="text-align: center;"><b>Communication and Language</b></p> <p>Understand how to listen carefully and why listening is important. (C&amp;L) Listen carefully to rhymes and songs, paying attention to how they sound.(C&amp;L) Listen to and talk about stories to build familiarity and understanding. (C&amp;L) Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. (C&amp;L) Learn new vocabulary. (C&amp;L) Use new vocabulary through the day. (C&amp;L) Use new vocabulary in different contexts.(C&amp;L) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay (ELG LIT C)</p>	<p style="text-align: center;"><b>Personal, Social and Emotional Development</b></p> <p>I know some people who are special in my life and other may have different special people. I know friends are important and can help me. I know it is important to take responsibility for taking care of a shared environment. I know the world is special and beautiful. I know what may happen to living things if we don't take care of our world. I know there are different types of coin. I know why we should keep money safe. I know there are ways to save money.</p>

*Perseverance*

*Respect*

*Honesty*

*Kindness*

*Faith*

*Friendship*

*Forgiveness*

*Responsibility*



<p style="text-align: center;"><b>Physical Development</b></p> <p style="text-align: center;"><u>Team Games</u></p> <ul style="list-style-type: none"> <li>I know the importance of being aware of people and spaces around me.</li> <li>I know how to use change of speed or direction to avoid obstacles.</li> <li>I can negotiate space successfully in racing and chasing games with others.</li> <li>I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> </ul>	<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p style="text-align: center;"><u>Exploring mixing colours/Paint my World</u></p> <p>Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage.</p>	<p style="text-align: center;"><b>Understanding the World</b></p> <p style="text-align: center;"><u>Habitats and Life Cycles</u></p> <p>To talk about some of the things they have observed such as animals and natural objects. To ask questions about the natural world. To show care and concern for living things and their environments. Begin to understand the effect their behaviours can have on the environment. Looks closely at similarities and differences in changes to living things. To make observations of animals and explain why something occur and talk about changes. Recognise some environments that are different from the one in which they live. ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p style="text-align: center;"><u>Comparing Different environments/simple map skills</u></p> <p>I know that a map is a picture or drawing of an area of land or sea I know it is colder in the polar regions I know some places are really hot Describe how two places are the same or different using simple picture maps, photographs and simple geographical terms Use simple positional language to describe where things are in relation to each other</p>
<p><b>Modern Foreign Languages</b></p> <p><b>Les Jouets</b></p> <p>Numbers and colours</p> <p>Reinforce language from previous terms. Recap numbers 1-10. Learn colours Sentences beginning with “Il y a” Adjective order Learn the words for some toys.</p>		
<p style="text-align: center;"><b>Curriculum enrichment – additional opportunities, visits and / or visitors.</b></p> <p style="text-align: center;">Whole School Assemblies Visits to the Forest to look for bugs. ZooLab visit</p>	<p style="text-align: center;"><b>How can you help your child this term?</b></p> <ul style="list-style-type: none"> <li>Use the weekly F1 Newsletters to help discuss what your child has been doing at school.             <ul style="list-style-type: none"> <li>Practise the new phonic sounds we will be learning</li> <li>Practice writing simple words using the sounds they can hear.                 <ul style="list-style-type: none"> <li>Read their reading book as much as you can.</li> <li>Read stories together at home as much as possible.</li> </ul> </li> </ul> </li> <li>Practise counting and recognising numbers at home and around the immediate environment.</li> </ul>	

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Deddington Church of England Primary School

Medium Term Plan

Year F1

Term Spring 4 2026

*Faith*                      *Perseverance*                      *Respect*                      *Honesty*                      *Kindness*  
*Friendship*                      *Forgiveness*                      *Responsibility*