

**Early Years Foundation Stage**  
**Reception Medium Term Planning 2024-2025**

**Reception - Blast off! - Explorers 2**

Literary Texts	Rhyme Time	Celebrations
<ul style="list-style-type: none"> <li>• Whatever Next</li> <li>• Meet the Planets</li> </ul>	<ul style="list-style-type: none"> <li>• 5 Little Men</li> <li>• Ten Fat Sausages</li> <li>• The Grand old Duke of York</li> </ul>	<p>How did we get here?</p> <ul style="list-style-type: none"> <li>• Big School Bird's Watch</li> <li>• Lohri Festival</li> <li>• Save Energy</li> <li>• Chinese New Year</li> <li>• Number Day</li> <li>• Valentines Day</li> </ul>
British Values	Enrichment Opportunity	Parental Engagement
<p><b>Rule of law.</b></p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary</p>	<ul style="list-style-type: none"> <li>• Fire safety visit.</li> <li>• Cook with Colham Catering!</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Carer read and relax sessions</li> <li>• Parent/Carers independent reading sessions</li> <li>• Oral Health Information session for January starters</li> <li>• Toileting workshops</li> </ul>
Area of Learning	Planned Teaching & Learning Approaches, Possible Activities and	Key Vocabulary

	<b>Intended Outcomes</b>	
Communication and Language	Bucket Time Building on Understanding Language; <ul style="list-style-type: none"> <li>- Ask questions to find out more and to check they understand what has been said/read to them. 'How' and 'Why' questions.</li> </ul>	<b>Understanding Language</b> Here, there, sit, stand, come, go, reach, touch, up, down, in, out, stop, wait, time, what, where, why, how, when,
Personal, Social, Emotional Development	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>- Make Your Choice</li> <li>- Well Done</li> <li>- The Pantomime</li> <li>- A Waiting Game</li> </ul>	<b>Self-Regulation</b> Yes, no, stop, start, wait, sit, eyes, ears, mouths, hands, feet, look, listen, breath, feel, emotion, choice, choose, prefer
Physical Development	<b>Fine Motor:</b> Daily Funky Finger provision to practise fine motor skills <b>Gross Motor:</b> Fundamentals : Unit 2	<u>Fine Motor:</u> Hand, fingers, touch, feel, push, pull, grip, press, pinch, twist, stretch, cut, snip, fold, tear, roll, clutch, grasp, thread, weave, stamp, paste, mold, control, buttons, zipping, straps, hole <u>Gross Motor: Fundamentals Unit 2</u> Balance, jump, safely, crawl, land, slide, rules, slow, bend, fast, run, stop, hop
Literacy	Rhyme Time <b>Main writing outcome:</b> <ul style="list-style-type: none"> <li>- Using phonics to write simple words</li> </ul> <b>Phonics:</b>	<u>Whatever Next</u> Rocketing, Ascend, Consume, Shocked, Enclosed, Lunar, Companion, rummage

	<p>Recap on set 1 special friends: <a href="#">th</a>, <a href="#">ch</a>, <a href="#">qu</a>, <a href="#">ng</a>, <a href="#">nk</a>.</p> <p>Secure blending of words with special friends (word time 1.5 and 1.6).</p> <p><b>Talk through stories:</b></p> <p>Cottonwool Colin Cops and Robbers Six Dinner Sid Stick Man Supertato</p> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>- Retelling stories with the recently introduced vocabulary.</li> <li>- Making up stories with themselves as the main character.</li> <li>- Encourage children to record stories through picture drawing/mark making.</li> <li>- Read simple phrases and sentences made up of words with known letters–sound correspondences and, where necessary, a few exception words.</li> <li>- Read a few common exception words matched to RWI.</li> <li>- Using recently introduced vocabulary during discussions about stories and during role-play.</li> </ul>	<p style="text-align: center;"><u>Meet the Planets</u></p> <p>Atmosphere, asteroid, astronomy, circumpolar, constellation, dwarf planet, habitable zone, phase, orbit, astronauts, space, planets</p> <p>Book, story, listen, talk, front cover, page, pictures, turn, back cover, title, story map, sequence, print, meaning, sounds, label, start/beginning, middle, end, rhyme, setting, author, letters, sounds, words, order, label, information, text, retell, <b>characters, grapheme, phoneme, blend, digraph, trigraph, left, right, top, bottom, imagination, create, phrase, sentence, role play</b></p>
<p>Mathematics</p>	<p>Alive in 5!</p> <p>Mass and capacity</p>	<p><u>Alive in 5!</u>: one, two, three, four, five, none, more, less, represent, number bonds, fives/tens frames, add, take, more than, less/fewer than, same, different</p> <p><u>Mass and capacity</u>: full, empty, half full, holds, container, capacity, mass</p>
<p>Understanding the World</p>	<p>Speed and the natural world</p> <p>Animals, Humans and their environment</p> <p>The Natural World</p>	<p style="text-align: center;"><u>Past and Present</u></p> <p>today, yesterday, now, then, when,, old, new, baby, child, adult, family, history, future, photograph, past, present, dinosaurs, extinct, historic, alive, living, fossil,</p>

	<p>Things in the past and present</p> <p>Dinosaurs</p> <p style="text-align: center;"><u>Technology</u></p> <p>Continuation of engaging with ICT in the setting; using toys with increased control and skill.</p>	<p style="text-align: center;">buried,</p> <p style="text-align: center;"><u>People, Culture and Communities</u></p> <p>Space, Earth, Milky Way, Mars, Sun, Moon, days, orbit, planet, natural, gravity, stars, Natural, man-made, cave, Stonehenge, environment, fossils, rocks, soil</p> <p style="text-align: center;"><u>The Natural World</u></p> <p>time, process, change, fossil, animal, plant, observe, similarities, differences, contrasting, record, experiment, herbivore, endangered, nature reserve, hunt, breed, wild,</p> <p style="text-align: center;"><u>Technology</u></p> <p>On, Off, Switch, Backwards, Forward, Instruction, Sound, Moving, game, type, mouse, touch, open, close</p>
<p>Expressive Art and Design</p>	<p><b>Being imaginative and expressive</b></p> <p>Colour mixing, shapes with continuous lines</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Accompany stories with instruments - sound stories</p> <p>Learn a repertoire of songs - Rhyme Time/Mat-man/Hello &amp; Goodbye songs.</p> <p>Know and understand the elements of tempo and dynamics</p> <p><b>Creating with Materials:</b></p> <p>Make a rocket</p>	<p style="text-align: center;"><u>Creating with materials</u></p> <p>Light Dark Bright, Dull Colourful, Thin Thick, Strong Soft Hard, Colour, draw, texture, construction, materials, build, bricks, balance, mix, tools, join, cut, scissors, glue, rocket, safety, helmet, travel, space, dough, mould, shape, bake, cooker, heat</p> <p style="text-align: center;"><u>Being imaginative and expressive</u></p> <p>listen, perform, song, music, pitch, high, low, voice, pulse, instruments, pattern</p>

	<p>Make a helmet</p> <p>Make salt dough dinosaur bones</p> <p>Create a class paper mache dinosaur</p>	
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### Literacy Medium Term Plans

#### Whatever Next

<b>Week 1</b>	WALT: To make a prediction.	WALT: To share my thoughts and ideas about what I have heard	WALT: To ask and write questions. To act in the role of a character.	WALT: To sequence the story.	WALT: To retell a story as a small group.
<b>Week 2</b>	WALT: To identify similarities and differences.	WALT: To listen attentively and respond to questions.	WALT: To apply phonetic knowledge to write captions.	WALT: To apply phonetic knowledge to write.	WALT: To apply phonetic knowledge to write

#### Meet the Planets

<b>Week 3</b>	WALT: To make a prediction based on my prior knowledge.	WALT: To listen and share my thoughts and ideas.	WALT: To make sense of and sort/organise key information	WALT: To orally compose sentences.	WALT: To apply my phonic knowledge to help me read and write.
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### Maths Medium Term Plan

Week 1	WALT explore alive in 5!	WALT explore alive in 5!	WALT explore alive in 5!	WALT explore alive in 5!
Week 2	WALT explore alive in 5!	WALT explore alive in 5!	WALT explore alive in 5!	WALT explore alive in 5!
Week 3	WALT explore mass and capacity	WALT explore full and empty	WALT explore half full or empty	WALT explore nearly full or empty