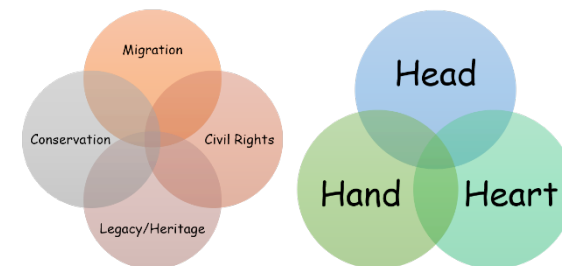


Riversdale Primary School

Medium Term Planning



Year Group	Reception		
Topic	Tales and Scales		
Vocabulary	<p>The vocabulary that will be introduced is:</p> <ul style="list-style-type: none"> Once upon a time happily ever after character setting tale blurb fiction 	<ul style="list-style-type: none"> prediction title design evaluate story map herbivore carnivore omnivore 	<ul style="list-style-type: none"> extinct fossil archaeologist. <p>Vocabulary is taught through stories, actions, pictures and play so children can confidently use words in context.</p>
Big Questions	What makes a good story? (Beginning, middle, end)	How can we look after animals and our world?	Are all characters the same?

Learning Overview

This half term we are going to read our favourite Julia Donaldson stories.
 We will become story explorers and dinosaur detectives.
 We will travel into magical tales, meet good and bad characters, and discover amazing dinosaurs from the past.
 We will listen, talk, act, build, write, count, explore and create just like real storytellers and scientists!
 Reading and acting out favourite Julia Donaldson stories.
 Exploring rhyme through songs, talk and storytelling.
 Creating our own characters, settings and story endings.
 Making story maps, puppets and role-play scenes.
 Celebrating World Book Day.
 Building dens for the Gruffalo and dinosaurs indoors and outdoors.
 Learning about materials and which make strong structures.
 Investigating dinosaurs, fossils and extinction.
 Caring for a mystery dinosaur egg.
 Comparing animals that hatch from eggs.
 Learning about Easter, Ramadan and Eid.
 Celebrating Mother's Day.
 Taking part in Science Week.
 Developing balance, movement and coordination like dinosaurs.

Using positional and directional language in play.
Counting, sorting and classifying dinosaurs.

Quality Stimulus Text(s)

Supporting texts will link closely to popular children's stories, fairytales and dinosaurs, including fiction and non-fiction.



Significant People Past & Present

- Julia Donaldson

Linked UNCRC Articles

Rule of law

Children understand their own and others' behaviour.

To understand that we have classroom rules that help us to be safe and help us learn together.

To understand that breaking class rules has consequences.

Democracy

Making decisions together.

Children are encouraged to take turns and share.

Children are encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help.

To take a class vote on a chosen topic.

Individual liberty

Freedom for all Children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning. Risk taking.

Mutual respect and tolerance

Children celebrate different festivals and share experiences of all cultures and faiths.

Children learn to take turns to talk and listen to each other.

Adults provide resources and activities that challenge gender, cultural and racial stereotyping.

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Learning:		
		Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Phonics	<ul style="list-style-type: none"> Review Phase 3: /ai/ /ee/ /igh/ /oa/ /oo/ /ar/ /or/ /ur/ /oo/ /ow/ /oi/ /ea/ /er/ /air/ and words with double letters 	<p>Learn to read:</p> <ul style="list-style-type: none"> words with two or more digraphs longer words ending in -ing, -s, es, /z/ longer words with s in the middle /z/ s 	<ul style="list-style-type: none"> I can recognise and say sounds for letters and digraphs/trigraphs. I can blend sounds to read simple words. I can segment sounds to spell simple words I can read CVC (consonant-vowel-consonant) and high-frequency words. I can use finger spaces, capital letters, and full stops in early writing. I can read simple texts with fluency and understanding. 	<ul style="list-style-type: none"> Confidence to attempt reading and writing independently. Enjoyment and curiosity about books and stories. Pride in making progress and reading achievements. Perseverance: keep trying when reading or spelling feels tricky. Respect for stories and listening to others when reading aloud.
Communication & Language	<ul style="list-style-type: none"> Understanding that stories are enjoyable and meaningful. Awareness that people take turns when talking. Familiarity with story language such as “once upon a time”. Knowing that listening helps us understand. Listening to short stories and simple instructions. Using talk to express needs and ideas. Joining in with familiar songs and rhymes. Beginning to answer simple questions. 	<ul style="list-style-type: none"> Further develop listening skills. Retell stories. Learn new vocabulary. Understand how to listen carefully and why listening is important. Connect ideas using connectives. Use talk to organise/solve problems. Articulates ideas using well-formed sentences. Develop story language and understanding of stories. 	<ul style="list-style-type: none"> I can use modelled, topical vocabulary in discussion. I can ask questions when I don't know what a word means. I can speak in whole class situations, e.g. answering questions at story time. I can use recently modelled language independently, across everyday contexts and all areas of learning, e.g. “This lunch is delicious” or “I need to count back to subtract”. I can use newly learnt vocabulary in different contexts. 	<ul style="list-style-type: none"> Confidence to share ideas. Respect for others' voices. Empathy by talking about how characters feel. Pride in being a good listener and speaker.
Mathematics	<ul style="list-style-type: none"> Understanding that numbers represent amounts. Early awareness of pattern and repetition. Experience of comparing size and quantity. Knowledge of positional words through play (in, on, under). Counting objects reliably to 5. Matching numbers to quantities. 	<ul style="list-style-type: none"> Know number bonds for the numbers 7 to 10. Copy and continue AAB, ABC and AABC patterns. Measure end-to-end length, compare lengths and use non-standard units of measurement. Use the language ‘empty’, ‘full’ and ‘half full’ to describe how much is in a container. 	<ul style="list-style-type: none"> I can make number bonds to 7, 8, 9 and 10. I can solve number problems using objects and pictures. I can explain my thinking using maths words. I can spot, copy and create repeating patterns. I can measure length and capacity using everyday objects. 	<ul style="list-style-type: none"> Resilience when maths feels tricky. Confidence to try again. Enjoyment and curiosity about maths. Cooperation and turn-taking.

	<ul style="list-style-type: none"> • Sorting and grouping objects. • Exploring simple patterns. 	<ul style="list-style-type: none"> • Measure the capacity of containers. • Compose 2D shapes using tangrams and pattern blocks. • Recognise 3D shapes and to build with 3D shapes. 	<ul style="list-style-type: none"> • I can work with a partner to solve a maths problem. 	
PSED	<ul style="list-style-type: none"> • Awareness of own emotions. • Understanding simple rules and boundaries. • Familiarity with adult support and reassurance. • Knowledge that others have feelings too. • Playing alongside and with others. • Beginning to take turns. • Showing independence in familiar routines. • Expressing basic feelings. 	<ul style="list-style-type: none"> • Everyone has feelings, and feelings can change. • Actions and words can affect how other people feel. • Problems can be solved by talking and listening. • It is okay to ask for help when something feels difficult. • People are different, and those differences should be respected. • Positive thinking can help overcome challenges. • Mindfulness helps you notice your body, breathe, and stay calm. • Being kind and empathetic helps build good relationships. • Following rules and routines keeps everyone safe and happy. 	<ul style="list-style-type: none"> • I can recognise and name my own feelings and the feelings of others. • I can use simple mindfulness techniques (e.g., “Notice, Name, Breathe”). • I can take turns, share, and cooperate with others. • I can solve small problems using words and discussion. • I can reflect on what went well and use positive self-talk. • I can act kindly and help others in the classroom. 	<ul style="list-style-type: none"> • Resilience: trying again when things are tricky. • Empathy and care for others. • Pride in achievements and good choices. • Calmness and self-awareness through mindfulness. • Gratitude and noticing positive experiences.
Physical Development	<ul style="list-style-type: none"> • Understanding how bodies move. • Awareness of basic self-care routines. • Knowledge that being active is enjoyable and healthy. • Experience of holding tools and making marks. • Moving confidently in different ways. • Using large equipment safely. • Beginning to use tools like crayons and scissors. 	<ul style="list-style-type: none"> • Understand the importance of being healthy. • Develop ball skills including: throwing, catching, kicking, passing, batting and aiming. • Further develop small motor skills so that they can use a range of tools competently, safely and competently. • Develop overall body strength, balance, coordination and agility. • Use a range of tools competently, safely and confidently- scissors, pencils tools. 	<ul style="list-style-type: none"> • I can move confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing. • I can use climbing equipment with confidence and enjoyment. • I can dress and undress for role play/swimming independently. • I can demonstrate good posture when writing and working on table-top activities. • I can develop throwing and catching skills with appropriate apparatus, e.g. large foam balls or beanbags. • I can use a tripod grip or work towards it. • I can use scissors with effective hand positioning and with control. 	<ul style="list-style-type: none"> • Confidence in my body. • Willingness to take safe risks. • Independence. • Enjoyment of being active.

<p>Literacy</p>	<ul style="list-style-type: none"> • Understanding that books have a front, back and pages. • Awareness that print carries meaning. • Experience of rhyme and rhythm in language. • Knowledge that marks can represent ideas. • Listening to stories and joining in with repeated phrases. • Mark making and early writing attempts. • Recognising own name and familiar logos. • Enjoying books independently. 	<ul style="list-style-type: none"> • Tell the story to another person using the book or images. • Sequence a familiar story. • Make a simple prediction based on the events of a story so far. • Re-read books to build confidence in word reading, fluency, understanding and enjoyment. 	<ul style="list-style-type: none"> • I can use the language from a story within role play and discussions. • I can write short sentences with words, known sound –letter correspondences using capital letters/full stop. • I can read what they have written to see if it makes sense. • I can say a sound for each letter in the alphabet. • I can read some letter groups that each represent one sound and say sounds for them. 	<ul style="list-style-type: none"> • Love of books and stories. • Pride in being a reader and writer. • Confidence to have a go at writing. • Motivation to share ideas.
<p>Understanding The World</p>	<ul style="list-style-type: none"> • Awareness of animals, plants and seasonal change. • Understanding that some events are special or celebrated. • Familiarity with caring for living things. • Knowledge that the past is different from now (early sense of time). • Talking about what they notice in their environment. • Exploring natural materials and living things. • Asking simple questions such as “why?” and “what’s that?” 	<ul style="list-style-type: none"> • Describe what they see, hear & feel whilst outside. • Developing an understanding of growth, decay and changes over time. • Observe how flora & fauna behave differently as the seasons change. • Examine change over time. • Express opinions on natural and built environments, and opportunities to hear different points of view on the quality of the environment. • Program a Bee-Bot with simple commands. • An algorithm is a set of instructions. • Debugging is fixing instructions that don’t work. • Technology can help us explore and solve problems. 	<ul style="list-style-type: none"> • I can talk about things I notice in the natural world. • I can ask questions about how things work. • I can describe changes over time. • I can compare different animals and environments. • I can use tools safely to explore and investigate. • I can talk about celebrations that are important to different people. • I have some basic knowledge of community celebrations like Easter and Eid. • I can explore and tinker with Bee-Bots and other hardware. • I can give and follow simple commands. • I can experiment with programming and debugging instructions. • I can use logical reasoning to predict outcomes. • I can participate in simple programming games or obstacle challenges. 	<ul style="list-style-type: none"> • Curiosity and wonder. • Care for animals and the environment. • Respect for different beliefs and cultures. • Responsibility and kindness. • Confidence using technology safely. • Persistence and resilience when things go wrong. • Curiosity and enjoyment of exploring cause and effect. • Cooperation and turn-taking when working in groups. • Pride in successfully programming and solving problems.
<p>Expressive Art & Design</p>	<ul style="list-style-type: none"> • Understanding that materials can be used to make things. 	<ul style="list-style-type: none"> • Begin to think about design before we create, what materials do we need. 	<ul style="list-style-type: none"> • I can choose materials to build and create. 	<ul style="list-style-type: none"> • Confidence to perform and express themselves.

	<ul style="list-style-type: none"> • Awareness that sounds, colours and movements can be changed. • Experience of pretending and storytelling through play. • Knowledge that creations can be shared with others. • Exploring materials through sensory play. • Joining in with songs, music and movement. • Engaging in imaginative role play. 	<ul style="list-style-type: none"> • Build on prior learning to be creative. • Share our creations with others, explaining our designs and choices we made. • Work collaboratively. • Explore and engage in music making and dance. • Sings in a group or on their own matching pitch and melody. • Develop stories in their play. • Music can tell a story. • Different instruments can represent characters. Notes can be high or low. • Sound effects and background music can enhance storytelling. 	<ul style="list-style-type: none"> • I can plan what I want to make before I start. • I can explore colour, texture, sound and movement. • I can use art and role play to tell a story. • I can talk about my creation and the choices I made. • I can work with others to create something together. • I can listen and respond to short musical phrases, songs, and rhymes. • I can explore movement to music and express emotions through body and voice. • I can identify and imitate sounds from instruments and the environment. • I can play instruments expressively and at the right moment in storytelling. • I can sing short, rhythmic songs and rhymes. • I can perform to an audience and be a good audience member. 	<ul style="list-style-type: none"> • Enjoyment and curiosity about exploring sounds and music. • Empathy and awareness when playing in a group. • Cooperation, sharing, and taking turns. • Creativity and pride in musical achievements.
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