

Early Years Foundation Stage
Reception Medium Term Planning 2024-2025

Reception - If you go down to the woods today - Explorers 2		
Literary Texts	Rhyme Time	Celebrations
<ul style="list-style-type: none"> • Little Red 	<ul style="list-style-type: none"> • When Goldilocks went to the house of the bears • The Bear went over the Mountain 	<p>Who do we thank?</p> <ul style="list-style-type: none"> • St George's Day • Spring Celebrations • Hand Hygiene Day • Mental Health Week • Outdoor Classroom Day
British Values	Enrichment Opportunity	Parental Engagement
<p>Democracy.</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<ul style="list-style-type: none"> • Forest School - ACS Hillingdon • A ride on the bus 	<ul style="list-style-type: none"> • Parent/Carer read and relax • Oral Health Information session for Easter starters • Toileting workshops
Area of Learning	Planned Teaching & Learning Approaches, Possible Activities and Intended Outcomes	Key Vocabulary

Communication and Language	<p>Bucket Time</p> <p>Building on Vocabulary skills:</p> <ul style="list-style-type: none"> - Extending vocabulary to describe - Express ideas and thoughts using full sentences - Offer explanations as to why they think something is happening - Demonstrate a wide range of spoken comprehensive skills. 	<p>Vocabulary</p> <p>Happy, sad, kind, unkind, angry, frustrated, friendly, shy, brave, tired, loud, quiet, big, huge, small, tiny, tall, short, bright, light, dark, clean, dirty, fun, silly, scary, soft, hard, rough, smooth, hot, cold, wet, dry,</p>
Personal, Social, Emotional Development	<p>Managing-Self</p>	<p>Managing-Self</p> <p>Disability, same, different, help, support, wheelchair, crutches, blind, deaf, non-verbal, hearing-aid, include, exclude</p>
Physical Development	<p>Fine Motor:</p> <p>Daily Funky Finger provision to practise fine motor skills</p> <p>Gross Motor:</p> <p>Games : 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: Games unit 2</u></p> <p>Aim, lose, stop, gallop, partner, tag, hit, run, target, hop, safely, team, jump, score, win</p>
Literacy	<p>Rhyme Time</p> <p>Main writing outcome:</p> <ul style="list-style-type: none"> - Simple sentences - Simple letter writing <p>Phonics:</p>	<p><u>Little Red</u></p> <p>Travellers, dangerous, encounters, ferocious, suddenly, unwell, exclaimed, terrified, ginger beer</p>

	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are</p> <p>Talk through stories:</p> <p>My Must Have Mum On The Way Home Aliens Love Underpants A Little Bit Brave There's a Snake in My School Rajiv's Starry Feelings</p> <p>Comprehension:</p> <ul style="list-style-type: none"> - Retell a story with actions and / or picture prompts as part of a group. - Use story language when acting out a narrative. - Rhyming words. - Can explain the main events of a story. - Can draw pictures of characters/event /setting in a story. May include labels, sentences or caption 	<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, captions, events, explain, letter, to, from,</p>
<p style="text-align: center;">Mathematics</p>	<p>To 20 and beyond (2 weeks) How many now (1 week)</p>	<p><u>To 20 and beyond:</u> numbers to 20, counting, more than, next, up, higher, beyond</p> <p><u>How many now:</u> how many, together, all together, equals, total</p>
<p style="text-align: center;">Understanding the World</p>	<p>Animals and Plants</p> <p>Investigate the concept of 'float', 'sink' and 'materials'</p> <p>People, Culture and Communities</p> <p>The Natural World</p> <p>Understanding the past: storytelling</p>	<p style="text-align: center;"><u>Past and Present</u></p> <p>today, yesterday, now, then, when,, old, new, environment, change, same, similarities, differences,baby, child, adult, family, history, future, photograph, past, present,</p> <p style="text-align: center;"><u>People, Culture and Communities</u></p> <p>Woods, manmade, natural, trees, plants, house, school, forest, map, garden, outdoor area, woodland,</p>

	<p>Things in the past and present</p> <p style="text-align: center;"><u>Technology</u></p> <p>Exploring different software, programmes; such as paint.</p>	<p>park, picnic area, travel, ticket, ride, transport, journey, map, route, vehicle, ship, sail, train, car, bus, coach, motorbike, bicycle, aeroplane, submarine</p> <p style="text-align: center;"><u>The Natural World</u></p> <p>float, sink, materials, findings, record, changes, processes</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>Join different materials and explore different textures</p> <p>Look at works of art from different times and cultures representing transport and journeys.</p> <p>Move in response to music</p> <p>Learn a repertoire of songs - Rhyme Time/Mat-man/Hello & Goodbye songs</p> <p>Creating with Materials:</p> <p>Build a den</p> <p>Make a class beanstalk</p> <p>Create a cauldron in the outdoor environment</p> <p>Creating with Materials:</p>	<p style="text-align: center;"><u>Creating with materials</u></p> <p>Sculpture Fold Bend Clay, Colour, draw, texture, construction, materials, build, bricks, balance, mix, tools, join, cut, scissors, glue, nature, sticks, trees, leaves, stones, pebbles, rocks, stones, wood</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>

	Design a train Build a boat Design a map	
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Literacy Medium Term Plans

Little Red

Week 1	WALT: INSET	WALT: HOOK DAY! To articulate their thoughts and ideas.	WALT: Anticipate – where appropriate – key events in stories (3)	WALT: Anticipate – where appropriate – key events in stories (3)	WALT: To represent our own ideas, thoughts and feelings through role-play and stories.
Week 2	WALT: To orally form and write sentences, applying our phonetic knowledge.	WALT: To orally form and write sentences, applying our phonetic knowledge.	WALT: To orally form and write sentences, applying our phonetic knowledge.	WALT: To orally form and write sentences, applying our phonetic knowledge.	WALT: To explore our senses. To orally compose sentences.
Week 3	WALT: To use describing words.	WALT: To listen and respond to what they hear.	WALT: To retell a story using your own words and new vocabulary.	WALT: To use adjectives to describe a character. To use our phonetic knowledge to write simple sentences.	WALT: To use adjectives to describe a character. To use our phonetic knowledge to write simple sentences.

Maths Medium Term Plan

Week 1	WALT explore 20 and beyond	WALT explore 20 and beyond	WALT explore 20 and beyond	WALT explore 20 and beyond
Week 2	WALT explore 20 and beyond	WALT explore 20 and beyond	WALT explore 20 and beyond	WALT explore 20 and beyond
Week 3	WALT how many now	WALT how many now	WALT how many now	WALT how many now