

Year R Medium Term Planning Overview

(Coverage linked to topics)

All areas to be covered through continuous provision and enhancements linked to the children's interests and needs-this will be monitored half termly for coverage and progress through learning journeys. Learning gaps to be addressed as required.

Term	Autumn Term	Spring Term		Summer Term	
Focus Text	Settling In/Woodland Animals Theme Can't you sleep little bear? Peace at Last Owl Babies – Martin Waddell Range of non-fiction books	Cold Places Theme Blue Penguin – Petr Horacek Polar bear, Polar Bear what do you hear? – Eric Carle Encyclopaedia of Arctic Animals Range of non-fiction books	Traditional Tales Theme Little Red Hen Three Little Pigs Goldilocks and the Three Bears The Three Billy Goats Gruff	Growing Theme Farmer Duck – Martin Waddell Jack and the Beanstalk	Other Cultures and Traditions Over the Hills and Far Away, Little Red and the Hungry Lion, The Runaway Chapatti
Immersive Environment	Woods	Snowy Landscape	Farm	Farm	Shop/Market with foods from other cultures
Academic Study: basic skills					
English https://www.gov.uk/guidance/early-years-foundation-stage-exemplification-materials	Written Outcomes: Captions Labels Speech Bubbles Wanted Posters N.B. Each unit of writing to include an oral rehearsal and oral composition.	Written Outcomes: Narrative – sequencing & retelling Poetry – repetitive Non-Fiction Fact File N.B. Each unit of writing to include an oral rehearsal and oral composition.	Written Outcomes: Narrative – T4W as whole class innovation Letters Recount - of trip to WPF Narrative - Character descriptions Wanted Posters N.B. Each unit of writing to include an oral rehearsal and oral composition.	Written Outcomes: Recount - of trip to WPF Instructions - How to grow a... Non-Fiction Leaflet – Farm Animals N.B. Each unit of writing to include an oral rehearsal and oral composition.	Written Outcomes: Poetry - Rhyme Narrative - Setting descriptions Narrative - T4W Innovation – class and own N.B. Each unit of writing to include an oral rehearsal and oral composition.
Maths White Rose and Number Blocks	Weeks 1-3: Baseline/Settling into provision Week 4: Sorting and matching Week 5: Comparing measures and subitising Week 6: Pattern Week 7: Numbers 1-3 Week 8: More/less/fewer & addition within 3 Week 9: 2D Shape (circles, triangles [linked to 1-3], positional language) Week 10: Numbers 4 and 5 Week 11: More/less/fewer & addition within 5 Week 12: 2D Shape (circles, triangles, squares and rectangles [linked to 1-5], positional language) Week 13: Time incl. sequence of the day	Week 1: Composition to 5 with equal/unequal groups Week 2: Composition of numbers – within 3 groups Week 3: Measuring capacity Week 4: Numbers 6,7 and 8 Week 5: Matching 6,7 and 8 / combining 2 groups Week 6: Height and length Week 7: Numbers 9 and 10 Week 8: Comparing within 10 /counting backwards Week 9: Building 9 and 10 / 3D shapes Week 10 -12: Consolidation	Week 1-2: Number patterns, ordering and estimation within 20 Week 3: Consolidation of 2D and 3D shapes Week 4-5: Addition and subtraction within 20 Week 6: Exploring pattern and creating shapes Week 7: Doubling Week 8: Sharing/grouping Week 9: Odd and even numbers Week 10 -13: Problem solving and consolidation		
Wider Academic Study: taught concepts and learning opportunities					
RE	NAS F1: Which stories are special and why? (Focus on Creation Story) Texts: The Creation Story Christianity Vocabulary: God, Adam, Eve, Garden	NAS F4: What times are special and why? UCF2 Incarnation: Why do Christians perform nativity plays at Christmas? Texts: Simple version of the Christmas Story Christianity Vocabulary: Jesus, God, Mary, Joseph, Christmas	NAS F4: What times are special and why? NAS F1: Which stories are special and why? UCF3 Salvation: Why do Christians put a cross in an Easter Garden? Texts: Simple version of the Easter Story, The Good Samaritan Christianity Vocabulary: Cross, God, Jesus, neighbour	NAS F2: Which people are special and why? NAS F3: Which places are special and why? UCF1 Creation: Why is the word 'God' so important to Christians? Texts: The Creation Story Christianity Vocabulary: God, Adam, Eve, Garden Major festival: Christianity – Pentecost	
History Time Period Focus: the immediate present	My Family Chronology – make a simple family tree (2 generations) Evidence – use items from family members to talk about the past Significance – ask questions about the recent past	Timetables: Our Day Chronology – distinguish between past and present Evidence – use timetables to talk about their day Significance - ask questions about the recent past/present/future	Timetables: Our Week Chronology – distinguish between past and present Evidence – use timetables to talk about their week Significance - ask questions about the recent past/present/future		
Geography	Delivered as part of outdoor learning & work on seasons Place: Identify significant local places including their home, street, school, town and county. Physical: Identify daily weather patterns; recognise natural landscapes including woodlands and forests. Cartography: Know that maps give information about the world. Engage with simple maps to: • talk about everyday life • reproduce their own maps	Delivered as part of outdoor learning & work on seasons Physical: Identify daily weather patterns; recognise natural landscapes including woodlands and forests. Space: Identify the features of the immediate school environment Cartography: Know that maps give information about the world. Engage with simple maps to: • talk about everyday life • reproduce their own maps	Delivered as part of outdoor learning & work on seasons Physical: Identify daily weather patterns; recognise natural landscapes including woodlands and forests. Space: Identify the features of the immediate school environment Cartography: Know that maps give information about the world. Engage with simple maps to: • talk about everyday life • reproduce their own maps	Weather and Caring for the Environment Physical: Identify daily weather patterns; recognise natural landscapes including woodlands and forests. Human: Know that resources should be cared for and that some can be recycled. Cartography: Know that maps give information about the world. Engage with simple maps to: • talk about everyday life • reproduce their own maps	
Science	Life / Being Scientific / Matter / Energy All covered through Continuous Provision				
Music	Focus Music: Away in a Manger Pitch: Discriminate between changes in pitch, recognising high and low sounds. Tempo: Discriminate between changes in tempo, recognising fast and slow pieces of music. Duration: Discriminate between changes in duration, recognising long and short notes. Texture: Recognise and sing along to the melody of a simple piece of music. Performance: Perform learned songs and improvised music to self and others at Christmas Nativity.	Focus Music: Glenn Millar – In the Mood Tempo: Discriminate between changes in tempo, recognising fast and slow pieces of music. Duration: Discriminate between changes in duration, recognising long and short notes. Dynamics: Discriminate between changes in dynamics, recognising loud and quiet sounds. Meaning: Say how a piece of music makes them feel.	Focus Music: Stomp Tempo: Discriminate between changes in tempo, recognising fast and slow pieces of music. Timbre: Know that different instrument families make different sounds e.g. percussion/brass. Dynamics: Discriminate between changes in dynamics, recognising loud and quiet sounds. Composition: Create music (including song), using their early knowledge of musical shape, using a variety of resources and instruments.		
Art and Design	Focus Artist/Piece: Andy Goldsworthy – Ignant Outcome: Natural sculpture with chalk lines	Focus Artist/Piece: Petr Horacek – Blue Penguin Illustrations	Focus Artist/Piece: Alma Woodsey Thomas, Iris, Tulips, Jonquils, and Crocuses.		

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	<p>Composition (formal elements):</p> <ul style="list-style-type: none"> Line – To know how to draw straight lines with different thicknesses. Pattern – To know the difference between regular and irregular patterns. Proportion – To be able to compare sizes of materials. <p>YR Comprehension skills</p>	<p>Outcome: Landscape Collage</p> <p>Composition (formal elements):</p> <ul style="list-style-type: none"> Tone – to know the terms 'light' and 'dark' and use these to describe light shades. Texture – To know how to create simple collages using a range of different textures. <p>YR Comprehension skills</p>		<p>Outcome: Abstract Print</p> <p>Composition (formal elements):</p> <ul style="list-style-type: none"> Line – to recognise and know how to draw straight lines. Colour – to know the primary colours and experiment with them. Shape and Form – to recognise and draw 2D geometric shapes. <p>YR Comprehension skills</p>		
DT	<p>Food: Making Toast</p> <p>User: themselves and friends</p> <p>Implementation materials/tools: toaster, plates, knives, spoons, dishes, washing up bowl and sponges, tweezers</p> <p>Innovation: Give reasons for using tools</p> <p>Evaluation: verbal –recorded by teacher</p>	<p>Structures: Exploring Woodwork Tools</p> <p>User: themselves, family, friends and school staff</p> <p>Implementation materials/tools: saws, hammers, drills, nails, soft wood, dowl,</p> <p>Innovation: Give reasons for using tools</p> <p>Evaluation: verbal –recorded by teacher</p>		<p>Textiles: Fabric Collage</p> <p>User: school visitors</p> <p>Implementation materials/tools: scissors, binca fabric, large needles, thick thread, natural resources</p> <p>Innovation: Give reasons for using tools and chosen fabrics</p> <p>Evaluation: verbal –recorded by teacher</p>		
PE	<p>Handball</p> <p>Fitness</p> <p>Resilience</p> <p>Competition</p> <p>Skill - throwing with one hand, catching with two hands and hands in a cup shape.</p>	<p>Sports Hall Athletics</p> <p>Fitness</p> <p>Resilience</p> <p>Competition</p> <p>Skill - jumping over obstacles with 2 feet together, running (small steps)</p>	<p>Gymnastics</p> <p>Fitness</p> <p>Resilience</p> <p>Skill - shapes-tuck, pike, straddle, and stretch</p> <p>Travelling on the floor-bunny, straddle bunny, duck and giraffe. Jumps on mat-stretch jump. Main focus on jumping technique (tall, short, jump) Rolls-tuck roll and log roll</p>	<p>Dance</p> <p>Fitness</p> <p>Resilience</p> <p>Skill - 8 bar routine, repeated (16 bars), incorporating Reception knowledge - danced with the teacher</p>	<p>Tennis</p> <p>Fitness</p> <p>Resilience</p> <p>Competition</p> <p>Skill - holding tennis racquet clearly, balancing bean bag, introduction to physical targets and aiming</p>	<p>Cricket</p> <p>Fitness</p> <p>Resilience</p> <p>Competition</p> <p>Skill - throwing at different targets, learning to hold a cricket bat correctly and hitting a larger ball with a bat.</p>
Computing	<p>Coding/Creation Delivery: continuous provision using the following devices and Purple Mash apps flexibly throughout the year:</p> <p>Ipads, interactive whiteboard, beebots, Mash Cams, Mini-Mash (Simple City)</p> <p>Discrete skills to be taught within provision:</p> <p>Navigating online apps</p> <p>Exploring apps through play</p> <p>Fine motor control – drag and select</p>					
		<p>Safety</p> <p>Smartie the Penguin– EYFS Version A</p>	<p>Safety</p> <p>Online Safety Week – Project Evolve Health and Wellbeing</p>	<p>Safety</p> <p>Detective Digiduck</p>		<p>Safety</p> <p>Smartie the Penguin– EYFS Version B</p>
RSE	<p>Relationships & Friendships – EYFS 1</p> <p>Where are you Blue Kangaroo – Emma Chichester-Clark</p> 	<p>Relationships & Friendships – EYFS 2</p> <p>Moon Rabbit – Natalie Russell</p>  <p>Mental Health – EYFS 1</p> <p>A Great Big Cuddle – Michael Rosen</p> 	<p>Identity – EYFS 1-3</p> <p>Colourful buttons – Hometalk 42</p> 	<p>Equality – EYFS 1</p> <p>We are all born free - UDHR</p> 	<p>Safety – EYFS 1</p> <p>Look out, he's behind you – Tony Bradman</p> 	<p>Equality – EYFS 1</p> <p>Spots and the Dots – Helen Baugh</p> 
	<p>The following are covered through Continuous Provision:</p> <p>Physical Health – EYFS 1-4</p> <p>Consent – EYFS 1-3</p> <p>Equality – EYFS 2</p>					
<p>Cultural Capital and Entitlement Outcomes</p>						
<p>**Please note that these experiences are an aspiration and not a guarantee; leaders have to carefully consider the context of fieldwork visits and activities before they can go ahead</p>						
Entitlement Activity	<p>Visit Church</p> <p>Pantomime</p> <p>Perform in front of an audience – Nativity</p> <p>Local Walk</p>		<p>Visit Church</p>		<p>Visit Church</p> <p>Plant a seed and watch it grow</p> <p>Learn to sew</p> <p>Visit a farm</p>	
Fieldwork – so that pupils develop disciplinary subject knowledge	<p>Brierley Forest Park</p>		<p>Perlethorpe – Traditional tales</p>		<p>White Post Farm</p>	