


# Year R Medium Term Topic Planning - Autumn 1 Weeks 4 - 8

Reading	Writing / Mark making	Letters and sounds	Communication and Language
<p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>Share <i>Harry and the Bucketful of Dinosaurs</i>. Next day find a box with dinosaurs in.</li> <li><i>Harry and the Dinosaurs say Raahh!</i></li> <li><i>Harry and the Robots. 2 weeks</i> (Model book use, discuss possible story endings, illustrations, characters)</li> </ul> <p><b>Story time focus books</b></p> <p>Books of the week:</p> <p>Wk 3 We're going on a Bear Hunt            Wk 4 The very Hungry caterpillar            Wk 5 Room on the Broom            Wk 6 Where the Wild things are            Wk 7 Zog            Wk 8 Dinosaurs love underpants</p> <p>Independent reading - Topic books non fiction books about dinosaurs. Chn to visit library and find own non-fiction book and identify where they are kept in the library.</p>	<ul style="list-style-type: none"> <li>Label clay model of dinosaur with post its focussing on initial sounds.</li> <li>Write a shopping list for Harry and the dinosaurs.</li> <li>Tracing dinosaur pictures</li> <li>Mark making on whiteboards</li> <li>Handwriting patterns for dinosaurs to walk along</li> </ul>	<p>Week 2- start phonics Phase 1/2            Jolly phonics            Week 4 - begin Phase 2 sounds alongside alliteration.</p>	<ul style="list-style-type: none"> <li>Role play with plastic dinosaurs and props</li> <li>'All about me bag'</li> <li>Feely bag - Describe dinosaurs from the box ie, spiky, smooth</li> </ul>
Mathematics	Physical Development	Understanding the World	
<ul style="list-style-type: none"> <li>Counting dinosaurs up to 10 &amp; 20</li> <li>Matching objects to numerals up to 10/20</li> <li>Practical dinosaur problems</li> <li>Sort dinosaurs using a given criteria</li> <li>More/ less game</li> <li>1 more/1 less - dentist removing teeth</li> <li>Direct robot with positional language to move it</li> <li>2D shapes to make own robot</li> </ul>	<p><i>Continuous planning</i></p> <p>Chn to create a class Robot dance using sharp staggered movements. Encourage it to follow a steady beat.</p> <div style="background-color: #4169e1; color: white; padding: 10px; text-align: center;">  <p><b>Lets Learn with Harry</b>  <b>Hook - Dinosaur footprint hunt.</b>  <b>Outcome - Model Dinosaurs</b></p> </div>	<ul style="list-style-type: none"> <li>When making robots encourage chn to consider different tools and joining techniques and evaluate their decisions.</li> <li>explore clay and discuss the changes from soft to hard once cooked.</li> <li>Digging for fossils and dinosaur bones.</li> </ul>	
Personal, Social and Emotional Development	Expressive arts and design Development Dance, Music & Singing	Expressive arts and design Development Art	
<ul style="list-style-type: none"> <li>Circle Time: Discuss families- are they like Harry's?</li> <li>Circle time - looking after other peoples belongings</li> <li>Circle time - Talk about teeth hygiene and why Harry has to visit the dentist</li> </ul> <p>PSHE - New Beginnings:            I can tell you when I am feeling happy or sad.            I can tell you something about myself            I can tell you something special about me.            I can tell you about myself and my classroom.            I can tell you if I am happy/sad/excited or scared.            I can calm myself down when I feel scared or upset.            I know how to be kind to people who are new or visiting the classroom.            I know that everyone can feel the same in the world.</p>	<ul style="list-style-type: none"> <li>Romp in the Swamp- chn to create own music for Harry to do his noisy capture dance.</li> <li>Musical instruments to recreate dinosaur noises.</li> <li>Dinosaur songs - Sing up website</li> </ul>	<ul style="list-style-type: none"> <li>Paint pictures of the dinosaurs using thick and thin brushes. Model the skills for painting.</li> <li>Make a lost poster for Harry to find his dinosaurs.</li> <li>Play dough dinosaurs</li> <li>Clay dinosaurs</li> <li><b>Dinosaur fun Usbourne pre-school activity:</b></li> <li>Printing t-rex</li> <li>stand up paper diplodocus</li> <li>finger printing stegosaurus</li> </ul>	
Understanding the World Technology	Expressive arts and design Development Role-play / puppets	Construction / small world	
<ul style="list-style-type: none"> <li>Harry DVDs</li> <li>Story CD's</li> <li>Beebots</li> <li>Classroom computers - Percy's computer</li> </ul>	<p>Role play - Harry's House</p> <ul style="list-style-type: none"> <li>Make the dinosaurs breakfast</li> <li>Act out the Harry stories</li> </ul>	<ul style="list-style-type: none"> <li>Builders trays - Make Primeval forest</li> <li>Make a cage to capture the snake in ROMP IN THE SWAMP BOOK</li> <li>Dinosaur land</li> </ul>	

club.	Make dinosaur puppets and act out story with theatre	•
<b>Cooking</b>	<b>Outdoor Opportunities</b>	<b>Sand / Water</b>
Harvest bread-making UW	<i>Continuous provision</i>	Sand dinosaur land with natural resources Fossil hunt Wash the dinosaurs



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### Lets Learn with Harry objectives

Literacy - Reading	Literacy - Writing	Communication and Language
<ul style="list-style-type: none"> <li>■ 22-36 has some favourite stories and rhymes, songs, poems or jingles</li> <li>■ repeats words or phrase from familiar stories.</li> <li>■ fills in the missing words or phrase in a known rhyme, story or game</li> <li>■ 30-50 enjoys rhyming and rhythmic activities</li> <li>■ shows awareness of rhyme and alliteration</li> <li>■ recognises rhythm in spoken words.</li> <li>■ listens to and joins in with stories and poems 1:1 and also in small groups.</li> <li>■ shows interest in illustrations and print in books and print in the environment.</li> <li>■ recognises familiar words and signs such as own name and advertising logo's</li> <li>■ looks at books independently</li> <li>■ handles books carefully</li> <li>■ holds books the correct way up and turns pages</li> <li>■ 40-60</li> <li>■ Enjoys an increasing range of books.</li> <li>■ Knows that information can be retrieved from books and computers.</li> <li>■ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>	<p><b>PD - Moving and Handling</b></p> <ul style="list-style-type: none"> <li>■ 22-36 Beginning to use three fingers tripod grip for writing tools.</li> <li>■ imitate drawing simple shapes such as circles and lines.</li> <li>■ maybe beginning to show preference for dominant hand.</li> <li>■ 30-50 draw lines and circles using gross motor movements.</li> <li>■ uses one handed tools and equipment</li> <li>■ Holds pencil between thumb and two fingers, no longer using whole hand grasp.</li> <li>■ can copy some letters eg, letters from their name</li> <li>■ 40-60 Begin to use anti clockwise movement and retrace vertical lines</li> </ul> <p><b>L- Writing</b></p> <ul style="list-style-type: none"> <li>■ 22-36 Distinguish between the different marks they make.</li> <li>■ 30-50 Sometimes give meaning to marks that they draw and paint.</li> <li>■ Ascribe meaning to marks that they see in different places.</li> <li>■ 40-60 Gives meaning to marks as they draw write and paint</li> </ul>	<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>■ 22-36 Shows Interest in play with Sounds, songs and rhymes</li> <li>■ 30-50 Listen to stories with increasing attention and recall.</li> <li>■ Listen to others in one-to one or small groups when conversation interests them.</li> <li>■ Focusing attention - still listen or do, but can shift own attention.</li> <li>■ Is able to follow directions (if not intently focused on own choice of activity.</li> <li>■ 40-60 Maintains attention, concentrates and sits quietly during appropriate activity.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>■ 30-50 Responds to simple instructions.</li> <li>■ Beginning to understand 'why' and 'how' questions.</li> <li>■ 40-60 Responds to instructions involving a two-part sequence.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>■ 30-50 Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>■ Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>■ Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>■ Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>■ Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>■ Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>■ Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>■ Builds up vocabulary that reflects the breadth of their experiences.</li> <li>■ Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle.</i></li> <li>■ 40-60 Uses language to imagine and recreate roles and experiences in play situations.</li> <li>■ Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>■ Introduces a storyline or narrative into their play</li> </ul>
Mathematics	Physical Development Gross Motor	Understanding the World
<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>■ 30-50 Uses some number names and number language spontaneously.</li> <li>■ Uses some number names accurately in play.</li> <li>■ Recites numbers in order to 10.</li> <li>■ Knows that numbers identify how many objects are in a set.</li> <li>■ Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>■ Sometimes matches numeral and quantity correctly.</li> <li>■ Shows curiosity about numbers by offering comments or asking questions.</li> <li>■ Compares two groups of objects, saying when they have the same number.</li> <li>■ Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>■ Shows an interest in numerals in the environment.</li> <li>■ Shows an interest in representing numbers.</li> <li>■ Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> <li>■ 40-60 Recognise some numerals of personal significance.</li> <li>■ Recognises numerals 1 to 5.</li> <li>■ Counts up to three or four objects by saying one number name for each item.</li> <li>■ Counts actions or objects which cannot be moved.</li> <li>■ Counts objects to 10, and beginning to count beyond 10.</li> <li>■ Counts out up to six objects from a larger group.</li> <li>■ Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>■ Counts an irregular arrangement of up to ten objects.</li> <li>■ Estimates how many objects they can see and checks by counting them.</li> <li>■ Uses the language of 'more' and 'fewer' to compare two sets of objects</li> </ul> <p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"> <li>■ 30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>■ Shows awareness of similarities of shapes in the environment.</li> <li>■ Uses positional language.</li> <li>■ Shows interest in shape by sustained construction activity or</li> </ul>	<p><b>Moving and Handling</b></p> <ul style="list-style-type: none"> <li>■ 30-50 Move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>■ Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>■ 40-60 Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>■ ELG Children show good control and co-ordination in large and small movements.</li> </ul> <p><b>Health and self care</b></p> <ul style="list-style-type: none"> <li>■ 30-50 Observes the effects of activity on their bodies.</li> <li>■ Understands that equipment and tools have to be used safely.</li> <li>■ 40-60 Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> </ul>	<p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>■ 30-50 Remembers and talks about significant events in their own experience.</li> <li>■ Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>■ Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>■ Talk about why things happen and how things work.</li> <li>■ Develop an understanding of growth, decay and changes over time.</li> </ul>

<p>by talking about shapes or arrangements.</p> <ul style="list-style-type: none"> <li>■ Shows interest in shapes in the environment.</li> <li>■ Uses shapes appropriately for tasks.</li> <li>■ Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> <li>■ 40-60 Can describe their relative position such as 'behind' or 'next to'.</li> <li>■ Uses everyday language related to time.</li> <li>■ Orders and sequences familiar events.</li> </ul>		
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<b>Personal, Social and Emotional Development</b>	<b>Expressive arts and design - Dance, Music and Singing</b>	<b>Expressive arts and design Development Art</b>
<p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>■ 30-50 Can play in a group, extending and elaborating play ideas</li> <li>■ Initiates Play, offering cues to peers to join them.</li> <li>■ Keeps play going by responding to what others are saying or doing.</li> <li>■ Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>■ 40-60 Initiates conversations, attends to and takes account of what others say.</li> <li>■ Explains own knowledge and understanding, and asks appropriate questions of others.</li> </ul> <p><b>Self confidence &amp; self awareness</b></p> <ul style="list-style-type: none"> <li>■ 30-50 Welcomes and values praise for what they have done.</li> <li>■ Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>■ 40-60 Confident to speak to others about own needs, wants, interests and opinions.</li> <li>■ Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>■ 30-50 Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>■ Can usually adapt behaviour to different events, social situations and changes in routine.</li> <li>■ 40-60 Understands that own actions affect other people.</li> <li>■ Aware of boundaries set, and of behavioural expectations in the setting.</li> </ul>	<p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>■ 30-50 Beginning to move rhythmically.</li> <li>■ Imitates movement in response to music.</li> <li>■ Taps out simple repeated rhythms.</li> <li>■ 40-50 Begins to build a repertoire of songs and dances.</li> <li>■ Explores the different sounds of instruments.</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>■ 30-50 Uses movement to express feelings.</li> <li>■ Creates movement in response to music.</li> <li>■ Captures experiences and responses with a range of media such as music, dance and paint and other materials or words.</li> <li>■ 40-60 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul>	<p><b>Exploring and using media and materials</b></p> <p><b>30-50</b></p> <ul style="list-style-type: none"> <li>■ Explores colour and how colours can be changed.</li> <li>■ Uses various construction materials.</li> <li>■ Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>■ Joins construction pieces together to build and balance.</li> <li>■ 40-60 Explore what happens when they mix colours.</li> <li>■ Experiments to create different textures.</li> <li>■ Manipulates materials to achieve a planned effect.</li> <li>■ Constructs with a purpose in mind, using a variety of resources.</li> <li>■ Uses simple tools and techniques competently and appropriately.</li> <li>■ Selects appropriate resources and adapts work where necessary.</li> </ul>
<b>Understanding the World Technology</b>	<b>Expressive arts and design Development Role-play / puppets</b>	<b>Construction / small world</b>
<p><b>30-50</b></p> <ul style="list-style-type: none"> <li>■ Know how to operate simple equipment.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>■ Complete a simple programme on a computer.</li> <li>■ Use ICT hardware to interact with age-appropriate computer software.</li> </ul>	<p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>■ 30- 50 Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>■ Use available resources to create props to support role-play.</li> <li>■ Engage in imaginative play and role play base on own first hand experiences.</li> <li>■ 40-60 Create Simple representations of events, people and objects.</li> <li>■ Introduces a storyline or narrative into their play.</li> <li>■ Plays alongside other children who are engaged in the same theme.</li> <li>■ Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>	<p><b>Expressive arts and design Development - Being Imaginative</b></p> <ul style="list-style-type: none"> <li>■ Use available resources to create props to support role-play.</li> </ul> <p><b>UW - The World</b></p> <ul style="list-style-type: none"> <li>■ Enjoy playing with small-world models such as a farm, a garage, or a train track.</li> </ul>