



The Medium Term Plan shows key teaching points within our topic with progression in key skills personalised to the individual child's needs. The Characteristics of Effective Learning run through all areas of learning as well as opportunities for children's interests to be explored further through child-initiated and adult directed activities within the provision.

Entry Point: Dinosaur egg in the environment

Exit Point: Presenting our work to Year 1.

Key School Events: Dinosaur Workshop, World Religion Day, Safer Internet Day, Fairtrade Fortnight, Women's History Month, World Book Day, Sports Relief, Science Week

Specific Areas		
	Aspects	Possible experiences, opportunities, activities and enhancements
Unique Child Positive Relationships Enabling Environments	Personal Social And Emotional Making relationships	Dinosaur Stomp -Observe dinosaur eggs. -Pass a 'dinosaur egg' around the circle, reminding the children to be really gentle. How might they care for the baby dinosaur that is inside? What might they call it? Talk about using gentle hands with the baby dinosaurs just as they should be gentle with their friends. -Use a talking object, such as a soft toy dinosaur, and pass it around the circle. Ask the children how they might feel if they saw a real dinosaur? -Work together to bake some fossil cookies. Children take it in turns to stir the mixture. -Play a parachute game to encourage children to work together.
	Self-confidence and self-awareness	-Discuss right and wrong behaviour. -Create a role-play Dinosaur Museum.Children to work together in the museum and take on different roles. Jigsaw Unit: Dreams and Goals Jigsaw Piece 1: Challenge



**Foundation Stage 2 -Spring Term Medium Term Planning
2021-2022**



	Managing feelings and behaviour	<p>Jigsaw Piece 2: Never Giving Up Jigsaw Piece 3: Setting a Goal Jigsaw Piece 4: Obstacles and Support Jigsaw Piece 5: Flight to the Future Jigsaw Piece 6: Award Ceremony</p> <p><i>Healthy Me</i></p> <p>Jigsaw Piece 1: Everybody's Body Jigsaw Piece 2: We Like To Move It Move It! Jigsaw Piece 3: Food Glorious Food Jigsaw Piece 4: Sweet Dreams Jigsaw Piece 5: Keeping Clean</p>
--	---------------------------------	--

Specific Areas		
	Aspects	Possible experiences, opportunities, activities and enhancements
Physical Development	Moving and Handling (Fine and Gross Motor)	<p>Dinosaur Stomp</p> <ul style="list-style-type: none"> -Ice Egg containing a dinosaur. Children to work together to free the dinosaur using a selection of tools. -Provide den-making materials to encourage the children to work together to create a den to hide from dinosaurs -Use large cardboard boxes to work together to make a vehicle in which they can escape from the dinosaurs. <p>PE- Hall time</p> <p><u>Unit: Gymnastics (Block 3)</u></p> <ul style="list-style-type: none"> -Watched and repeat basic actions -Travel using different body parts -Travel across equipment safely -Land safely off equipment -Learn different rolls



Foundation Stage 2 -Spring Term Medium Term Planning
2021-2022



Unique Child	Positive Relationships	Enabling Environments	Health and Self- care	<ul style="list-style-type: none"> -Travel at different levels -Change speed and travel at different levels <p><u>Unit: Parachute (Block 4)</u></p> <ul style="list-style-type: none"> -Develop teamwork and communication skills -Develop body mechanics and good body motion -React to commands with increasing speed -Improve my spatial awareness in all areas -Take on different roles and responsibilities within PE

Specific Areas		
	Aspects	Possible experiences, opportunities, activities and enhancements
Communication And Language	Listening and Attention	<p>Dinosaur Stomp</p> <ul style="list-style-type: none"> -Listening games where one child covers their eyes in the middle of a circle. The children take it in turns to say 'It's me, the big T. rex,' or 'It's me the baby dinosaur,' in a squeaky or gruff voice. The child in the centre guesses who spoke. -Play listening and attention games with the children. Place a small number of dinosaur-themed items on a tray and cover with a blanket. Remove one of the objects - Can they say which one has been removed?



**Foundation Stage 2 -Spring Term Medium Term Planning
2021-2022**



Unique Child Positive Relationships Enabling Environments	Understanding	<p>-Pass a soft toy dinosaur around the circle, encouraging the children to wait their turn to speak until they are holding the dinosaur. Can they describe their favourite type of dinosaur?</p> <p>- In the listening area, have an audio copy of a dinosaur-themed storybook, along with a hard copy and related props.</p> <p>-Create a specially-decorated chair with the children for story telling.</p> <p>-Hidden dinosaurs outside, children to use positional language to direct a friend to find it. For example, it is next to/behind the bench.</p> <p>-Pictures of different dinosaurs outside to encourage the children to talk about the different dinosaurs they can find and collect.</p> <p>- Large activity trays in the provision, full of rocks, fossils, sticks and other items related to dinosaurs for the children to explore and discuss together.</p> <p>-Make simple telescopes using tubes. Ask the children to look out for dinosaurs and tell each other what they can see.</p> <p>-Different dinosaur textures inside feely bags for the children to feel and describe to their friends. Include sandpaper, wood, plastic, velvet, leather, rocks.</p> <p>Easter</p> <p>-Number of easter objects on a tray and cover with a blanket. Children to tell you which have been removed, to guess how many there are, count them then remove some, can they say how many have gone?</p> <p>-Egg memory game- have plastic eggs in an egg box and place a different object inside each egg. Can they tell you which object is in each egg?</p> <p>Talk4Writing (Narrative)</p> <ul style="list-style-type: none"> ● Cold Task - Create a narrative ● Imitate - The Little Green dinosaur. ● Innovate - (Teacher led Substitution) Dinosaur characteristics/ dinosaur.
	Speaking	

Specific Areas		
Literacy	Aspects	Possible experiences, opportunities, activities and enhancements



<p>Unique Child Positive Relationships Enabling Environments</p>		<p>Reading</p> <p>Comprehension</p> <p>Phonics</p>	<p>Dinosaur Stomp</p> <ul style="list-style-type: none"> -Fact files on dinosaurs -Digging for nonsense word bones -Sequencing the story -Acting out the story -Diary entry - pretend to be archaeologists -Sensory storytelling in tough tray – use chalk to draw story map and add materials to make it sensory -Recipe writing – dinosaur cookies -Dinosaur puppets – make, instructions, dinosaur puppet shows -Label the dinosaur/ dinosaur scene -Look at the Dinosaur Display Posters and discuss the sounds that different dinosaurs might make. Encourage the children to make the sounds, altering the volume of the different dinosaur sounds that are being made. -Read lots of different dinosaur-themed books to the children, encouraging them to join in with repeated refrains. -Pretend to be a dinosaur from the children’s favourite dinosaur story and encourage the children to ask you questions.(Hot Seating) -Begin to read a dinosaur-themed story. Encourage the children to predict what might happen next/the ending. -Explain that a big dinosaur is going to need to eat lots of things. Can the children feed him rhyming objects? <p>Easter</p> <ul style="list-style-type: none"> -Encourage children to talk about and sequence the Easter story. Some could even go on to write the Easter story. -Small world area set up as the Easter story for children to retell the story. -Easter story stick puppets and masks. -Easter stories in the reading corner or create a reading outside with the Easter stories in. -Writing materials in a role play area for vet, farmer, shopkeeper to use. Children put their own labels on chicken/chicks/different eggs. <p>Class Books:</p> <ul style="list-style-type: none"> -Dinosaur Road! -Dinosaurs Love Underpants -Digging up Dinosaurs <p>Reading:</p> <ul style="list-style-type: none"> -Listening to sounds within the environment. -Daily storytime, discussion and role play opportunities. -Sound recognition and letter recognition. -Initial Code blending activities. -High Frequency Word activities.
		<p>Writing</p>	



**Foundation Stage 2 -Spring Term Medium Term Planning
2021-2022**



-Continuous. daily opportunities for reading e.g. reading corner, reading opportunities and texts in all areas of provision (recipe cards, instructions, magazines, car manuals, books), puppets, role play.
-Adults to listen to individual children read.

Phonics:

Sounds Write

Unit 8: VCC, CVCC

Unit 9: CCVC

Polysyllabic Words

-Continuous daily opportunities to support phonics learning: use of interactive floor, phonics activities in provision, use of EducationCity and PurpleMash to reinforce phonics.

Handwriting

-Daily handwriting introduced through Nelson Blue scheme.

Writing

-Daily name writing

-Environmental print – labels around the provision areas

-Initial Code writing activities, moving on to captions for more able.

-Adults modelling writing names on pictures/paintings.

-Whole class 5 sentence stories

-Independent 5 Sentence story writing

-Continuous, daily opportunities for mark making e.g. pencils, crayons, chalk, wax crayons, paintbrushes, sponges, printing blocks.

Jane Considine (Non Fiction Fact File) National Geographic Kids Penguins

Talk4Writing (Narrative) The Little Green Dinosaur

- Imitate - The Little Green Dinosaur.
- Innovate - (Teacher led Substitution) Dinosaur characteristics/ dinosaur.

Specific Areas

	Specific Areas	
Maths	Aspects	Possible experiences, opportunities, activities and enhancements



Unique Child Positive Relationships Enabling Environments	Number	<p>White Rose Maths Reception Scheme:</p> <p>Alive in 5! (wk 1, 2, 3)</p> <ul style="list-style-type: none"> -Introducing zero -Comparing numbers to 5 -Composition of 4 & 5 <p>Growing 6,7, 8 (wk 4, 5, 6)</p> <ul style="list-style-type: none"> -6, 7 & 8 -Making pairs -Combining 2 groups <p>Building (wk 9, 10)</p> <ul style="list-style-type: none"> -9 & 10 -Comparing numbers to 10 -Bonds to 10
	Numerical Patterns	
	Measure, Space and Spatial Thinning	<p>Dinosaur Stomp</p> <ul style="list-style-type: none"> -Ordering size/weight of dinosaurs and dinosaur bones. -Digging for skeleton parts and putting it together like a jigsaw -Following recipe for dinosaur cookies - mass and capacity. -Dinosaur footprints and count length/size of footprints Weighing and comparing eggs -Make dinosaurs out of 2D shapes: identify/count the shapes used. -Place dinosaurs in various places in, out around the box, children describe position. -Make symmetrical paintings, drawings -Comparisons –tall dinosaur, short dinosaur -Share out seeds, using simple number operations -Make patterns using seeds/leaves <p>Easter</p> <ul style="list-style-type: none"> -3D easter pictures



White Rose Maths Reception Scheme:

Alive in 5! (wk 1, 2, 3)

- Compare Mass (2)
- Compare Capacity (2)

Growing 6,7, 8 (wk 4, 5, 6)

- Length & Height
- Time

Building (wk 9, 10)

- 3D-shape
- Pattern (2)

Specific Areas

Unique Child Positive Relationships Enabling Environments

Understanding of the World

RE
History
Geography
Science
Design and Technology
Computing

People, Culture & Communities

Dinosaur Stomp

- Comparing the environments in different places – relate to where different dinosaurs live and why.
- Why did the dinosaurs become extinct? – link to others .
- Fact finding about dinosaurs.
- Dinosaur cookies.
- Dinosaur shadow theatre.
- Frozen dinosaur eggs in tough tray – use tools and salt to hatch the dino babies
- Baking soda, water, vinegar Volcano making from clay – in groups make then explore volcano erupting
- Learn about different jobs, eg. the the role of an archeologist
- Compare different dinosaur similarities/differences.
- Digital photography.
- Use magnifying glass to look at photos of dinosaurs, dinosaur skeletons, dinosaur eggs and draw, talk about features they like and dislike.
- Observe/record changes in different dinosaurs.



Foundation Stage 2 -Spring Term Medium Term Planning
2021-2022



		<p>Past and Present</p>	<ul style="list-style-type: none">-Learn about the timeline of different dinosaurs and when they were around-Food chains, what do dinosaurs eat? herbivore, carnivore, omnivore.
		<p>Early Technology</p>	<p>Celebrations: Chinese New Year</p> <ul style="list-style-type: none">-Learn about Chinese New Year and different traditions-Chinese food tasting and discuss likes and dislikes-Make a chinese lantern-Fold a chinese fan and learn a chinese fan dance. <p>Easter</p> <ul style="list-style-type: none">-Learn about the Easter story and how festivals are celebrated.-Find out about spring animals.-Learn about animals associated with Easter.-Map for bee-bots for the easter bunny to find the easter eggs.-Audio of the Easter story for children to listen to.boil eggs and wrap in tin foil, investigate how they travel down hill, how can we make them faster etc.-Caring for plants in the environment. <p><u>Key History Question: How do things around me change?</u> Why do we wear different clothes during the year?</p> <ul style="list-style-type: none">-Explore different clothes for hot and cold weather.-Discuss any similarities and differences.-What is your favourite? <p><u>Women's History Month:</u> Mary Anning</p>
		<p>The Natural World</p>	<p><u>Our Special Things</u></p> <ul style="list-style-type: none">-Use the senses to explore different artefacts from different religions-Investigate how these artefacts are used by religious people in their places of worship <p>Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.</p> <ul style="list-style-type: none">-Use the sense to explore a range of artefacts from different religions; think about what they might be used for and how they might help people understand God/the world/each other a bit better. <p>Home and school environment</p> <ul style="list-style-type: none">-Explore the outdoor environment and discuss the changes. <p>Similarities and differences between Seasons.</p> <ul style="list-style-type: none">-Looking outside at the environment & weather.



Foundation Stage 2 -Spring Term Medium Term Planning
2021-2022



-Spring walk : Having a look at the environment, feeling the ground, what has happened to the trees, look at buds and flowers.
-Mothers Day bulb growing, children to observe changes over time.

STEM:

Focus: Environmental Science
Class Fruit and Vegetable Garden
Focus: Structures
Water Slide

Operate simple Technology:

- Children to independently be able to log on using the Chromebooks.
- Access Education City and PurpleMash activities (preset by the teacher)
- Using the I pads.
- Operating the interactive floor.
- Mechanisms: Split pin dinosaurs

Computing (Purple Mash):

Focus: 2Design

- Create a model to keep us safe from dinosaurs.
- Give the children the opportunity to explore using 2DAM, seeing their 3D model on screen before they create their own ideas.
- Create a class dinosaur train, let the children design and create their own carriage inspired by their favourite dinosaurs.
 - What colour will the carriage be?
 - What shape will the carriage be?
 - Who will their carriage be for i.e. a tall carriage might have all the giants from the stories inside!

Focus: 2 Create A Story (5 Sentence Story)

- Children to contribute ideas to create a class story.
- The children to create their own stories using the record tool to record their own voice.
- Play back the children's stories for all the children to listen to, can the children recognise each other voices?
- In MINI MASH make a tray with all the storybooks in which the children have created. Let the children have the opportunity, to go to the storybook tray to read though the stories and to talk to each other about the stories they have made.



Foundation Stage 2 -Spring Term Medium Term Planning
2021-2022



Unique Child Positive Relationships Enabling Environments	Specific Areas	
	Aspects	Possible experiences, opportunities, activities and enhancements
	Expressive Arts Art Design and Technology Music	Creating with Materials Dinosaur Stomp -Dinosaur small world area -Dinosaurs skeletons made from construction straws -Dinosaur mask making -Giant mesh/paper mache dinosaurs -Tissue box dinosaur feet -Dinosaur dance -Dinosaur silhouette with watercolour background -Observational drawings of dinosaurs -Small world dinosaur activities. -Re-enact dinosaur stories/songs. -Make dinosaurs and/or eggs from dough, clay, wool, tissue or feathers. -Create and design a dinosaur forest. -Salt dough fossil. -Dinosaur paintings focus on colour and texture. -Dinosaur dances Easter -Daffodil drawing with a focus on colour and scale. -Easter bonnets -Handprint chicks



Being Imaginative and Expressive

- Easter basket using paper
- Split pin chicks
- Sing easter themed songs and rhymes
- Make egg shakers
- Cardboards boxes, children to create and make own easter baskets

Art Focus: Collage (Dinosaur Pictures)

- Use scissors to cut materials with control.
- Use a small range of materials to create a desired effect.
- Experiment with a range of 'sticking' tools (glue stick, PVA glue, sellotape) to combine a small range of materials.
- Experiment with creating different textures from a range of materials.

Art Focus: Sculpture (Dinosaurs and Dinosaur Fossils)

- Select and use the tools and techniques needed to shape, assemble and join materials.
- Manipulate materials to achieve a desired effect.

Artist of the Half Term:

Hannah Höch

Banksy

Music (Charanga):

Focus: Our World

- Listen and respond to an R&B song?
- Draw while listening to Wheels On The Bus?
- Sing clearly pronouncing the words? (Old MacDonald)
- Create a story after listening to a song? (Incy Wincy)
- Join in with actions while listening to a song? (Hokey Cokey)
- Perform in a group to a bigger audience?

Composers of the Half Term:

Adele

Buddy Holly