

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

**Reception - Help is at Hand - Explorers 2**

<b>Literary Texts</b>	<b>Rhyme Time</b>	<b>Celebrations</b>
<ul style="list-style-type: none"> <li>You Can't Call an Elephant in an Emergency 4 weeks</li> <li>So Much 1 week</li> <li>Super Milly and the Super School Day 1 week</li> </ul>	<ul style="list-style-type: none"> <li>Rub-a-dub-dub -</li> <li>Cobbler, Cobbler</li> <li>Brush your teeth</li> </ul>	<p>Why are we here?</p> <ul style="list-style-type: none"> <li>Love Your Pet</li> <li>Start of Ramadan</li> <li>St David's Day</li> <li>St Patrick's Day</li> <li>Holi - festival of colour</li> <li>Mothers Day</li> </ul>
<b>British Values</b>	<b>Enrichment Opportunity</b>	<b>Parental Engagement</b>
<p><b>Individual liberty.</b></p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<ul style="list-style-type: none"> <li>Visit the local hospital</li> <li>Oral health workshop</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Carer read and relax</li> <li>Toileting workshops</li> </ul>
<b>Area of Learning</b>	<b>Planned Teaching &amp; Learning Approaches, Possible Activities and Intended Outcomes</b>	<b>Key Vocabulary</b>

<p>Communication and Language</p>	<p>Bucket Time</p> <p>Building on Expressive Language and sentence building skills:</p> <ul style="list-style-type: none"> <li>- Retelling our Literacy Tree stories and more.</li> <li>- Express a wide range of vocabulary to describe characters and settings in simple sentences</li> </ul>	<p><b>Expressive Language - Sentence Building</b></p> <p>I, me, you, we, he, she, they, them, this, that, Mr, Mrs/Miss/Ms, Good morning, Good afternoon, hello, goodbye, excuse me</p>
<p>Personal, Social, Emotional Development</p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- I Feel Poorly</li> <li>- I'm Stuck</li> </ul>	<p><b>Self-Regulation</b></p> <p>'I feel': unwell, sick, tired, dizzy, bad, hot/cold.</p> <p>'My XXXX hurts'</p> <p>Worried, sad, upset, confused, frustrated uncomfortable, stuck, lost, scared</p>
<p>Physical Development</p>	<p><b>Fine Motor:</b></p> <p>Daily Funky Finger provision to practise fine motor skills</p> <p><b>Gross Motor:</b></p> <p>Ball Skills : Unit 2</p>	<p><u>Fine Motor:</u></p> <p>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</p> <p><u>Gross Motor: Ball skills unit 2</u></p> <p>Ball, partner, score, space, ready, catch, dribble, roll, target, kick, safely, throw</p>
<p>Literacy</p>	<p>Rhyme Time</p> <p><b>Main writing outcome:</b></p> <ul style="list-style-type: none"> <li>- Caption writing</li> <li>- Short phrases</li> </ul> <p><b>Phonics:</b></p>	<p><u>You Can't Call an Elephant in an Emergency</u></p> <p>Journey, Luxury, Amazing, Rescue, Enormous, Ridiculous, hilarious</p>

	<p>Recap on any set 1 sounds. Secure blending on words containing all set 1 sounds</p> <p>Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7).</p> <p>To be exposed to some common exception words: <b>put, the, I, no, of, my, for, he</b></p> <p><b>Talk through stories:</b></p> <p>Hugless Douglas Dogger Frockodile Tiddler Winnie The Witch The Rapping Princess</p> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>- They develop their own narratives and explanations by connecting ideas or events.</li> </ul>	<p style="text-align: center;"><u>So Much</u></p> <p style="text-align: center;">baby dad mum auntie uncle cousin family Gran-Gran party birthday surprise</p> <p style="text-align: center;"><u>Super Milly and the Super School Day</u></p> <p style="text-align: center;">Superhero, baddies, beat, special, powers, emergency, wonder, fantastic, villan, super, force field, incredible</p> <p style="text-align: center;">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, <b>captions,</b> <b>events, explain</b></p>
<p><b>Mathematics</b></p>	<p>Length, height and time (2 weeks) Building 9 and 10 (2 weeks) Explore 3-D shapes (1 week) Consolidation (1 week)</p>	<p><u>Length, height and time:</u> measure, size, compare, time, guess, estimate, enough, not enough, too much, too little, nearly, close to, just over, just under, longest, tallest, highest, shortest, before, after, next, last, old, older, oldest, new, newer, newest, past, future</p> <p><u>Building 9 and 10:</u> one, two, three, four, five, six, seven, eight, nine, ten, none, more, less, represent, number bonds, fives/tens frames, add, take, more than, less/fewer than, same, different, build, equals</p> <p><u>Explore 3-D shapes:</u> face, edge, cube, pyramid, sphere, one</p>
<p><b>Understanding the World</b></p>	<p>The Natural World</p>	<p style="text-align: center;"><u>Past and Present</u></p>

	<p>Lives of people around us</p> <p style="text-align: center;"><u>Technology</u></p> <p>'Logging on' and completing age appropriate games.</p> <p>Clicking on icons.</p>	<p>today, yesterday, now, then, when, picture, photograph, story, start, end, similar, different, culture, communities, world, earth, continent, country, home, travel</p> <p style="text-align: center;"><u>People, Culture and Communities</u></p> <p>surgery, litter, office, environment, ladder, vehicle, hospital, fire station, police station</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>Making pitch &amp; melody and then changing sounds - loud/quiet/high/low/fast/slow</p> <p>Learn a repertoire of songs - Rhyme Time/Mat-man/Hello &amp; Goodbye songs.</p> <p>Sing 'They Very Good Job' song, adding new sound effects</p> <p><b>Creating with Materials:</b></p> <p>Design a uniform</p> <p>Create identity badges</p>	<p style="text-align: center;"><b><u>Creating with materials</u></b></p> <p>Print Repeat Patterns Shapes, Colour, draw, texture, construction, materials, build, bricks, balance, mix, tools, join, cut, scissors, glue, uniform, badges, identity, paper mache</p> <p style="text-align: center;"><b><u>Being imaginative and expressive</u></b></p> <p>listen, perform, song, music, pitch, high, low, voice, pulse, instruments, pattern</p>

	Create a paper mache model of the emergency services	
--	------------------------------------------------------	--

**Literacy Medium Term Plans**

**You Can't Call an Elephant in an Emergency!**

<b>Week 1</b>	WALT: To be involved in discussions by listening attentively to others and responding to what they hear with relevant questions and comments.	WALT: To ask and respond to questions.	WALT: To orally rehearse and write a question to ask.	WALT: To ask questions and listen attentively to the response.	WALT: To identify how the police help us.
<b>Week 2</b>	WALT: To use and understand recently introduced vocabulary during discussions. Child friendly - To use new vocabulary.	WALT: To identify features of a fire truck and compose sentences to describe how they are used. Child friendly - To compose sentences.	WALT: To compose and write instructions.	WALT: To read and follow instructions. Practical lesson	WALT: INSET
<b>Week 3</b>	WALT: Respond to an accident.	WALT: identify parts of the body	WALT:manage our emotions.	WALT: WORLD BOOK DAY	WALT: to identify healthy foods.
<b>Week 4</b>	WALT: sequence events	WALT: investigate how decay affects our teeth.	WALT: identify healthy food choices	WALT: recognise how dentists help us	WALT: express our feelings in a new situation.

So Much!

<b>Week 5</b>	WALT: To talk about past and present events.	WALT: To recognise similarities and differences between ourselves/our families.  To actively listen and contribute thoughts and opinions to class discussions.	WALT: to consider the thoughts and opinions of others, through writing thought bubbles.	WALT: orally rehearse and write simple sentences.	WALT: orally rehearse and write simple sentences.
---------------	----------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	---------------------------------------------------	---------------------------------------------------

Super Milly and the Super School Day

<b>Week 6</b>	WALT: Express ideas using full sentences, including use of past, present and future tenses.	WALT: To anticipate – where appropriate – key events in stories.  To discuss the text with peers and adults.	WALT: to demonstrate an understanding of what has been read by talking through the sequence of events in their own words.  To also talk about the lives of the people around them.	WALT: orally rehearse sentences and perform with others.  WALT: To spell words by identifying sounds in them and representing the sounds with a letter or letters	SCHOOL CLOSED - GOOD FRIDAY!
---------------	---------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------

## Maths Medium Term Plan

Week 1	<b>WALT</b> explore length	<b>WALT</b> explore length	<b>WALT</b> explore height	<b>WALT</b> explore height
Week 2	<b>WALT</b> explore length	<b>WALT</b> explore height	<b>WALT</b> explore time	<b>WALT</b> explore time
Week 3	<b>WALT</b> explore the number 9	<b>WALT</b> represent the number 9	<b>WALT</b> make the number 9	<b>WALT</b> add on from the number 9
Week 4	<b>WALT</b> explore the number 10	<b>WALT</b> represent the number 10	<b>WALT</b> make the number 10	<b>WALT</b> add on from the number 10
Week 5	<b>WALT</b> explore 3D shapes	<b>WALT</b> explore 3D shapes	<b>WALT</b> explore 3D shapes	<b>WALT</b> explore 3D shapes
Week 6	<b>WALT</b> recap our learning.	<b>WALT</b> recap our learning.	<b>WALT</b> recap our learning.	<b>WALT</b> recap our learning.