



Medium Term Plan – Autumn 1

Dreams and Ambitions

Greenfinch –Superheroes

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Understanding of the World	Superheroes	<p>Talk about their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this county and life in other countries.</p> <p>Recognise some environments are different to the one in which they live.</p>	<p>Week 1 - LO: to learn about what makes a superhero special.</p> <p>Week 2 - LO: to learn about emergencies and how we can keep ourselves safe.</p> <p>Week 3 - LO: to learn about real life superheroes.</p> <p>Week 4- LO: to learn about children who have been superheroes</p> <p>Week 5 - LO: to learn about cities, towns and human geography.</p> <p>Week 6 - LO: to learn about maps and draw our own.</p> <p>Week 7 - LO: to create a city for a superhero to save.</p>

<p>Understanding the World</p>	<p>Science</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><u>Parts of Animals 1:</u> Children learn what is meant by body part.</p> <p><u>Parts of Animals 2:</u> Children learn what our bodies can do and functions of different body parts.</p> <p><u>Parts of Animals 3:</u> Children name the senses and specify which parts of the body each sense is associated with.</p> <p><u>Parts of Animals 4:</u> Children learn to describe sounds they can hear then discuss sounds they like and dislike.</p> <p><u>Parts of Animals 5:</u> Children identify distinguishing features of animals from photographs and suggest names for parts of animals.</p> <p><u>Parts of Animals 6:</u> Children discuss similarities and differences between human and animal body parts.</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>Is Everybody Special?</u></p> <p>Week1: Children will learn about how they are special and that everyone is special in their own way.</p> <p>Week 2: Children will listen to bible stories like the Lost Coin or the Lost Sheep and learn that Jesus thinks everyone is special.</p> <p>Week 3: Children will learn about baptism and how this is a way of showing that someone is special to God.</p> <p>Week 5: Children will discuss whether being part of a group or baptised makes someone special.</p> <p>Week 6: Children to consider what is the best way of showing someone you are special.</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 on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Week 1 - LO: To draw self portraits and oil pastel greenfinches</p> <p>Week 2 - LO: To create city landscapes using collage</p> <p>Week 3 -LO: To create a supertato using collage</p> <p>Week 4 - LO: To create a giant city scape using junk modelling</p> <p>Week 5 - LO: To learn about pop up mechanisms</p> <p>Week 6 - LO: To design a superhero for a pop-up card</p> <p>Week 7 -LO: To make a superhero pop up card</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>Hey You! Listen to and appraise Hip Hop songs. Learn and perform the song Hey You! Improvise with percussion instruments.</p> <p>Harvest festival songs</p>
	<p>P.E - Dance</p>		<p><u>Dance</u></p> <p>Week 2 - LO: to show moods and feelings we would experience in the jungle.</p> <p>Week 3 - LO: to move as if we are living in the jungle</p> <p>Week 4 - LO: to create and perform movements which show friendship</p> <p>Week 5 - LO: to perform leading and following movements.</p> <p>Week 6 -LO: to perform a short dance with a clear start, middle and end.</p> <p>Week 7 - LO: to use repeated actions in our dance.</p>

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Physical Development	P.E –	<p>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, 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>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>Send and Return</u></p> <p>Week 2 -LO: to slide a beanbag to a target.</p> <p>Week 3 - LO: to hit a ball in different ways with our hands.</p> <p>Week 4 LO: to move towards a ball to return it.</p> <p>Week 5 - LO: to work with a partner to stop and return a beanbag</p> <p>Week 6LO: to know what rallying is and rally with a partner.</p> <p>Week 7 - LO: to send a ball into a space to make it harder for our opponent.</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 1: To learn about classroom rules and routines.</p> <p>Week 2: To learn about listening.</p> <p>Week 3: To think about our feelings.</p> <p>Week 4: To continue learning about our feelings.</p> <p>Week 5: To link our feelings with our bodies.</p> <p>Week 6: To learn about being a good friend.</p> <p>Week 7: to consolidate learning</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.