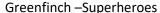
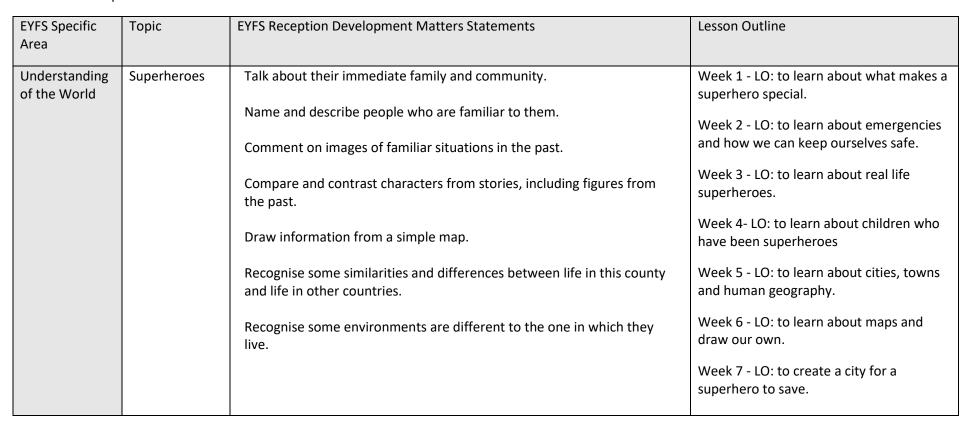


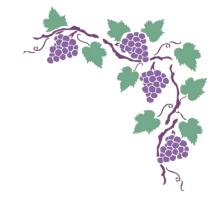


Medium Term Plan - Autumn 1

Dreams and Ambitions







Understanding	Science		Parts of Animals 1:
the World		Explore the natural world around them.	Children learn what is meant by body
			part.
			Parts of Animals 2:
		Describe what they see, hear and feel whilst outside.	Children learn what our bodies can do and
			functions of different body parts.
			Parts of Animals 3:
		Understand the effect of changing seasons on the natural world around	Children name the senses and specify
		them.	which parts of the body each sense is
			associated with.
			Parts of Animals 4:
			Children learn to describe sounds they
			can hear then discuss sounds they like and
			dislike.
			Parts of Animals 5:
			Children identify distinguishing features of
			animals from photographs and suggest
			names for parts of animals.
			Parts of Animals 6:
			Children discuss similarities and
			differences between human and animal
			body parts.

Understanding the World	R.E	Understand that some places are special to members of their community.	Is Everybody Special? Week1: Children will learn about how they are special and that everyone is special in their own way.
		Talk about members of their immediate family and community.	Week 2: Children will listen to bible stories like the Lost Coin or the Lost Sheep
		Name and describe people who are familiar to them.	and learn that Jesus thinks everyone is special. Week 3: Children will learn about baptism
		Comment on familiar situations in the past.	and how this is a way of showing that
		Recognise that people have different beliefs and celebrate special times in different ways	someone is special to God. Week 5: Children will discuss whether being part of a group or baptised makes someone special.
		Compare and contrast characters from stories including figures from the past.	Week 6: Children to consider what is the best way of showing someone you are
		Recognise some similarities and differences between life in this country and life in other countries.	special.

Communication	Story time	Understand how to listen carefully and why listening is important.	Every day, children will be read one or
and Language	,	, , , , , , , , , , , , , , , , , , , ,	more stories/books either from the
		Learn new vocabulary.	Greenfinch class reading spine or a book linked to our topic, R.E, PSHE or literacy
		Use new vocabulary throughout the day.	lessons.
		Ask questions to find out more and to check they understand what has been said to them.	
		Articulate their ideas and thoughts in well-formed sentences.	
		Connect one idea or action another using a range of connectives.	
		Develop social phrases.	
		Describe events in some detail.	
		Engage in story times.	
		Listen and talk about stories to build familiarity and understanding.	
		Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	
		Use new vocabulary in different contexts.	
		Listen carefully to rhymes and songs, paying attention to how they sound.	
		Learn rhymes, poems and songs.	
		Engage in non-fiction books.	
		Listen to and talk about selected non-fiction to develop a deep familiarity	

with new knowledge and vocabulary.	
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	

EYFS Specific Topic Area	c EYFS Reception	Development Matters Statements	Lesson Outline
Expressive Art a Arts and Design	and feelings. Return to and I developing the Create collabor Listen attentive feelings and results and talk feelings and results feelings and results are supplied to the collabor of the co	about dance and performance art, expressing their sponses. or on their own, increasingly matching the pitch and	Week 1 - LO: To draw self portraits and oil pastel greenfinches Week 2 - LO: To create city landscapes using collage Week 3 -LO: To create a supertato using collage Week 4 - LO: To create a giant city scape using junk modelling Week 5 - LO: To learn about pop up mechanisms Week 6 - LO: To design a superhero for a pop-up card Week 7 -LO: To make a superhero pop up card

Music	Listen attentively, move to and talk about music, expressive their feeling and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Hey You! Listen to and appraise Hip Hop songs. Learn and perform the song Hey You! Improvise with percussion instruments. Harvest festival songs
P.E - Dance		Dance Week 2 - LO: to show moods and feelings we would experience in the jungle. Week 3 - LO: to move as if we are living in the jungle Week 4 - LO: to create and perform movements which show friendship Week 5 - LO: to perform leading and following movements. Week 6 -LO: to perform a short dance with a clear start, middle and end. Week 7 - LO: to use repeated actions in our dance.

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:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. 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. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Send and Return Week 2 -LO: to slide a beanbag to a target. Week 3 - LO: to hit a ball in different ways with our hands. Week 4 LO: to move towards a ball to return it. Week 5 - LO: to work with a partner to stop and return a beanbag Week 6LO: to know what rallying is and rally with a partner. Week 7 - LO: to send a ball into a space to make it harder for our opponent.

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Personal, Social and Emotional Development	PSHE	See themselves as a valuable individual. Build constructive and respective relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspective of others. Manage their own needs – personal hygiene. Know and talk about the different factors that support their overall health and well-being Regular physical activity Healthy eating Tooth brushing Sensible amounts of screen time Having a good sleep routine Being a safe pedestrian	Week 1: To learn about classroom rules and routines. Week 2: To learn about listening. Week 3: To think about our feelings. Week 4: To continue learning about our feelings. Week 5: To link our feelings with our bodies. Week 6: To learn about being a good friend. Week 7: to consolidate learning

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

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

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