


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

Reading	Writing / Mark making	Phonics	Communication and Language
<p>Shared reading</p> <ul style="list-style-type: none"> Share <i>Harry and the Bucketful of Dinosaurs</i>. Next day find a box with dinosaurs in. <p>Story time focus books</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"> Label favourite things & clay model of dinosaur with post its- focussing on initial sounds. Tracing dinosaur pictures Mark making on whiteboards Handwriting fly patterns (Book: Fly flies by Ziggy Hanaor) 	<p>Week 2- start phonics Phase 1 Week 3 - begin Phase 2 sounds alongside alliteration. Week 3 - s, a, t, p Week 4 - I, n, m, d & I Week 5 - g, o, c, k & the Week 6 - ck, e, u, r & no Week 7 - h, b, f, ff & go</p>	<ul style="list-style-type: none"> Role play with plastic dinosaurs and props 'All about me bag' Feely bag - Describe dinosaurs from the box ie, spiky, smooth Tales toolkit Talking time (bucket) Rhyme Time
Mathematics	Physical Development	Understanding the World	
<ul style="list-style-type: none"> Counting up to 10. Matching objects to numerals up to 10 Sort using a given criteria Number sense to 10 	<p><i>Trail open for large body movements</i> <i>Bubble space PE lessons, teaching a safe space.</i> <i>Fine motor activities</i> <i>Write dance daily</i></p>	<ul style="list-style-type: none"> Explore clay and discuss the changes from soft to hard once cooked. Digging for fossils and dinosaur bones. Explore the changing in seasons Talk about their family members in more detail 	
<p>Dinosaurs</p>  <p>Hook - Dinosaur footprint hunt.</p>			
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"> Circle Time: Discuss families- Circle time - looking after other peoples belongings Circle time - <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"> Learning new songs in Rhyme time Musical instruments to recreate dinosaur noises. Dinosaur songs - Sing up website 	<ul style="list-style-type: none"> Paint pictures of the dinosaurs using thick and thin brushes. Model the skills for painting. Play dough dinosaurs Clay dinosaurs <p>Dinosaur fun Usbourne pre-school activity:</p> <ul style="list-style-type: none"> Printing t-rex stand up paper diplodocus finger printing stegosaurus 	
Technology	Expressive arts and design Development	Construction / small world	
<ul style="list-style-type: none"> Beebots Ipads 	<ul style="list-style-type: none"> Make the dinosaurs breakfast Make dinosaur puppets and act out story with theatre Role play families in familiar domestic role play 	<ul style="list-style-type: none"> Builders trays - Make Primeval forest Make a cage to capture the snake in ROMP IN THE SWAMP BOOK Dinosaur land 	
Cooking	Outdoor Opportunities	Sand / Water	
<p>Harvest bread-making UW</p>	<p><i>Continuous provision</i></p>	<p>Sand dinosaur land with natural resources Fossil hunt Wash the dinosaurs</p>	

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Let's Learn with Harry objectives

Communication and Language	Personal, Social and Emotional Development
<p>3-4 year olds Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Children in Reception Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>	<p>3-4 year olds Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Children in Reception See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. • Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian</p>

Listen carefully to rhymes and songs, paying attention to how they sound.
 Learn rhymes, poems and songs.
 Engage in non-fiction books.
 Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Mathematics	Physical Development	Literacy
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<p>3-4 year olds Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and</p>	<p>3-4 year olds Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent</p>	<p>3-4 year olds Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.</p> <p>Children in Reception Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences</p>
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correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Children in Reception

Count objects, actions and sounds.

Subitise.

Link the number symbol (numeral) with its cardinal number value.

Count beyond ten.

Compare numbers

Understand the 'one more than/one less than' relationship between consecutive numbers.

Explore the composition of numbers to 10.

Automatically recall number bonds for numbers 0–5 and some to 10.

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Continue, copy and create repeating patterns.

Compare length, weight and capacity.

as they get dressed and undressed, for example, putting coats on and doing up zips.

Children in Reception

Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Further develop the skills

using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

they need to manage the school day successfully: • lining up and queuing • mealtimes

Understanding the World	Expressive arts and design Development
<p>3-4 year olds Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Children in Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>3-4 year olds Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p> <p>Children in Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.</p>

	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
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