

EYFS Medium Term Plan – Spring 1 & 2 –Traditional Tales and Dinosaurs Vs Space

This term we will be learning all about Traditional Tales and Dinosaurs Vs Space. We will begin to explore different environments and how they look now and in the past and from space. In Spring 1 the children will explore different traditional tales and look at the settings from the stories. The children will learn about different characters and how to tell a story, as well as making our own treats from the stories, I wonder who we will meet along the way! In the second half of the term the children will train to become archaeologists and astronauts and have many missions to complete, we might even meet a dinosaur along the way!

Hands on learning opportunities

- Traditional tale crime scenes
- Making and tasting food
- Science experiments
- Digging for bones
- Space mission!

| | Objectives to be delivered | Key knowledge and skills including vocabulary |
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| PSED | Label and talk about own and others' emotions, respond well to more complex instructions in smaller groups but might need visual reminders in larger groups, beginning to moderate their own feelings, take steps to meeting a simple goal, talk about ways to improve, demonstrate pride in achievements, Understand the difference between mental and physical health and ways to look after their minds. Developing a sense of belonging & confidence in the wider school, Complete set challenges/tasks with minimal and occasional adult support, More confident to tackle and persist with new challenges, With encouragement will keep going with new challenges, Follow & talk about the importance of school and class rules. Usually remembers when to wash their hands, Will use the toilet independently, Take coat off and put on independently, Know some ways to keep healthy, Understand the difference between mental and physical health and how to look after their bodies. Interact with and is building good relationships with a variety of children & adults, Label and talk about own and others' emotions, Consider how others feel, Cooperate with others, listening and sharing some ideas, Building respectful relationships, Listen to advice about solving conflicts, Use words to solve conflicts, Attempt to solve conflicts independently, Take turns in group activities. | The children will continue to develop the relationships they have formed during the autumn term and will begin to learn to see things from other people's perspective and how it can feel when somebody can do something that you can't. We will describe the feelings associated with this e.g., jealousy The children will recognise that they have their own unique talents which makes them special. Vocab – unique, talent, special, help |
| C & L | Listen to and participate in discussions during whole class activities, Listen to a peer and alter their play in response to what they hear, Understand how to listen carefully, Comments/Qs link to own thoughts and feelings and are of increasing relevance, Use talk to: Draw conclusions: The sky's gone dark. It must be about to rain and Explain effect: I fell because it was slippery. Start conversations with a range of individuals. Use well-formed, longer, & more detailed sentences, e.g. "I made a big round pizza with tomato, cheese & ham on top." Use some irregular past tense, e.g. "I drank all my milk." Show that they can use language to reason and persuade "Can I go outside because it's stopped raining?". Use language in different ways: to ask, negotiate, give opinions, and discuss their own ideas/feelings Share important details that could influence the listener, e.g. "Ahmed fell over that stone, Javid didn't push him", Describe past/present/future events in detail, Explore and use new vocabulary in different contexts and in different ways, Discuss similarities and differences, Explain how things happen & developing explanations of why things happen. | The children will develop the confidence to share their ideas in well-formed sentences and share their own ideas and experiences during group discussions. They will continue to build up their social phrases. The children will role play different traditional stories as well as hot seat the characters they meet along the way. The children will go on space missions and archaeological digs and use the information they have learned to have discussions with adults and peers. New Vocabulary – Once upon a time, first, next finally, the end, characters, settings, archeology, palaeontologist, bones, fossils, astronaut, space, galaxy, planets, flight, time, history. |

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| PD | Explore different ways to travel, Enjoy participating, learning new skills and exploring ways of moving their body during PE lessons: gymnastics/ dance/ football/ basketball/ hockey, Enjoy playing structured games using equipment, Enjoy joining in with daily GoNoodle and Funky Fingers, Move around space safely and confidently, including sports hall, Confidently & safely travel over/under/through in gymnastics & with large outdoor equipment, Use equipment during sports lessons confidently and safely, Pedal a 2-wheeled bike & get back on if loses balance or falls off, Consistently follow bike and safety rules, encouraging others to do the same, Write on a range of surfaces and heights, Sit at a table to write, Hold a pencil in a tripod grip with some hyper extension, Use drawing equipment to draw with increasing detail and complexity | | | The children will develop ball skills including throwing, catching, kicking, passing, batting and aiming They will also explore large body movements as well as developing the fundamental skills of climbing, skipping, hopping, jumping |
| Literacy | Read some letter groups (digraphs) that each represent one sound and say sounds for them Read common exception words from Phase 3 Read simple phrases and sentences using phase 3 sounds and common exception words taught Be aware there are different types of books for different purposes Begin to write short sentences (with support) using known letter-sound correspondences. Begin to hold their own sentence and write it | | | During phonic sessions the children will learn to recognise the following phase 3 graphemes - ai ee igh oa oo or ar or ur ow oi ear air er and begin to blend and segment longer words with two or more digraphs, words ending in -ing, compound words They will also learn to read the following phase 3 tricky words – was, you, they, my, by, all, are, sure, pure Vocab – Phoneme, grapheme, digraph, trigraph, front cover, title, blurb, blend, segment, word, full stop, finger space, capital letter, sentence The children will use their knowledge of digraphs and trigraphs to make phonetically plausible attempts when writing a thank you letter, captions about winter, writing sentences about stories, writing letters to say sorry to the bears, write fact files about dinosaurs and space and write Chinese New Year cards |
| | In Reception, we follow White Rose planning for SSM and Mastering Number. As well as whole class, adult directed tasks we provide opportunities to consolidate what they have learnt through our provision. | | | |
| Maths | <ul style="list-style-type: none"> The children will use their perceptual subitising skills (seeing the quantity without counting) in increasingly complex arrangements, moving from dots in a line and arrangements of 2, to a focus on standard dice arrangements. For larger quantities, the children will begin to use skills of conceptual subitising, beginning to quickly see the sub-groups within these larger numbers. Counting, ordinality and cardinality. Consolidate their understanding of the composition of 5 Develop their understanding of composition, or the numbers within numbers. to notice when quantities are equal or unequal, and will begin to consider how they can manipulate the number of objects in 2 sets to make them equal. | <ul style="list-style-type: none"> Counting, ordinality and cardinality - consolidate the 'stable order principle' – rehearsing the order of the first 10 numbers and understanding that the position that each number holds in our number sequence does not change. Developing this innate skill as the children are encouraged to focus exclusively on ordinality: considering where numbers to 8 are in relation to each other. Composition of numbers by investigating the numbers within 7 The composition of numbers within 10, focusing on the 'special case' of when 2 equal parts combine to make a whole. The children will first use their skills of comparison and identify when 2 sets are equal or NOT equal 'know' the whole when they see 2 parts the same size for larger numbers within 10, as well as begin to | Compare Mass Compare Capacity Length & Height Time | Sort objects based on attributes such as colour, size or shape Compare and order sets – more, fewer, same, big/little, large/small, tall or long/short Copy, continue and create their own simple repeating AB pattern in a range of contexts Subitise or count sets of up to 5 objects Match number names to numerals/quantities and use own mark-making to represent no's. Explore different compositions of up to 5 Learn that circles have one curved side and triangles have 3 straight sides. Learn that squares and rectangles have 4 straight sides and 4 corners Begin to use positional language Talk about night and day and order key events in their daily routines Use language to describe when events happen e.g., day, night, morning, afternoon, before, after, today, tomorrow Begin to measure time in simple ways e.g., the counting of sleeps to an important event or using timers to measure durations of events. |

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| | | <p>recall some doubles facts when an image or physical resource is not available to support them.</p> <ul style="list-style-type: none"> Use practical contexts to sort objects according to different criteria. notice different attributes in groups of objects – such as colour, size or function – and to describe what they notice. | | |
| EAD | Explore and engage in music making and dance performing a solo for others to watch Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play. | | | The children will use construction sets and junk modelling to create homes, masks, lanterns and props which we can use during our retelling of traditional tales. The children will also enjoy singing and performing a range of winter songs, using instruments to add sound effects where appropriate The children will listen to the winter part of Vivaldi's 'Four Seasons' and will talk about the music and relate it to things they see in winter. The children will also be involved in the Charanga curriculum to develop their musical skills. The children will make and dig their own fossils and use movement to go on a space journey. |
| UW | Draw information from a simple map find the bears house in the forest. Investigate and create simple maps of their local area Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different to the one in which they live Look at difference countries in the world and talk about the differences seen in photos/books Recognise that people have different beliefs and celebrate special times in different ways Experience and start to understand celebrations from different communities within our country Understand the effect of changing seasons on the natural world around them Talk about seasonal changes Explore the natural world around them Describe what they see, hear and feel whilst outside | | | The children will celebrate Chinese New Year and will look at the similarities/differences with some of our festivals. The children will begin to learn about different environments and some of the key features which can be found there including the different seasons and Winter. Vocab: icicles, winter, snowflakes, frost, iceberg, igloo, glacier. We will compare where we live to colder places and look for features that are similar/different We will enjoy looking at maps of our local environment and will create our own – map, local area. We will look at environments in the past (dinosaurs) and what the world and our looks like from space and an aerial view. |

EYFS Medium Term Plan – Traditional Tales

Spring 1

Communication, Language and Literacy

Texts

- 3 Little Pigs
- Goldilocks and the Three Bears
- The Gingerbread Man

Comparisons to different variations of the traditional tales.

Children given the opportunity to discuss and know a range of different traditional stories including the different features of texts. Children given opportunities to talk about enrichment activities or personal experiences to others during show and tell and whole class activities.

Small world and Role play opportunities to be available to allow children to explore and develop stories. Mark making and writing opportunities always available and encouraged, links to stories as stimulus for writing.

Knowledge of the World

- Look at types of buildings/homes – Links to 3 Little Pigs – Which was the best house and why?
- Where do the Fairytale Characters live? Look at the environment, climate etc, compare with where we live, what's the same and what is different?
- Look at other countries such as China – Links to Chinese New Year and traditions and customs.
- Look at when the fairytales were set – Discuss past/present looking at environment, clothes, food etc.
- Look at traditional tales from other cultures linked to our stories.
- Make porridge, senses test, make gingerbread men
- Bake Gingerbread Men – what do we need to bake?

Personal, Social and Emotional Development

- Links to Gingerbread Man – Work towards a goal – Choose a model to make to rescue the Gingerbread Man.

- Make a boat so the gingerbread can cross the river safely. As a class make steps to meet the model objective – What does a boat look like, what does a boat have on it – Make and test model.

- Jigsaw – Dreams and Goals.

- The old lady likes to eat gingerbread. Ask the children to tell you some of the things they like to eat. Use it as the beginning of a discussion on healthy eating. Healthy eating and handwashing – GBM
- Construct giants Pigs houses – Working Together/Problem Solving

Traditional Tales Spring 1 - 2025

Expressive Arts and Design

Focus Artist – Kadinsky

- Drawing to music – Pencil walk – Linked to Kadinsky's Artwork
- How does art make us feel?

- Listen to music, what does it make us think of. Listen again and think of shapes – Model pencil walk as the children say shapes.

- Own pencil walks to music – colour in gaps like Kadinsky.

Create Kadinsky circle forests – Links to forests in traditional tales.

Share creations – Class Art Gallery – Give opinions on their own work. Also look from an observers perspective of others art and how it made them feel.

- Sing nursery rhymes and action songs

- Explore colours and media – self serve paint- colour mixing related to the traditional tales.

- Imaginative storytelling - Link stories and songs

- Explore sounds with instruments – Charanga

Physical Development

- Develop Skills to get through the school day – lining up.
- Health and Self Care
- Dressing/Changing
- Toileting Routines.
- Self-Serve Snack
- Funky Fingers
- PE

Maths – In depth look at subitising as the basis to learn number construction.

- Introducing zero
- Comparing numbers to 5
- Composition of 4 & 5
- Compare Mass and Capacity
- 6, 7 and 8
- Making Pairs
- Combining two groups
- Length and Height – (Three bears)
- Time

Initial ideas of enhancement and stimulus within the environment which links to topics. We will follow each child's personal exploration and natural inquisitiveness, supporting and extending children's ideas and interest to provide meaningful learning experiences.

Key Language - Dinosaurs

Dinosaur names
Fossil
Extinct
Eruption
Volcano
Asteroid
Prehistoric
Herbivore/carnivore/omnivore Predator
Horns/scales
Bones/skeleton
Archaeologist
Palaeontologist
Jurassic period
Meteor
Reptile
Tall/Short/Long/Fat/Thin/Round
Heavy/Light
Museum

**Key Knowledge-
Dinosaurs**

To understand what a dinosaur is.

To be able to identify and name a wide range of dinosaurs.

To name parts of a dinosaur.

To understand the difference between past and present animals/creatures.

To understand what extinct means.

To explain differences and similarities between the world then and the world now.

To explain what a fossil is.

To describe the physical features of a dinosaur.

To explore the difference of physical features.

Key Questions: Assessing My Learning

What is a dinosaur?

How do we know dinosaurs existed?

What did dinosaurs look like?

What did dinosaurs eat?

Where did dinosaurs live?

Why are there no dinosaurs now?

What were the different types of dinosaurs?

What were the names of the dinosaurs?

What was the largest/smallest dinosaur?

Why did dinosaurs have spikes/horns?

Would we find a dinosaur today?

If we did where would it be?

What is a museum?

Key Language - Space

Planets
Space
Gravity
Rocket
Astronaut
Stars
Moon
Spacesuit
Atmosphere
Globe
Galaxy
Sun
Aliens
Crater
Orbit
Clouds
Solar System

**Key Knowledge-
Space**

-I can name the planet I live on.

-I can talk about aliens.

-I know that people have gone into space.

-I can talk about the sun and moon – day/night

-I can name some things you see in space

-I know that astronauts wear special suits

-To explore the difference of physical features.

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Key Questions: Assessing My Learning

How many planets are there?

What are the names of the planets?

Where do I live?

What is the largest/smallest planet?

What is the hottest/coldest planet?

Are there aliens in space?

What is an astronaut?

How do people get into space?

Why is the sun important?

Did space cause the dinosaurs to become extinct?

Communication, Language and Literacy

Texts

- Harry and the Bucketful of Dinosaurs
- Dear Dinosaurs
- Whatever Next
- Aliens Love Underpants

Dinosaur and Space fact books.

Children given the opportunity to discuss and know a range of different texts including fiction and non-fiction texts looking at the different features of the two.

Dinosaurs

-Lost posters

-What's in the egg?

-Story flashback – Where did Harry take the dinosaurs?

-Design and draw a new dinosaur. Think about whether it will have a long or short neck, spikes, scales or feathers and what its tail will look like. Can you create a name for your new dinosaur?

-Label a dinosaur

-Different letter formats – postcards, letters etc – Pretend to be Max and write a letter to T-Rex with your questions – Introduce ? when writing.

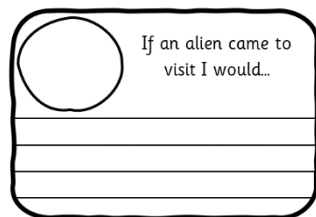
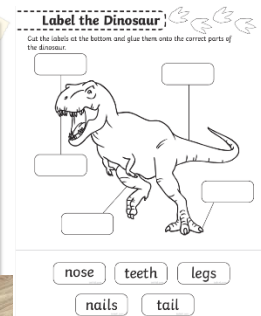
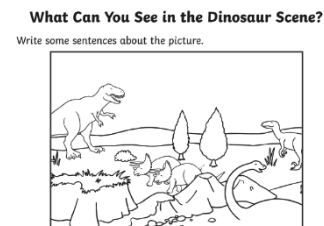
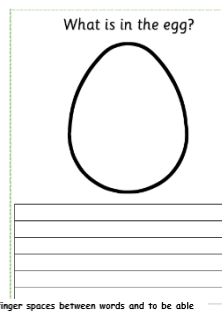
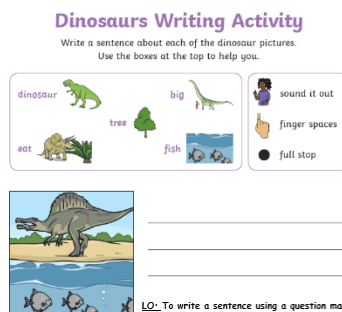
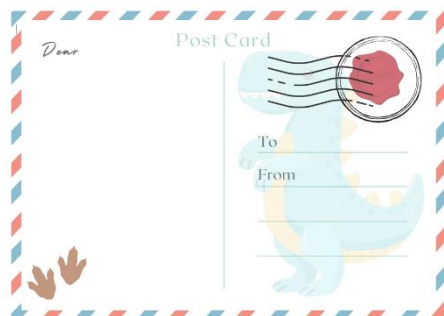
Space

-Make up your own alien and label – give your space alien a name.

-Where would I go in my cardboard box? Circle time cardboard box – Photo – Write about where you would go.

-What things would I take in my space rocket?

-What would you do if an alien came to visit?



LO: To write a sentence using a question mark and finger spaces between words and to be able to spell/read the harder to read and spell words 'go', to, the I

Lesson focus: Applying their phonics skills and harder to read and spell words, children will write in the form of a question.

Load 1WB

Model: Un-muddle muddled sentence

Look at the next screen. What is wrong with the sentence? Mrs Muddle forgot to use finger spaces. Can you help her to add finger spaces to the sentence so that it makes sense. Use the screens-can the children help you put the muddled sentence together: Can I go to the... Discuss the meaning of a question.

Model writing the question and add to the working wall.

Teach the use of a question mark, explain that this replaces a full stop.

Children will write 'Can I go to _____.' children will look at the pictures or choose their own place to go.

By Mrs Muddle

Space Writing Activities

Write a sentence about each space picture. Use the boxes at the top to help you.



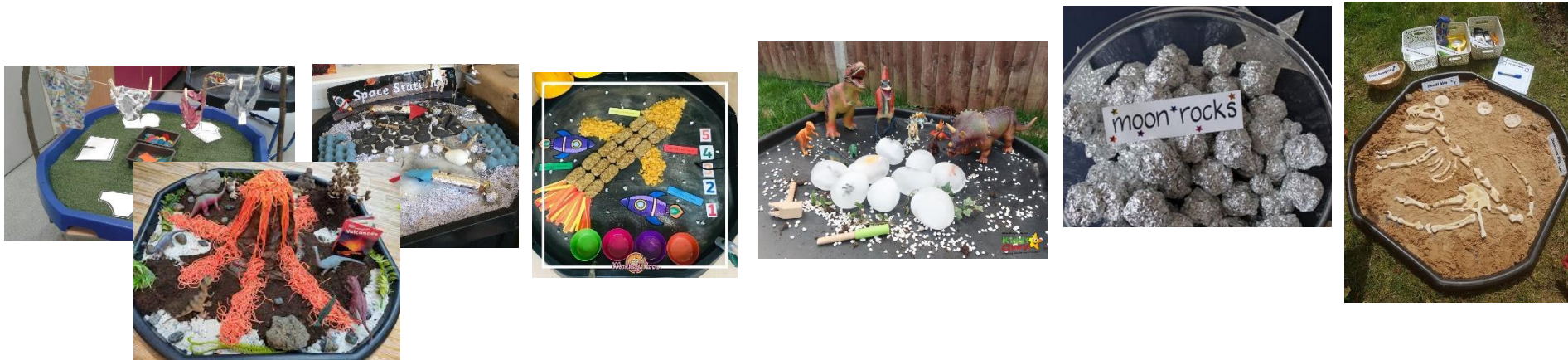
Knowledge of the World

Dinosaurs

- Learn about what a dinosaur is - Consider how dinosaurs began their lives. Explain to children that they started from an egg. Talk about other creatures that are born from an egg. Link back to our prior knowledge from lifecycles – Design own dinosaur eggs.
- Look at what dinosaurs looked like and where they lived – Name parts of a dinosaur – Use facts books to aid out discoveries. Introduce children to the different environments that dinosaurs would have lived in – plains, wetlands, desert, forest and sea. Show children photographs of these environments.
- Look at what dinosaurs ate – Carnivore, herbivore and omnivore – Link to healthy eating and dental care.
- Look at habitats and landscapes -Discuss past/present looking at environment what is different? – Large sheets of paper and pens for children to draw their own dinosaur environments - Set up a volcano inspired water area. Dye water orange/red and explore pouring it into containers to create volcanoes. Which container creates the biggest explosion?
- How do we know what dinosaurs sounded like.
- What is a fossil and fossil dig – Sand and Create own fossils mud kitchen
- Palaeologists and archaeologists- Bone hunt – with whole class discussion – Look at some famous archaeologists.
- Link dinosaurs to space – Asteroid – Extinction – Look at animals today that are near extinction

Space

- Learn about the different planets – song and videos
 - Talk about astronauts – would you like to be an astronaut?
 - Look at a globe and talk about the Earth. Invite the children to talk about what they can see. Look at the places the children have visited and where they live.
 - Use an online satellite map, such as Google Earth, to investigate the Earth. Invite children to talk about what they can see as different places are explored. You could type in the names of different local and global landmarks and investigate where they are on the globe. Invite children to choose where to explore and compare different environments around the world - Draw some large chalk circles on the ground. Invite children to find and arrange natural materials to fill each circle to look like a planet. What would they call their planet? What colour(s) would it be?
 - Talk about day and night using this [Day and Night Video PowerPoint](#). Encourage children to talk about their experiences of night and day and the types of activities that take place during each time - Provide two large sheets of paper – a light blue piece labelled 'day' and a black piece labelled 'night'. Provide children with sticky notes or small pieces of paper to draw or write an activity they do during the day or night to sort onto the paper.
- Small word tuff tray – kinetic sand – moon rocks, stars – Planet pictures



Expressive Arts and Design

Focus Artist – Kadinsky – Colour and Texture

Use scissors, tape, glue, different materials/ containers to create own junk models e.g. dinosaurs/fossils

Working together, children can create a prehistoric forest using natural materials, such as pine cones, twigs, leaves, sand and pebbles.

Provide a range of materials for children to design and create their own dinosaur image. Once children have completed their artwork, create an art gallery for children to share their creations and offer them the chance to talk about their dinosaur

In a tuff tray, draw a large volcano. Provide children with some paint, a mixing tray, paintbrushes, paint scrapers and water. Encourage the children to explore mixing different shades of red, orange and yellow to create a volcanic explosion.

Using a range of loose parts and recyclable materials, children can work together to create a nest for different dinosaurs. Encourage children to share, adapt and talk about their creations.

Using chalk, natural materials and fabric, children work collaboratively to create dinosaurs on the ground.

Provide children with a range of different musical instruments. A child chooses an instrument and plays some dinosaur sounds for their friends to move like dinosaurs. Children can listen and consider how to move to this dinosaur beat. How does it make the children feel? Can they move their bodies and dance as though they are a dinosaur? Which dinosaur do they think it might be?

Space

In pairs create planets using papier mâché

Encourage children to work collaboratively to create a space display. Children could create a starry background by flicking paint onto black paper, create paper stars, cardboard tube rockets and use collage techniques to create planets.

Listen to some space-themed classical music, such as 'The Planets' by Gustav Holst. Encourage the children to talk about the music and create space-themed dances. Encourage them to share their ideas and watch the movements of others.

Children can explore wax resist techniques to create space pictures. Invite children to use wax crayons to draw stars, planets and rockets and then paint over the top with black, watery paint to reveal their pictures and complete the space picture.

Explore marbling techniques to decorate paper planets. Spread a thin layer of shaving foam into a shallow tray and drip some paint on top. Use a fork to swirl the colours into the foam. Gently press a circle of paper onto the foam. Carefully, lift the paper off of the foam and use a plastic card to scrape off the remaining foam.

Provide a range of cardboard tubes, empty yoghurt pots and paper plates for children to use to make role-play rockets, spaceships and planets. Add some enhancements, such as tinfoil, paper or foam shapes, pipe cleaners and tissue paper for children to use

Provide some black paper, chalks, gel pens and glitter crayons along with foil strips, glue, sequins, eco-glitter and star stickers, and invite children to create their own space pictures.

Cut some circles of paper and provide chalks and pastels for children to use to decorate a paper planet. Invite them to explore how to blend the colours together as they decorate their planet

Personal, Social and Emotional Development

- Invite children to adopt a baby dinosaur. As they become a dinosaur parent and take on a new responsibility, think about how they will ensure their babies grow up to be healthy, safe and strong. What do all baby dinosaurs need? Reflect and make connections with humans and animal babies.
 - · Talk about the different types of food groups and what dinosaurs would have eaten. Introduce the terms carnivore, omnivore and herbivore. Compare with types of food that animals and humans eat and the need for a balanced diet. Challenge the children to create a healthy dinosaur feast. Using this Decorative Dinosaur Paper, children could design a healthy dinosaur feast using words and pictures.
 - Children follow their dinosaur feast designs and prepare healthy snacks using good hygiene routines.
 - Reflect on humans and animals that live in groups and families. Explain that dinosaurs lived in groups too. Use non-fiction books to find out more about the different dinosaurs and where they lived. Children consider why dinosaurs lived in groups. How would this have helped them?
 - Children consider what type of dinosaur they would like to be. They could design their own new dinosaur, make up their own dinosaur name, each of them ending in ‘...saurus’. They could use their own names, their favourite food, their pet’s name or something completely different! They could consider how they would behave and what would make them special –
- Afternoon mindfulness activity
- Invite the children to cook and prepare meals for some baby dinosaurs in the mud kitchen.
 - Provide den-making materials. Children can work together to create a dinosaur den or large-scale nest for their babies to live in. They could consider what they would need to survive and where would be a good place to build it so that their babies are safe.
 - Provide a selection of plastic tubes, a water tray, jugs and buckets along with water-loving small world dinosaurs, such as a Plesiosaur and Ichthyosaur. Challenge the children to work together to help the creatures back into the water tray using the plastic tubes.

Space

- Talk about astronauts and what they do. Invite the children to talk about if they would like to be an astronaut and why. What would they pack to take with them on their space adventure?
- Talk about shooting stars and making a wish on a star. Talk about wishes and invite the children to share their wishes with the group. Encourage the children to express their ideas and consider the feelings and perspectives of others.
- During circle time, talk about the phrase ‘you’re a star’. Encourage children to think about what this means and what makes them special. Provide paper star shapes for children to write on describing something that makes them special.
- Set up a space-themed photo booth for children to explore together. Invite children to use cameras or tablets to take photos of themselves and each other in astronaut or alien costumes.
- Invite children to work together to use a variety of loose parts to create a space picture in a large activity tray. Line the tray with black paper and provide pom-poms pipe cleaners, bottle tops, lolly sticks, beads, sequins and plastic necklaces for children to arrange and create rockets, planets, spaceships and stars.
- Invite children to work together to create a starry space background by flicking paint onto large sheets of black paper. Challenge children to work together to cover the paper to create a colourful background for other space artwork.
- Place some large cardboard boxes into the outside area for children to use as rockets, spaceships or space shuttles. Invite them to work together to create stories and space adventures.