



Medium Term Plan – Autumn 2

A Journey Through Time

Greenfinch – Dinosaurs

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
	Dinosaurs	<p>Comment on familiar situations in the past.</p> <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>Week 1: What are dinosaurs? Children to learn about dinosaurs and the types of creatures they were. Children will have an opportunity to share their knowledge and discuss what they want to learn about.</p> <p>Week 2: To learn about carnivorous dinosaurs. Children will learn about predator dinosaurs that hunted and ate a meat based diet. Children will learn about where these dinosaurs might have lived.</p> <p>Week 3: To learn about herbivorous and omnivorous dinosaurs. Children will learn about dinosaurs that foraged and ate a plant based diet as well as eating meat. Children will learn about where these dinosaurs might have lived.</p> <p>Week 4: To learn about dinosaurs that lived in the sea. Children will learn about</p>

			<p>dinosaurs that could swim and where they might have lived.</p> <p>Week 5: To learn about how fossils are made. Children will learn about the process that turns creatures and bones into fossils that we see today.</p> <p>Week 6: To learn about Mary Anning. Children will learn about the story of Mary Anning. A young girl who discovered the first dinosaur fossil in England.</p> <p>Week 7: Children to learn about what destroyed the dinosaurs and why we don't have dinosaurs alive today.</p>
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<p>Understanding the World</p>	<p>Winter</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>Week 1: explore the school grounds and talk about the different plants and wildlife. Take photos to compare.</p> <p>Week 2: children to share their knowledge of winter and what they think happens.</p> <p>Week 3: learn about what happens to plants in winter</p> <p>Week 4: learn about what happens to animals in winter.</p> <p>Week 5: to learn about ice and freezing</p> <p>Week 6: to create snow pictures.</p> <p>Week 7: Explore the school grounds again and talk about how they have changed. Take photos to compare.</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>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>Week 1: to learn about Jonah and the Whale and create artwork.</p> <p>Week 2: to learn about Remembrance day and create poppies.</p> <p>Week 3: to learn about the story of Noah and create pairs of animal artwork.</p> <p>Week 4: to learn about the story of the Good Samaritan.</p> <p>Week 5: to learn about advent and what advent means to Christians.</p> <p>Week 6: to learn about the Christmas Story</p> <p>Week 7: to create a nativity scene for a Christmas card</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>Week 1: Children to create different dinosaur skin textures using collage techniques.</p> <p>Week 2: Children to use overlapping techniques to create scales and dinosaur skin texture.</p> <p>Week 3: Children to experiment with printing using objects and fruit to create scales and dinosaur skin texture.</p> <p>Week 4: Children to create print templates on polystyrene of dinosaur skin texture to print.</p> <p>Week 5: Children to choose a dinosaur to practice drawing using pencils.</p> <p>Week 6: Children to print scales and skin textures on to their dinosaur picture.</p> <p>Week 7: to learn about different pop-up mechanisms and make a pop-up dinosaur.</p>

	<p>Music</p>	<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; Christmas-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 percussion instruments.</p> <p>Songs learnt this term will include:</p> <ul style="list-style-type: none"> • I'm A Little Teapot • The Grand Old Duke Of York • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song
	<p>P.E – Dance – Nursery Rhymes</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses,</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Week 1: to create movements individually and in pairs/small groups to Humpty Dumpty and Jack and Jill.</p> <p>Week 2: to create a simple sequence of movements to Hickory, Dickory, Dock</p> <p>Week 3: to respond with movements to words and songs to the Three Little Pigs and explore contrasting tempos.</p> <p>Week 4: to create a character's movements to Little Miss Muffat with a partner.</p>

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Physical Development	P.E – Feet 1	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • Rolling • Crawling • Walking • Jumping • Running • Hopping • Skipping • Climbing <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>Week 4: to develop skills when moving a ball with our feet.</p> <p>Week 5: to develop and practice dribbling skills.</p> <p>Week 6: to develop dribbling skills and practice with an opponent.</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>	
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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"> • Regular physical activity • Healthy eating • Tooth brushing • Sensible amounts of screen time • Having a good sleep routine • Being a safe pedestrian 	<p>Week 2: All about me – children will talk about special people in their lives and feelings.</p> <p>Week 3: What makes me special – children will share their favourite interests and objects.</p> <p>Week 4: Me and my special people – children will talk about important people in their lives.</p> <p>Week 5: Who can help me – children will talk about being safe and unsafe and who can help them.</p> <p>Week 6: My feelings – children will learn to describe different emotions.</p> <p>Week 7: My feelings part 2 – children will identify events that can make a person feel unsafe.</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.