

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

**Reception - **What on Earth** - Explorers 2**

Literary Texts	Rhyme Time	Celebrations
<ul style="list-style-type: none"> <li>• The Extraordinary Gardner</li> <li>• The Tiny Seed</li> </ul>	<ul style="list-style-type: none"> <li>• Ten Green Bottles</li> <li>• It's raining, it's pouring</li> <li>• End of Year show</li> </ul>	<p>Why do we celebrate?</p> <ul style="list-style-type: none"> <li>• Euro 2025</li> <li>• Eid Celebration</li> <li>• Father's Day</li> <li>• World Music Day</li> <li>• World Mud Day</li> <li>• Don't step on the Bee Day</li> <li>• Transition</li> </ul>
British Values	Enrichment Opportunity	Parental Engagement
<p><b>British Values.</b></p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>	<ul style="list-style-type: none"> <li>• EY Graduation</li> </ul>	<ul style="list-style-type: none"> <li>• Parent picnic</li> <li>• Transition readiness session</li> <li>• Toileting workshops</li> </ul>

Area of Learning	Planned Teaching & Learning Approaches, Possible Activities and Intended Outcomes	Key Vocabulary
Communication and Language	Bucket Time Building on Speech pronunciations & Fluency skills; - Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments & questions.	<b>Speech Pronunciation &amp; Fluency Skills</b>  I like, I want, I need, Can I, Can you, Can we, I feel, I think, because, my favourite... my least favourite... , how does it work, where does it go, why does it, what if, lets..., I wonder,
Personal, Social, Emotional Development	- Litter Bug	<b>Managing-Self</b>  Litter, rubbish,bin, clean, mess, waste, recycle, environment, pollution,
Physical Development	<b>Fine Motor:</b> Daily Funky Finger provision to practise fine motor skills  <b>Gross Motor:</b> <b>Dance : Unit 2</b> <b>Sports Day skills</b>	<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: Dance unit 2</u>  Actions, fast, quickly, shape, beat, finish position, slowly, start position, high, counts, direction, travel, low
Literacy	Rhyme Time  <b>Main writing outcome:</b> - Simple sentences.	<u>The Extraordinary Gardener</u>

	<p>- Sequential instructions; 'next, then'.</p> <p><b>Phonics:</b></p> <p>Children are taught their set 2 sounds: <b>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</b></p> <p>Children are taught to blend words containing set 2 sounds</p> <p>Children to build speed of reading words containing set 1 sounds.</p> <p><b>Talk through stories:</b></p> <p>Anna Hibiscus' Song The Giant Jam Sandwich Zog Fly Tiger Giantosaurus</p> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>- Can draw pictures of characters/ event / setting in a story.</li> <li>- Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</li> <li>- Make predictions.</li> <li>- Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</li> </ul> <p><b>Fiction and Non- Fiction:</b></p> <ul style="list-style-type: none"> <li>- Beginning to understand that a non-fiction is a non- story- it gives information instead. Fiction means story.</li> </ul>	<p>Peaceful, Transform, Flourish, Stupendous, Fantasy, Minuscule, Patience, Phenomenal</p> <p style="text-align: center;"><u>The Tiny Seed</u></p> <p>Seeds, seedling, roots, stem, petals, summer, autumn, spring, winter, tiny, desert, mountains, oceans, weeds, flower, windy, sunny, rain, bud, giant, mouse, children, butterfly, bird, plant</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, characters, grapheme, phoneme, blend, digraph, trigraph, left, right, top, bottom, imagination, create, phrase, sentence, role play, captions, events, explain, letter, to, from, <b>instructions, now, next, then, first, secondly, non-fiction, fiction</b></p>
<p>Mathematics</p>	<p>Sharing and grouping (1 week) Visualise, build and map (3 weeks) Make connections (1 week) Consolidation</p>	<p><u>Sharing and grouping:</u> share, sort, group, make, total, altogether, double, add, more, take, less</p> <p><u>Visualise, build and map:</u> imagine, visualise, build, map, create</p>

	(1 week)	<u>Make connections:</u> connections, same, different, similarities, differences, show.
<p>Understanding the World</p>	<p>Animals including Humans, Plants and Light</p> <p>People, Culture and Communities</p> <p>The Natural World</p> <p style="text-align: center;"><u>Technology</u></p> <p>Selecting software and hardware for different purposes.</p> <p>Using toys such as cameras, cd players and Bee-bots with skill.</p>	<p style="text-align: center;"><u>Past and Present</u></p> <p>today, yesterday, now, then, when, picture, photograph, story, start, end, childhood, adulthood</p> <p style="text-align: center;"><u>People, Culture and Communities</u></p> <p>environment, world, respect, care, gardening, growing, planting, seed, stem, leave, flowers, bud, roots, life-cycle, soil, water, sunshine.</p> <p style="text-align: center;"><u>The Natural World</u></p> <p>habitat, native, non-native, species, flower, plant, mirror, reflection, environment, creature, alive, season</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>To know that Art can be created without specific tools.</p> <p>Performing songs, poems, rhymes, stories and dances with peers and/or alone.</p> <p>Learn a repertoire of songs - Rhyme Time/Mat-man/Hello &amp; Goodbye songs.</p> <p>Developing Compositions</p> <p><b>Creating with Materials:</b></p>	<p style="text-align: center;"><u>Creating with materials</u></p> <p>Print Repeat Patterns Shapes, Colour, draw, texture, construction, materials, build, bricks, balance, mix, tools, join, cut, scissors, glue, wooden, palette, hotel, seed, food, minibeasts</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>

	Build a bug hotel  Design a garden and plant some seeds.	
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### Literacy Medium Term Plans

#### The Extraordinary Gardener

<b>Week 1</b>	WALT: Explore the natural world around them, making observations and drawing pictures of animals and plants (1)	WALT: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (1)	WALT: Spell words by identifying sounds in them and representing the sounds with a letter or letters (2)	WALT: Anticipate – where appropriate – key events in stories (3)	WALT: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (6)
<b>Week 2</b>	WALT: Use and understand recently introduced vocabulary during discussions about stories (4)	WALT: Participate in small group, discussions, offering their own ideas, using recently introduced vocabulary (5)	WALT: Talk about the lives of the people around them and their roles in society (7)	WALT: Invent, adapt and recount narratives and stories with peers and their teacher (8)	WALT: Invent, adapt and recount narratives and stories with peers and their teacher (8)
<b>Week 3</b>	WALT: To orally rehearse instructions.	WALT: To order instructions.	WALT: To write a set of instructions.	WALT: To orally compose instructions, focusing on using clear and specific language.	WALT: To plant a seed by following instructions.  To make a prediction.

### The Tiny Seed

<b>Week 4</b>	<p>WALT: HOOK LESSON To join in with discussions, using key vocabulary. (1)</p>	<p>WALT: To write sentences describing how a seed grows.</p>	<p>WALT: To write accurate labels.</p>	<p>WALT: To develop our own explanations by connecting ideas.  To identify what a plant needs to grow.</p>	<p>WALT: To make a prediction.  To show an understanding of what has been read - The Tiny Seed. (2)</p>
<b>Week 5</b>	<p>WALT: To sequence key events and retell a story.</p>	<p>WALT: To write simple sentences that can be read by themselves and others. (2)</p>	<p>WALT: To use past, present and future forms when talking about events. (3)</p>	<p>WALT: To use past, present and future forms when talking about events. (3)</p>	<p>WALT: To express themselves effectively. (5/6)</p>
<b>Week 6</b>	<p>WALT: To identify what a minibeast is and name them.</p>	<p>WALT: To use adjectives to describe what minibeasts look like.</p>	<p>WALT: To compare minibeasts.</p>	<p>WALT: To discuss and identify where minibeasts live.</p>	<p>WALT: To create a minibeast poster/factfile.</p>

## Maths Medium Term Plan

Week 1	<b>WALT</b> share and group amounts	<b>WALT</b> share and group amounts	<b>WALT</b> share and group amounts	<b>WALT</b> share and group amounts
Week 2	<b>WALT</b> visualise, build and map	<b>WALT</b> visualise, build and map	<b>WALT</b> visualise, build and map	<b>WALT</b> visualise, build and map
Week 3	<b>WALT</b> visualise, build and map	<b>WALT</b> visualise, build and map	<b>WALT</b> visualise, build and map	<b>WALT</b> visualise, build and map
Week 4	<b>WALT</b> visualise, build and map	<b>WALT</b> visualise, build and map	<b>WALT</b> visualise, build and map	<b>WALT</b> visualise, build and map
Week 5	<b>WALT</b> make connections	<b>WALT</b> make connections	<b>WALT</b> make connections	<b>WALT</b> make connections
Week 6	<b>WALT</b> recap our prior learning	<b>WALT</b> recap our prior learning	<b>WALT</b> recap our prior learning	<b>WALT</b> recap our prior learning