



**Medium Term Plan – Spring 2**

**Creatures Great and Small**

Greenfinch – Woodland Creatures

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Understanding of the World	Woodland Creatures	<p>Compare and contrast characters from stories including figures from the past.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map</p>	<p><u>Week 1:</u> Children will explore the school site and record any wildlife they observe.</p> <p><u>Week 2:</u> Children will learn about woodland birds.</p> <p><u>Week 3:</u> Children will learn about woodland animals.</p> <p><u>Week 4:</u> Children will learn about woodland insects.</p> <p><u>Week 5:</u> Children will learn about woodland habitats.</p> <p><u>Week: 6:</u> Children will learn about the River Thames and the wildlife it supports.</p>

<p>Understanding the World</p>	<p>Spring</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Draw information from a simple map</p>	<p><u>Week 1:</u> Children will explore the school and observe the signs of spring.</p> <p><u>Week 2:</u> Children will plant seeds and bulbs and look at different plants that are already growing.</p> <p><u>Week 3:</u> Children to talk about the seasons and record what they think happens in each season.</p> <p><u>Week 4:</u> Children to record and observe any changes in wildlife they have seen around school and at home.</p> <p><u>Week 5:</u> Children to observe and record any changes with the seeds they have planted.</p> <p><u>Week 6:</u> Children to learn about the weather and how it changes in spring.</p>
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<p>Understanding the World</p>	<p>R.E</p>	<p>Understand that some places are special to members of their community.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on familiar situations in the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p><u>Week 1:</u>to learn about Shrove Tuesday and Ash Wednesday.</p> <p><u>Week 2:</u> To learn about lent and fasting.</p> <p><u>Week 3:</u> To learn about the Hindu Holi Jain festival.</p> <p><u>Week 4:</u> To learn about Mother’s Day.</p> <p><u>Week 5:</u> to learn about the Easter Story</p> <p><u>Week 6:</u> Children to take part in the Easter service at St Thomas’s Church.</p>
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<p>Communication and Language</p>	<p>Story time</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action another using a range of connectives.</p> <p>Develop social phrases.</p> <p>Describe events in some detail.</p> <p>Engage in story times.</p> <p>Listen and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity</p>	<p>Every day, children will be read one or more stories/books either from the Greenfinch class reading spine or a book linked to our topic, R.E, PSHE or literacy lessons.</p>
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		<p>with new knowledge and vocabulary.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	
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Expressive Arts and Design	Art and DT	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build upon their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p><u>Week 1:</u> Children will learn about the work of Andy Goldsworthy and create a piece of artwork inspired by him.</p> <p><u>Week 2:</u> Children will learn about the work of Claude Monet and create a painting inspired by Monet.</p> <p><u>Week 3:</u> Children to learn about using clay and make clay hedgehogs.</p> <p><u>Week 4:</u> Children to draw and paint plants, flowers and trees.</p> <p><u>Week 5:</u> Children to make observational drawings of leaves and petals.</p> <p><u>Week 6:</u> Children to draw and paint enlarged leaves and petals.</p>
	Music	<p>Listen attentively, move to and talk about music, expressive their feeling and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Learning songs and rhymes supporting the music we use in collective worship; Easter-themed music; and the topics that Greenfinch are learning about each week.</p> <p>We will use a wide range of resources including Music Express and Charanga. We will also explore beat and rhythm using</p>

			<p>percussion instruments.</p> <p>Songs learnt this term will include:</p> <p>Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Row, Row, Row Your Boat</p> <p>The Wheels On The Bus</p> <p>The Hokey Cokey</p>
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EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Physical Development	P.E –	Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>• Rolling</li> <li>• Crawling</li> <li>• Walking</li> <li>• Jumping</li> <li>• Running</li> <li>• Hopping</li> </ul>	<p><u>Gymnastics</u></p> <p><u>Week 1:</u> To learn about transitioning between different pieces of apparatus.</p> <p><u>Week 2:</u> To explore moving using different parts of our body and using different shapes whilst using apparatus.</p> <p><u>Week 3:</u> To explore using different directions when using apparatus.</p>

		<ul style="list-style-type: none"> <li>• Skipping</li> <li>• Climbing</li> </ul> <p>Progress towards a more fluent style of movement, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including, throwing, catching, kicking, passing batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p><u>Week 4:</u> To explore using big and small ways of moving when using apparatus.</p> <p><u>Week 5:</u> To develop partner work in P.E and gymnastics lessons.</p> <p><u>Week 6:</u> To learn about making shapes when working in pairs.</p> <p><u>Attack and Defence Games</u></p> <p><u>Week 1:</u> to learn about taking turns.</p> <p><u>Week 2:</u> to learn about keeping scores.</p> <p><u>Week 3:</u> to learn about playing by the rules.</p> <p><u>Week 4:</u> to learn about avoiding defenders.</p> <p><u>Week 5:</u> to learn about preventing an attacker from scoring</p> <p><u>Week 6:</u> to apply our understanding of attacking and defending in games.</p>
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EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Personal, Social and Emotional Development	PSHE	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspective of others.</p> <p>Manage their own needs – personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and well-being</p> <ul style="list-style-type: none"> <li>• Regular physical activity</li> <li>• Healthy eating</li> <li>• Tooth brushing</li> <li>• Sensible amounts of screen time</li> <li>• Having a good sleep routine</li> <li>• Being a safe pedestrian</li> </ul>	<p><u>Week 1:</u> to learn about looking after people who are special to me.</p> <p><u>Week 2:</u> to learn about looking after my friends.</p> <p><u>Week 3:</u> to learn about being helpful at home and caring for our classroom.</p> <p><u>Week 4:</u> to learn about caring for our world.</p> <p><u>Week 5:</u> to learn about looking after money</p> <p><u>Week 6:</u> to continue learning to look after money.</p>

Other statements from Development matters will be covered across a range of activities in Continuous Provision areas.

Continuous Provision Areas Inside	Continuous Provision Areas Outside
Role Play Enhanced role play (topic based) Reading and listening area Writing Maths Construction and Blocks Small World Malleable Motor Skills Creative	<u>Outside</u> Sand Water Music Climbing Frame Large construction Mud Kitchen Cave/ Stage/ Outside Role play Small world Garden Role Play

For Communication and Language, Literacy and Mathematics plan see separate long term plans.