



Medium Term Plan – Summer 1

Around the World

Greenfinch – Our Village

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 use observational and fieldwork skills to explore our school</p> <p>Week 2 – School Trip</p> <p>Week 3 – identify key features of different locations</p> <p>Week 4 – explore Goring on Thames</p> <p>Week 5 -ask and answer geographical questions about Goring on Thames</p> <p>Week 6 – to explore the characteristics of the UK and consider our own local geography in relation to it.</p>
Understanding of the World	Science	<p>Explore the natural world around them.</p>	<p>Plants</p> <p>Week 1: To learn about plants and what they need to grow.</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>Week 2: To learn about the functions of different parts of a plant. Week 3: To learn about trees. Week 4: To identify common plants. Week 5: To create a plant fact file.</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>Are Some Stories More Important Than Others?</u></p> <p><u>Week 1:</u> Children will think about and share the bible stories they already know. <u>Week 2:</u> Children will learn about the story of Noah. <u>Week 3:</u> Children will explore the story of Joseph and what it could mean. <u>Week 4:</u> Children will learn about the story of Jonah. <u>Week 5:</u> Children will think about the different meanings of these stories for different people.</p>

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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 what dip dying is</p> <p>Week 2 – to experiment with dip dying techniques</p> <p>Week 3 – to create a dip dyed t-shirt</p> <p>Week 4 – to explore plaiting and dip dying</p> <p>Week 5 – to explore weaving and dip dying</p> <p>Week 6 – to use different drawing techniques to draw a church</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>Your Imagination</u></p> <p>Listen to, appraise and compare songs in Pop style.</p> <p>Learn to sing the song Your Imagination.</p> <p>Musical games.</p> <p>Play instruments.</p> <p>Performance.</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><u>Run, Jump, Throw</u></p> <p>Week 1: To start and stop moving at speed.</p> <p>Week 2: To use our arms when running at different speeds.</p> <p>Week 3: To take off on two feet to jump for distance.</p> <p>Week 4: To use correct technique to throw different objects for distance.</p> <p>Week 5: To show improvement in our throwing.</p> <p>Week 6: To take part in a competition using running, jumping and throwing skills.</p>

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>1: To recognise how a healthy variety of food can make us feel great.</p> <p>2: Recognise that learning a new skill requires practice and the opportunity to fail, safely</p> <p>3: To identify strategies to resolve conflict.</p> <p>4: To give and receive praise</p>

For English and maths plan see separate long term plans.