



**Medium Term Plan – Autumn 1**

**Dreams & Ambitions**

Greenfinch – People Who Help Us

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Understanding the World	Getting to know you	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Week 1: Circle time activities and games to give the children opportunity to share and become more confident.</p> <p>Week 2: Circle time activities and games to give the children opportunity to share and become more confident.</p>

	<p>People Who Help Us</p>	<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 2: to learn about different types of people who help us, when we might need them and where they are in our village.</p> <p>Week 3: to learn about doctors, nurses and dentists. Learn about Florence Nightingale and how she helped people.</p> <p>Week 4: to learn about policemen and Peelers Bobbies.</p> <p>Week 5: to learn about firemen and James Braidwood who started the first fire service in Edinburgh</p> <p>Week 6: to learn about postmen and how stamps have changed.</p> <p>Week 7: to learn about how we can help others to get help.</p>
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<p>Understanding the World</p>	<p>Autumn</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: What do we know about seasons? Children to share their knowledge of what happens in different seasons.</p> <p>Week 3: Look at autumn objects. Children to use their senses to describe them.</p> <p>Week 4: Make a hedgehog using fallen leaves</p> <p>Week 5: Learn about harvest and where some of our food comes from.</p> <p>Week 6: Walk to church for the Harvest celebration. Think about the changes that are happening to the plants and wildlife.</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><u>Who are Christians and what do they believe?</u></p> <p>Week 1: LO: to learn about who Christians are and how they are similar and different.</p> <p>Week 2: LO: to learn about the birth of Jesus.</p> <p>Week 3: LO: to learn about the miracles of Jesus.</p> <p>Week 4: LO: to learn about the teachings of Jesus.</p> <p>Week 5: LO: to learn about how Christians live out the teachings of Jesus.</p> <p>Week 6: LO: to think about how Christians show their beliefs.</p> <p>Week 7: LO: to reflect on our learning about Christians and what Christians believe.</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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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 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: self – portraits, greenfinches, vine artwork</p> <p>Week 2: to make papier mache hot air balloons</p> <p>Week 3: to make x-ray artwork linked to doctors and nurses</p> <p>Week 4: to create fire artwork linked to fire and police emergency services</p> <p>Week 5: to create a portrait of someone who helps us</p> <p>Week 6: to make silhouette art linked to Florence Nightingale</p> <p>Week 7:to make thank you cards to people in the community who help us</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</p>	<p>Learning songs and rhymes supporting the music we use in collective worship; the graces we sing at school; harvest-themed music; and the topics that Greenfinch are learning about each week.</p> <p>We will use a wide range of resources</p>

		groups.	<p>including Music Express and Charanga. We will also explore beat and rhythm using percussion instruments.</p> <p>Songs learnt this term will include:</p> <p>Pat-a-cake</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>This Old Man</p> <p>Five Little Ducks</p> <p>Name Song</p> <p>Things For Fingers</p>
	P.E – Dance – Unit 1	<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 use colours and feelings in dance.</p> <p>Week 2: to perform as animals using different levels and directions.</p> <p>Week 3: to work with a partner.</p> <p>Week 4: to show expression in our space.</p> <p>Week 5 to perform transport movements in our dance.</p> <p>Week 6: to use leading and following</p>



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Physical Development	P.E  Body Management – Unit 1	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>• Rolling</li> <li>• Crawling</li> <li>• Walking</li> <li>• Jumping</li> <li>• Running</li> <li>• Hopping</li> <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</p>	<p>Week 1: to balance beanbags</p> <p>Week 2: to move through hoops in different ways.</p> <p>Week 3: to reach and stretch to get equipment.</p> <p>Week 4: to make bridges and tunnels with our bodies.</p> <p>Week 5: to travel over and under apparatus.</p> <p>Week 6: to make shapes with our bodies.</p>

		<p>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>	
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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>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> Maths Shed Writing Shed Reading Shed 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.