



Medium Term Plan – Spring 2

Creatures Great and Small

Greenfinch – The Smallest and the Largest

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline/ Continuous Provision Activities
Understanding of the world	Geography	<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 country and life in other countries.</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>Understand the effect of the changing seasons on the natural world around them.</p>	<p>Week 1: To learn about the largest animals in the world and where they live.</p> <p>Week 2 – To learn about the smallest animals in the world and where they live.</p> <p>Week 3- To investigate animals that live in our local area.</p> <p>Week 4 – to learn about the country of Madagascar</p> <p>Week 5:- to learn about the animals of Madagascar.</p> <p>Week 6:to write a fact file about Madagascar..</p>

Understanding of the World	Science	<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><u>Types of Animals</u></p> <p>Week 1: What do animals need to survive?</p> <p>Week 2: Favourite pets</p> <p>Week 3: Comparing animals</p> <p>Week 4: Animal groups</p> <p>Week 5: What do animals eat?</p> <p>Week 6: Planning a zoo</p>
Understanding of the World	R.E	<p>Comment on images of familiar situations in the past.</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>Recognise some environments that are different to the one in which they live.</p>	<p><u>Should Everyone Follow Jesus?</u></p> <p>Week 1: Children will think about the characteristics of a good leader.</p> <p>Week 2: Children will learn about the disciples and why they followed Jesus.</p> <p>Week 3: Children will explore Christian beliefs about Easter.</p> <p>Week 4: Children will learn understand Christian beliefs about Easter</p> <p>Week 5: Children will think about the reasons people follow Jesus.</p> <p>Week 6: Children will think about their own ideas about whether people should follow Jesus.</p>

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Expressive Art & Design	Art and D.T	<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>Week 1: to learn about different animal footprints.</p> <p>Week 2: to print different animal footprints using potatoes.</p> <p>Week 3: to make an animal footprint on a clay tile.</p> <p>Week 4: to make a clay animal from Madagascar</p> <p>Week 5: to paint a clay tile and clay animal</p> <p>Week 6: to make food for a Gruffalo</p>

	<p>Music</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><u>Round and Round</u></p> <p>Listen to, appraise and compare songs in Bossa Nova Latin style.</p> <p>Learn to sing the song Round and Round.</p> <p>Musical games.</p> <p>Play instruments.</p> <p>Performance.</p>
--	--------------	---	---

<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>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>
-----------------------------------	-------------------	--	--

		<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 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>	
--	--	--	--

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
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>Gymnastics</u></p> <p>Week 1: To move on, off and over apparatus safely and use the 'Magic chair' landing.</p> <p>Week 2: To rock on different parts of our body and rock using shapes.</p> <p>Week 3: To perform specific one-foot balances such as h and y balances.</p> <p>Week 4: To perform actions at the same time as others (unison).</p> <p>Week 5: To perform actions one person after the other (canon).</p> <p>Week 6: To turn and jump a quarter and half.</p>

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Personal, Social and Emotional Development	PSHE Keeping myself safe	<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 perspectives of others.</p> <p>Manage their own needs.</p>	<ol style="list-style-type: none"> 1: To identify ways of taking care of their health. 2: To identify how others take care of their environment. 3: To take care of something or someone else. 4: To talk about the importance of looking after money. 5: To learn what to do when someone is injured.

For English and maths plan see separate long term plans.