



Medium Term Plan – Spring 1

Extreme Earth

Greenfinch – Hot and Cold

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline/ Continuous Provision Activities
Understanding of the world	History and 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- Introduce topic of Hot and Cold. Explore different parts of the world using online and physical maps that are hot and cold.</p> <p>Week 2 - Learn about the seasons and weather. Describe weather patterns and seasons in detail.</p> <p>Week 3 – Identify the continents and oceans.</p> <p>Week 4 – Learn about the features and locations of cold countries.</p> <p>Week 5- Learn about the locations features of hot countries.</p> <p>Week 6 – Learn about the last ice age and climate change.</p>

<p>Understanding of 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>Recognise some environments that are different to the one in which they live.</p>	<p><u>Comparing Materials</u></p> <p>Week 1: Describing and comparing materials</p> <p>Week 2: Classifying materials</p> <p>Week 3: Exploring slime</p> <p>Week 4: Floating and sinking</p> <p>Week 5: Testing transparency</p>
<p>Understanding of the World</p>	<p>R.E</p>	<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>Week 1 – Children will explain things that are important to them.</p> <p>Week 2 – Children will learn about Christian and Jewish beliefs and Creation.</p> <p>Week 3 – Children will learn about the Creation story from Genesis.</p> <p>Week 4 – Children will learn about how Creation helps us to understand the character of God.</p> <p>Week 5 - Children will learn about the Wonders of the world and think about how these places make them feel. Children will consider how God feels about his creation.</p> <p>Week 6 – Children will make pledges to help look after God’s creation.</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 – explore how fabric is constructed using weaving.</p> <p>Week 2 – make a simple loom</p> <p>Week 3 – use a weaving technique</p> <p>Week 4 – embellish the work by adding beads or sequins.</p> <p>Week 5 – evaluate the finished product.</p> <p>Week 6 – hot and cold landscapes using watercolours.</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>In the Groove</p> <p>Week 1: Children will listen to In the Groove, Blues by Joanna Mangona: They will learn to find the pulse and rhythm using their bodies.</p> <p>Week 2: Children will listen to In the Groove Baroque and Let the Bright Seraphim by Handel. They will compare and think about differences and similarities.</p> <p>Week 3: Children will listen to In the Groove Latin and compare to Livin' the Vida Loca by Ricky Martin.</p> <p>Week 4: Children will listen to the In the Groove, Bhangra and compare to Jai Ho by J. R. Rahman.</p> <p>Week 5: Children will listen to In the Groove, Folk and compare to Lord of the Dance by R Hardiman.</p> <p>Week 6: Children will listen to In the Groove, Funk and compare to Diggin' On James Brown by the Tower of Power.</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>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>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>	
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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>Dance Unit 2</p> <p>Week 1: to perform actions to well-known nursery rhymes.</p> <p>Week 2: to march in time to the beat and to turn while marching.</p> <p>Week 3: To march in time as a group.</p> <p>Week 4: to perform actions in canon (one after the other).</p> <p>Week 5: to perform a short dance using canon.</p> <p>Week 6: to perform in rounds in different groups.</p>

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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>	<p>Week 1: To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.</p> <p>Week 2: To recognise emotions and physical feelings associated with feeling unsafe.</p> <p>Week 3: To learn the PANTS rule and which parts of my body are private.</p> <p>Week 4: To understand that medicines can sometimes make people feel better when they're ill.</p> <p>Week 5: To talk about safety and responsibility around medicines.</p>

For English and maths plan see separate long term plans.