

EYFS Medium Term Plan — Term 2 (6 weeks): Dover (Reception)

Replacing original Term 2 content. PE (PD – Gross Motor) column left blank as requested.

Week	Literacy	Maths	EAD	UTW	PD – Fine Motor	PD – Gross Motor (PE)	PSED
1 — Dover & the White Cliffs	- Introduce topic with photo slideshow. - Shared reading: simple non-fiction about the White Cliffs. - Writing: label pictures (cliff, sea, chalk, white). - Phonics: revisit Phase 2 sounds in new vocabulary.	- Subitising to 5; match numerals to quantities using pebbles/shells. - Positional language: on, under, next to (cliff and beach world).	- Collage White Cliffs using torn white paper, chalk and blue paint. - Create a class fact sheet about Dover.	- Identify local landmark (cliffs). - Explore what makes places special; look at photos of Dover.	- Chalk rubbings of textures; tearing/sticking paper for cliff collage; pincer grip activities with small pebbles.		- Circle time: share a place the child has visited. - Turn-taking when sharing stories and resources.
2 — Port & Ferries	- Role-play ticket office: create and read simple tickets and signs. - Literacy focus: sequence boarding a ferry (first, then, last).	- Counting passengers to 10; one-to-one correspondence using toy figures. - Compare large-scale ferry capacity in water tray (full/empty/half).	- Build ferries from recycled boxes; make flags. - Paint large-scale ferry mural collaboratively.	- Explore jobs at the port (captain, crew, port worker). - Simple map skills: route from town to ferry using arrows.	- Folding and hole-punching tickets; cutting/sticking flags; threading beads for bunting.		- Cooperative play in role-play; share roles and negotiate tasks.

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3 — Lighthouses & Navigation	- Read: a simplified lighthouse story (modelled retell). - Writing: label parts of a lighthouse; write a simple safety caption. - Phonics: consolidate blends (sh, ch).	- Measure and compare heights of model lighthouses using non-standard units (blocks). - Positional language: above, below, beside.	- Make lanterns and simple rotating lighthouse models (rolling tube + paper light). - Shadow-play theatre for light effects.	- Understand purpose of lighthouses (safety, navigation). - Investigate light/dark and shadows with torches.	- Threading stripes on paper towers; cutting circles for lights; sticking reflective foil.		- Discuss safety near water; practise listening to instructions in role-play emergencies.
4 — Beaches & Rockpools	- Compose a postcard: “I went to Dover. I saw...” - Explore seaside poems and rhymes; perform as a class.	- Sort shells by size and pattern; create repeating patterns (AB shells and salt-patterns) with shells. - Compare weight/size using balance scales (heavier/lighter).	- Create seaside collages with sand, dough shells. - Sculpt rockpool creatures from playdough.	- Identify rockpool creatures and their habitats; discuss seasonal changes at the seaside. - Use magnifiers to observe shells and seaweed.	- Tweezers for sorting small shells; cutting and shaping playdough creatures; threading shells on string.		- Respectful handling of natural resources; collaborative sorting tasks and sharing tools.
5 — Pirates & Stories	- Read: pirate story (The Night Pirates or similar). - Talk for Writing: learn and retell a simple pirate story	- Positional and directional language on treasure maps (left, right, forwards, backwards). - Use stitch).	- Design pirate costumes, make eye patches, sew simple felt flags (running simple). - Compose	- Compare real Dover (port, ferries) with imagined pirate life — fact v fiction. - Discuss	- Cutting pirate shapes; sewing large felt flags with plastic needles; making		- Role-taking in collaborative story play; turn-taking as narrator, captain, crew. - Building

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6 — Consolidation & Showcase	with actions. - Write treasure maps with labels (X marks the spot). - Compile learning journals: children read aloud favourite entries (postcards, labels, maps). - Write a simple non-fiction sentence about a chosen Dover feature.	simple counting for treasure coins. with instruments.	sea shanty rhythms with instruments.	historical idea of pirates in simple terms (fictional focus).	small treasure coin stacks.		confidence in performing.
		- Revisit key maths: subitising, counting, shapes (recognise 2D shapes in local features). - Simple graph: favourite Dover feature (cliffs, boats, lighthouse, beach, pirates).	- Final collaborative displays: White Cliffs mural, ferry diorama, pirate ship for hall display. - Recreate favourite craft for parent showcase.	- Explain what they know about Dover features and people who work there. - Talk about visit/virtual visit reflections.	- Make and bind a small booklet of their work (staple or stitched) — cutting pages, sticking, decorating.		- Prepare to present to adults; reflection circle: what did I enjoy/learn? - Celebrate achievements; encourage positive feedback to peers.

Continuous provision, differentiation and assessment (brief)

- Continuous provision stations to run throughout the block: small-world (cliffs, port, rockpool, pirate ship), construction, sand & water, creative table, mark-making with clipboards, investigation table with shells and magnifiers, dark den for torches/shadows.
- Differentiation: provide visual vocabulary cards and sentence starters for children needing support; offer independent challenge tasks (labelled mini non-fiction book, simple timetable or map planning) for confident learners.
- Assessment: collect one independent writing sample per child (week 1 baseline and week 6 final), annotated observations during focused play, photodocumented evidence of role-play and creative outcomes; make 1–2 summative notes per child at mid-block (week 3) and end-block (week 6) against relevant Development Matters statements.

Resources (suggested)

- Printed photos of Dover: White Cliffs, ferries, lighthouses, harbour and beaches
- Recycled boxes, tubes, paints, glue, tapes, blue/white paper, chalk, reflective foil, torches
- Shells, pebbles, sand, magnifiers, tweezers, balance scales, large-eye needles, felt, string
- Clipboards, postcards, tickets, hole-punch, stapler

Home learning suggestions (weekly ideas)

- Send a simple home sheet each week with: key vocabulary, one short activity (e.g. go for a local walk and spot a high point; draw a lighthouse), and a suggested book or online short clip to share. Invite parents to add a photo or comment to the child's learning journal.

If you would like, I can now produce the same content as a Word-ready table you can copy into your document, or create printable vocabulary cards and the six adult-led session scripts to match each week.