

## West Park Primary School English Medium Term Planning



Weeks	Learning Journey	Cross Curricular	National Curriculum						
		links	Communication and Language	Physical Development	Handwriting	Literacy (Individual Reading)	Literacy (Writing)	Continuous Provision Links to English	
	: Firework poems See weekly plan  Children will listen to firework poems and create their own. Rhyme 5 Little fire works.	The world	Learn new vocabulary  Articulate their ideas and thoughts in well-formed sentences.  (Listen carefully to rhymes and songs, paying attention to how they sound).	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Wake and shake throughout the day crossing hemispheres keeping rhythm controlling movements.  Lying on stomach to do puzzles to strengthen muscles back of the neck and proprioceptors.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Daily handwriting and fine motor skills doh disco, cutting threading pegs and peg boards pressing paint etc.  Draw pictures of fireworks Make marks to the music Squiggle  Doh disco  Hand/ finger rhymes	Develop the foundations of a handwriting style which is fast, accurate and efficient.  Begin to Form lower-case correctly.  Focus: one armed robot.  See physical development	Read individual letters by saying the sounds for them.  If sounds not taught Prac to tell them sound it makes.  Blend sounds into words, so that they can read short words made up of known letter—sound correspondences.  If sounds not taught Prac to sound out word for them, can they blend by hearing sound?  Read/ match 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.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and en joyment.  Point to individual words as they read them. Know what a word is. Use picture cues to help them. Know that when they read a word it starts with that sound.	Begin to form lower-case one armed robot letters correctly.	Access to HFW and initial sounds they are learning so they can get certificate.  Write letters of the day with different tools in different liquids etc.  Mark making drawing fireworks.  Read / find / match words on the fireworks.	
2	https://www.youtube.com/watch?v=TUepS9yGANQ Elmers colours https://www.youtube.com/watch?v=mk9MNTHMO2g Children will think of why the book is called "Elmers colours?" Share ideas about what the book with their name in the title would have written in. Rhyme Mixing Colours Poems Leaves are falling	PSE EUM The world	As Above  http://www.twickl.ra.uk/recourse/t-t-754677?.dmrs.day.gictura.cardis-to-support.tandrag-on-dmrs.  Ask questions to find out more and to check they understand what has been said to them.	Paint an elephant using berry juice As above	As above	As Above	As above  Using word mat/ cut up words to make / write a sentence. Red is Blue is	As above linked to book. Words/letters on coloured paper to stick on Elmer once they know them.	
3	The nativity	The World RE	As above	Cut out characters Stars	As above	As Above	As above	Children will have access to pictures and labels	

they are in nativity and what they do. They will carry out emergent writing.  Rhyme	Children will use	around the room of
Littee to story and match the pictures to the sentences.  Make own Christmas book about what they see using repeated sentences.  Poem Golours  6 and 7  Stack Man  I am not a 7 Select I picture and discuss it in detail using new vocab.  Choose a sentence to be written, modelled and children will use cut up words? write words in a sentence.  The World RE EUM PSE  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Make other characters from story and christmas decorations.  as above.  Make a stick man Make a stick man Make something from story and christmas decorations.  as above.  Make other characters from story and christmas decorations.  as above.  As Above  As Above  As Above  As Above  As Above  Make a stick man Make something from stick mans adventures.  As above  As Above  As Above  As Above  As Above	pictures and labels from around the room to make sentence about what they are in the nativity.	characters from the nativity.
I am not a  7 Select I picture and discuss it in detail using new vocab. Choose a sentence to be written, modelled and children will use cut up words/ write words in a sentence.  I am not a  RE  EUM  PSE  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  I wate it stick munt  Make something from stick mans adventures.  As above	As above Match / write words to go with the pictures.  Hear initial sounds in words to find key word they need to finish the sentence – can thy find word?	Binoculars to find HFW and write them down what words can they see?  Collect pictures to do with Christmas and match words to them.
	Children will have a go at holding sentence in their head and think of something they are not — like the stick man.  After discussing a picture children will think of a sentence to write.  Can they have a go at making it/writing it using key word mat	List for santa Letter to Santa
Danatad who was in a harbar formation and the state of th		
Reading for Pleasure  Repeated rhyming books from scheme and those that were thrown out scheme.  Not covered this term:		