Coatham Primary School
Medium Term Planning
Year Group: Reception

Dinosaurs – Spring 2 (History)

Communication and Language	Skills	Overview
Listening and Attention	• Engages in story time, offering own ideas and opinions • Asks questions to find out more • Uses new vocabulary in different contexts • Listen to and talk about non-fiction books • Can explain how things happen and why	Use class texts to encourage the children to ask who, when and where questions. Participate in Drawing Club to offer own ideas about stories. Use non-fiction texts to encourage children to ask why questions. Watch Andy's Dinosaur Adventures – CBEEBIES – create fact files.
Speaking	• Have conversations with others • Can speak clearly and in well-formed sentences • Learns new vocabulary and uses it in speech • Can use most speech sounds correctly	Use speech in daily routine – negotiate ideas, plans and resources with peers. Respond and talk to adults in classroom environment. Talk about. Provision will encourage children to interact and develop language – spring, home area, investigation table, puppet theatre, small world. Drawing Club – children to talk about stories created.

Personal, Social and Emotional	Skills	Overview
Self-Regulation	• Identifies and moderates their own feelings socially and emotionally • Thinks about the perspectives of others • Happily talks about their feelings or opinions	Encourage children to talk to each other about their feelings for example; you have hurt me, that makes me sad. Read Tattle tale to help children understand when they need to involve an adult and when they can try to resolve conflicts on their own and how.
Building Relationships	• Will offer help to others • Plays co-operatively and looks after toys • Will wait their turn and can take part in a simple conversation • Listens to and takes on board ideas expressed by others in play	Support children through planned activities on how to take turns. Talk about waiting to speak and not interrupting a friend when they are talking – adults to model good practise. In area time adults to model how to take on board someone else's idea and talk about how to move forward.
Managing Self	• Shows resilience and perseverance in challenge • Knows and talks about factors that support their overall health and well-being: tooth brushing, physical activity, healthy eating, screen time, sleep, road safety • Can independently get changed – with some support	Class weekly challenges to promote resilience and perseverance. Timetabled snack time/tooth brushing to promote healthy eating and teeth. Support children to change independently – socks/shoes/jumpers/coats by encouraging them to try it first before asking for help.

Physical Development	Skills	Overview
Gross Motor	• Negotiates space successfully when moving in different ways • Have a more fluent way of moving, with control and grace • They are able to hold balance for a short time and remain still • Confidently walk along a line or bench • Develop overall body strength, co-ordination and agility • Further develop a range of ball skills – throwing, catching, kicking, passing, batting and aiming	Use kinetic letters to teach children to sit at a table correctly. Weekly PE sessions. Outdoor climbing equipment. Balance Bike Training Early Years Screening – Schools Sports Partnership
Fine Motor	• Writes recognisable letters with some formed correctly • Uses a knife and fork with control to cut food • Can use a range of tools competently and accurately – pencils, scissors, cutlery, paintbrushes • Uses hands to make simple models – playdough • Holds paper while writing	Daily kinetic letters. Fine motor groups. Fine motor table focus on scissor skills. Use modelling clay to make own fossils. Cut out and create dinosaur skeletons

Literacy	Skills	Overview
Word Reading	• Can read aloud some simple phrases and sentences • Attempts to read longer words using phonic knowledge • Independently reads a few common exception words • Read some special friends and words that contain them • Re read books to build confidence	RWI differentiated groups according to half termly assessments. Encourage children to read RWI books with grown up every night.
Reading Comprehension P4C opportunity Vote for class story	• Can answer a question about a text • Can retell 4 traditional tales independently • Begins to use new vocabulary in play • Has an understanding of some features of non-fiction texts • Can think of their own story and tell the story to adults and their peers	Planned literacy sessions. Discuss characters. Show awareness of story by producing simple story map. Retell to an adult. Non – Fiction texts available on class voting station/ reading area. Participate in Drawing Club.
Writing	• Can write a simple caption with some finger spaces • Makes phonetically plausible attempts when writing longer words • Can spell an increasing number of Reception red words • Can say a sentence or phrase aloud and attempt to write it down	RWI daily phonics. Begin to write words when ready as per scheme. Write with a purpose – menus in home area, clip boards for mark-making, writing name, story maps. Weekly planned writing groups. Writing challenges – weekly.

Numeracy	Skills	Overview
Number	• Subitise up to 5 • Can count up to 10 objects accurately • Can recognise numbers to 10 • Has an understanding of numbers to 10 • Recall number bonds to 5 using objects to help them • Says one more and one less than numbers to 5 • Can recall doubles to 3+3	Planned maths sessions. Maths area with number challenge. Weekly number challenge.
Number Patterns	• Can create a more complex pattern ABB, AAB, ABC • Is able to identify mistakes in a repeating pattern • Can select, rotate and manipulate shapes to develop spatial reasoning skills • Count object, actions and sounds • Begin to identify when items haven't been distributed evenly	Planned Maths sessions. Maths area with shapes to explore.

Knowledge and Understanding	Skills	Overview
Past and Present	• Comments on images of familiar situations in the past • Compares and contrast characters from stories, including figures from the past • Can order some events using chronology – some things happened before they were born • Can talk about growing	Look at images of winter from the past. What has changed/what has remained the same.
Natural World Spirituality opportunity – Spring Walk Discuss changes from winter to spring, how does it make us feel?	• Uses subject specific vocabulary • Discusses and understands how we care for natural world • Recognises some environments that are different to the one in which they live • Understands and can talk about the effect of changing seasons • Can make a simple prediction – what might happen and why	Spring hunt outdoor area – discuss what we see/ find. Caring for plants – classroom (daffodils/hyacinths) learn what is needed to keep the plants healthy and grow Develop language needed to talk about weather conditions.
People, culture and communities	• Draws information from a simple map – ariel photo of the school (local area – summer 2) • Uses a range of vocabulary to describe their own lives • Recognises some similarity and differences between life in this country and others • Recognises people have different beliefs and celebrate special times in different ways • Uses subject specific vocabulary, learnt through texts, books and the internet	Follow Redcar and Cleveland Agreed Syllabus – Easter.

Expressive Arts and Design	Skills	Overview
Exploring Media and Material	• Explores, uses and refines a variety of artistic effects to express their ideas and feelings • Returns to and builds on previous learning, refining ideas and developing their ability to represent them • Appreciates different types of art and can give their opinions	Explore with paint, mixing colours. Explore creative area - cutting, sticking, adding materials. Tell an adult what has been made, discuss and implement improvements. Take part in Galileo Trust Art competition – Space Theme
Being imaginative and Expressive	• Begins to create their own music • Moves in time with a pulse and respond to changes • Begins to replicate choreographed dances, such as pop songs and traditional dances from around the world	Weekly planned music sessions. Dough Disco - listen to and follow instructions to music. Gross motor movement breaks.