

Early Years Foundation Stage
Reception Medium Term Planning 2024-2025

Reception - Jurassic off! - Explorers 2		
Literary Texts	Rhyme Time	Celebrations
<ul style="list-style-type: none"> • The Tyrannosaurus Drip • If I had a Dinosaur 	<ul style="list-style-type: none"> • Dinosaurs • The Sneaky Crocodile • The Animal Fair 	<p>How did we get here?</p> <ul style="list-style-type: none"> • Big School Bird's Watch • Lohri Festival • Save Energy • Chinese New Year • Number Day • Valentines Day
British Values	Enrichment Opportunity	Parental Engagement
<p>Rule of law.</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"> • Fire safety visit. • Cook with Colham Catering! 	<ul style="list-style-type: none"> • Parent/Carer read and relax sessions • Parent/Carers independent reading sessions • Oral Health Information session for January starters • Toileting workshops
Area of Learning	Planned Teaching & Learning Approaches, Possible Activities and	Key Vocabulary

	Intended Outcomes	
Communication and Language	Bucket Time Building on Understanding Language; <ul style="list-style-type: none"> - Ask questions to find out more and to check they understand what has been said/read to them. 'How' and 'Why' questions. 	Understanding Language Here, there, sit, stand, come, go, reach, touch, up, down, in, out, stop, wait, time, what, where, why, how, when,
Personal, Social, Emotional Development	Self-Regulation <ul style="list-style-type: none"> - Make Your Choice - Well Done - The Pantomime - A Waiting Game 	Self-Regulation Yes, no, stop, start, wait, sit, eyes, ears, mouths, hands, feet, look, listen, breath, feel, emotion, choice, choose, prefer
Physical Development	Fine Motor: Daily Funky Finger provision to practise fine motor skills Gross Motor: 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 Main writing outcome: <ul style="list-style-type: none"> - Using phonics to write simple words Phonics:	<u>The Tyrannosaurus Drip & If I had a Dinosaur</u> Past, present, future, dinosaurs, time, sea, ocean, animal, exploration, extinct, asteroid, herbivore, carnivore, omnivore

	<p>Recap on set 1 special friends: th, ch, qu, ng, nk.</p> <p>Secure blending of words with special friends (word time 1.5 and 1.6).</p> <p>Talk through stories:</p> <p>Cottonwool Colin Cops and Robbers Six Dinner Sid Stick Man Supertato</p> <p>Comprehension:</p> <ul style="list-style-type: none"> - Retelling stories with the recently introduced vocabulary. - Making up stories with themselves as the main character. - Encourage children to record stories through picture drawing/mark making. - Read simple phrases and sentences made up of words with known letters–sound correspondences and, where necessary, a few exception words. - Read a few common exception words matched to RWI. - Using recently introduced vocabulary during discussions about stories and during role-play. 	<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, characters, grapheme, phoneme, blend, digraph, trigraph, left, right, top, bottom, imagination, create, phrase, sentence, role play</p>
<p>Mathematics</p>	<p>Growing 6, 7, 8</p>	<p><u>Growing 6, 7, 8:</u> one, two, three, four, five, six, seven, eight, none, more, less, represent, number bonds, fives/tens frames, add, take, more than, less/fewer than, same, different</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>Things in the past and present</p> <p>Dinosaurs</p>	<p><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, buried,</p> <p><u>People, Culture and Communities</u></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>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>Being imaginative and expressive</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 & Goodbye songs.</p> <p>Know and understand the elements of tempo and dynamics</p> <p>Creating with Materials:</p> <p>Make a rocket</p> <p>Make a helmet</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 salt dough dinosaur bones</p> <p>Create a class paper mache dinosaur</p>	
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Literacy Medium Term Plans

The Tyrannosaurus Drip

Week 1	WALT: I can share my thoughts and ideas. I can listen and respond to others' ideas.	WALT: I can share my thoughts and ideas. I can apply my phonic knowledge to help me read and write.	WALT: To ask and write questions.	WALT: To identify similarities and differences. To apply my phonic knowledge to help me write.	WALT: To act in the role of a character. To apply my phonic knowledge to help me read.
Week 2	WALT: To make a prediction.	WALT: To listen attentively and respond to questions.	WALT: To create a story map.	WALT: To apply phonetic knowledge to write captions.	WALT: To retell a story as a small group.

If I had a Dinosaur

Week 3	WALT: I can listen and respond to a new text.	WALT: I can share my thoughts and ideas.	WALT: To use describing words.	WALT: To apply my phonic knowledge to help me write.	WALT: To act in the role of a character/to role play.
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Maths Medium Term Plan

Week 1	WALT to explore the number 6 & 7	WALT to represent the number 6 & 7	WALT to make the number 6 & 7	WALT to add on from number 6 & 7
Week 2	WALT to explore the number 7 & 8	WALT to represent the number 7 & 8	WALT to make the number 7 & 8	WALT to add on from number 7 & 8