



Medium Term Plan – Summer 2

Express Yourself

Greenfinch – Sculpture and Statues

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>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 understand the work of significant individuals in art</p> <p>Week 2 – To ask and answer geographical questions</p> <p>Week 3 – To use maps and atlases to identify locations</p> <p>Week 4 – To investigate artefacts and the past</p> <p>Week 5 - To place events and artefacts on a time line</p> <p>Week 6 – To understand historical concepts and the nation’s history</p>
Understanding of the World	Science		<u>Identifying Materials</u>

		<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p><u>Week 1:</u> Children will explore different materials and sort toys into whether the material it is made from is known or unknown.</p> <p><u>Week 2:</u> Children will search the school for different materials and observe how they are used.</p> <p><u>Week 3:</u> Children will sort liquids into groups and experiment with pouring and mixing.</p> <p><u>Week 4:</u> Children will explore the texture, weight and feel of different materials.</p> <p><u>Week 5:</u> Children will discuss and investigate how different materials can be used to protect others.</p> <p><u>Week 6 –</u> Children will experiment adding water to different powdered solids.</p>
Understanding of the World	RE	<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>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>Do We Need Shared Special Places?</u></p> <p><u>Week 1:</u> Children will discuss places that are special to them.</p> <p><u>Week 2:</u> Children will learn about synagogues and the different special objects found inside them.</p> <p><u>Week 3:</u> Children will learn about what happens in a synagogue and why it is important.</p> <p><u>Week 4:</u> Children will recap the important objects and things that happen in a synagogue.</p> <p><u>Week 5:</u> Children will think about a special place in our school and design a special place for the class.</p> <p><u>Week 6 –</u> Children will consolidate their learning about special places.</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 - Introduction to sculpture and the work of Antoni Gaudí, Michelle Reader, and Barbara Hepworth. Discussing initial responses to different sculptures.</p> <p>Week 2 – Children will collect images and create mood boards to showcase their ideas regarding sculpture and texture</p> <p>Week 3 – Use a variety of materials to explore shapes and texture in sculpture, including rolled-up paper and straws.</p> <p>Week 4 – Experiment with rolling, cutting, moulding, and carving using card and clay.</p> <p>Week 5 - Create a collage using materials that are cut, torn, and glued, focusing on texture and composition.</p> <p>Week 6 – Combine skills learned to complete a final sculpture and collage project, reflecting on the creative process.</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>Reflect, Rewind and Replay</p> <p><u>Week 1:</u> Children will listen to the song <i>A Song Before Sunrise</i> and <i>The Fresh Prince of Bel Air</i> and answer questions using correct musical language. Children will practice singing the song. Children will use instruments to accompany the song.</p> <p><u>Week 2:</u> Children will listen to the song <i>The Firebird</i> by Igor Stravinsky with their eyes closed. They will discuss and compare to other songs they have heard. They will practice singing the song. Children will use instruments to accompany the song.</p> <p><u>Week 3:</u> Children will move to the song <i>The Bird</i> and <i>Jai Ho</i> by A. R Rahman and practice singing it. They will discuss their opinions and compare to other songs they have heard. Children will use instruments to accompany the song.</p> <p><u>Week 4:</u> Children will compare the song <i>Grand March</i> and <i>Oye Como Va</i> by Santana and consider how the songs are similar and different. They will practice singing the song. Children will use instruments to accompany the song.</p> <p><u>Week 5:</u> Children will listen to the song <i>Bolero</i> and compare to others they have heard. They will practice singing the song. Children will use instruments to accompany the song.</p> <p><u>Week 6:</u> Children will compare the song <i>The Lamb</i> and <i>Rainbow Connect</i> sung by Kermit the Frog and consider how the songs are similar and different. They will practice singing the song. Children will use instruments to accompany the song.</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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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>Run, Jump, Throw</p> <p>Week 1 -to use agile movements in different activities</p> <p>Week 2 – we are learning different ways to recognise the start and end of an activity e.g. whistle</p> <p>Week 3 – to develop stamina when running</p> <p>Week 4 – Sports Day Practice</p> <p>Week 5 -to develop core strength to improve throwing</p> <p>Week 6 – to stride and jump for height</p> <p>Week 7 – to choose the best starting position for running quickly</p> <p>Hit, Catch, Run</p> <p>Week 1 – to catch a ball over a short distance</p> <p>Week 2 – to begin to hit a ball with power</p>

			<p>Week 3 – to position ourselves in the path of a ball</p> <p>Week 4 – Sports Day Practice</p> <p>Week 5 - to field a ball to a base</p> <p>Week 6 – to catch a high ball</p> <p>Week 7 – to stop the other team from scoring points</p>
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EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Personal, Social and Emotional Development	PSHE Being my Best	<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 think of what babies need to stay happy and healthy.</p> <p>Week 2 – To identify the changes they have made since they were a baby.</p> <p>Week 3 – To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.</p> <p>Week 4 –To identify some internal organs and systems and those body parts which are private.</p> <p>Week 5 – To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.</p>

For English and maths plan see separate long term plans.