



**Medium Term Plan – Autumn 2**

**A Journey Through Time**

Greenfinch –A Toy Story

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Understanding of the World	Toys	<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: Children to explore what toys are and learn about changes within living memory. Children to discover different ways we learn about the past.</p> <p>Week 2: Children to learn about Victorian toys.</p> <p>Week 3: Children to research toys from the past by discovering their parents and grandparents favourite toys.</p> <p>Week 4: Children to learn about early 20<sup>th</sup> century toys and compare them to modern toys.</p> <p>Week 5: Children to learn about how toys have changed over the past 200 years.</p> <p>Week 6 and 7: Children to learn about toys from different countries.</p>

Understanding the World	Science	<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>Changing Seasons</p> <p>Week 1: to learn about the different seasons.</p> <p>Week 2: to learn about the changes that happen in autumn.</p> <p>Week 2: to learn about different types of weather.</p> <p>Week 3: to learn about the sun and how it affects daylight.</p> <p>Week 4: to learn about the changes that happen in winter.</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>Should we celebrate Harvest or Christmas?</u></p> <p>Week 1: Children to learn about the different celebrations of Harvest and Christmas. They will learn about what happens at each of them at home, school and in the church. Children to think about which celebration they prefer.</p> <p>Week 2: Children to learn about Remembrance Sunday and why it is important. Children to make poppies and other remembrance crafts.</p> <p>Week 3: Children to learn about the Jewish festival of Sukkot. They will learn about the different symbols and why it is important to be thankful for food.</p> <p>Week 4: Children to learn about the story behind Christmas and focus on the giving of gifts and why it is important to be thankful at Christmas.</p> <p>Week 5: Children to think about whether Christmas or Harvest is more important to Jews and why.</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>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>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity 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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EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
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: Children to look at some Victorian toys and figure out how to play with them.</p> <p>Week 2: Children to make a thaumatrope and cup in ball toy from a template.</p> <p>Week 3: Children to design their own thaumatrope or cup in ball toy.</p> <p>Week 4: Children to create their toy from their design.</p> <p>Week 5: Children will follow a tutorial to draw a nutcracker.</p> <p>Week 6: Children will paint their nutcracker using watercolour paints.</p> <p>Week 7: Children to create Christmas cards and Christmas art.</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>Rhythm in the Way we Walk</p> <p>Listen to and appraise Hip Hop songs. Learn and perform a selection of songs. Improvise with percussion instruments.</p> <p>Christmas Nativity and Christmas carols and songs.</p>
	<p>P.E - Gymnastics</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>Gymnastics Unit 1</p> <p>Week 1: to perform 'like' actions in a sequence.</p> <p>Week 2: to carry and set up apparatus safely.</p> <p>Week 3: to perform shapes on large and small body parts.</p> <p>Week 4: to take off and land and use shape in our jumps.</p> <p>Week 5: to travel on out feet, showing good body tension.</p> <p>Week 6: to learn how to create different levels in our performance.</p>



EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Personal, Social and Emotional Development	PSHE  Valuing Difference	<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>Week 1: To know the key differences between teasing, being unkind and bullying.</p> <p>Week 2: To recognise that everyone is different and will have different thoughts and ideas.</p> <p>Week 3: To celebrate and begin to show empathy for those who are different.</p> <p>Week 4: To identify those who are special to them (and their special qualities).</p> <p>Week 5: To identify ways in which we can show kindness towards others and how that makes them feel.</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.