

Early Years Foundation Stage
Reception Medium Term Planning 2024-2025

Reception - Ticket to Ride - Explorers 2

Literary Texts	Rhyme Time	Celebrations
<ul style="list-style-type: none"> • Journey • The Night Pirates 	<ul style="list-style-type: none"> • The animals went in two by two • Horsey, Horsey don't you stop • I went to visit a farm one day 	<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>Journey</u></p> <p><u>The Night Pirates</u></p> <p>Stealthy, adventure, stealing, bandits, disguise, crew, aboard, snoozing, declared</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>Manipulate, compose and decompose (2 weeks) Sharing and grouping (1 week)</p>	<p><u>Manipulate, compose and decompose:</u> compose, decompose, making, breaking down, smaller, small, parts, number bonds</p> <p><u>Sharing and grouping:</u> share, sort, group, make, total, altogether, double, add, more, take, less</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>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>Woods, manmade, natural, trees, plants, house, school, forest, map, garden, outdoor area, woodland, 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 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>

	<p>Creating with Materials:</p> <p>Design a train</p> <p>Build a boat</p> <p>Design a map</p>	
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Literacy Medium Term Plans

Journey

Week 1	WALT: HOOK LESSON	WALT: To join in with discussions to share their thoughts and feelings.	WALT: To join in with discussions to share their thoughts and feelings, using new vocabulary.	WALT: To write a label, using their phonetic knowledge to help them spell.	WALT: To write a caption, using their phonics to help them spell.
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The Night Pirates

Week 2	WALT: HOOK LESSON understand what a pirate is. (1)	WALT: understand positional language (1)	WALT: listen to stories, accurately anticipating key events (3)	WALT: sequence and retell a story (4)	WALT: represent own ideas, thoughts and feelings	<p>Hook resources: pirate costumes/props, treasure maps, chest, treasure, pirate pictures.</p> <p>Main outcome: 'How to be a pirate' guide</p> <p>Outcomes: Writing in role, letters, labels and captions</p>
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Week 3	WALT: Sports Day	WALT: Transition Day	WALT: identify and describe features of a pirate ship.	WALT: follow instructions in a role (being a pirate).	WALT: write a letter of interest (being a pirate)	
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Maths Medium Term Plan

Week 1	WALT manipulate numbers	WALT manipulate numbers	WALT manipulate numbers	WALT manipulate numbers
Week 2	WALT compose numbers	WALT compose numbers	WALT decompose numbers	WALT decompose numbers
Week 3	WALT to share amounts	WALT to share amounts	WALT to group amounts	WALT to group amounts