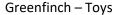
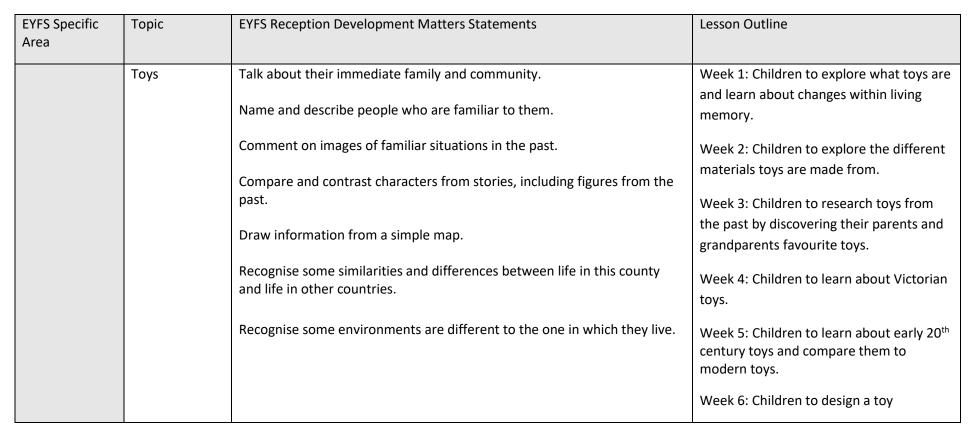




Medium Term Plan – Autumn 2

Britain Through the Ages







Understanding	Seasons and		Week 1: to learn about Diwali
the World	Festivals	Explore the natural world around them.	Week 2: to learn about Remembrance
		Describe what they see, hear and feel whilst outside.	Day
		Bescribe what they see, hear and reel whilst outside.	Week 3: learn about what happens to plants in winter
		Understand the effect of changing seasons on the natural world around them.	Week 4: learn about what happens to animals in winter.
			Week 5: to learn about ice and freezing
			Week 6: to create Christmas cards.

Understanding the World	R.E – what is the church and who goes	Understand that some places are special to members of their community.	Week 1: to learn about stained glass windows
	there?	Recognise that people have different beliefs and celebrate special times in different ways	Week 2: to learn about a church and what it is.
		Compare and contrast characters from stories including figures from the	Week 3: to learn about celebrations that take place in a church
		past.	Week 4: to learn about church leaders
		Recognise some similarities and differences between life in this country and life in other countries.	Week 5: to learn about how Christians worship
			Week 6: to create artwork linked to our big question

Communication	Story time	Understand how to listen carefully and why listening is important.	Every day, children will be read one or
and Language		Learn new vocabulary.	more stories/books either from the Greenfinch class reading spine or a book
		Use new vocabulary throughout the day.	linked to our topic, R.E, PSHE or literacy lessons.
		Ask questions to find out more and to check they understand what has been said to them.	
		Articulate their ideas and thoughts in well-formed sentences.	
		Connect one idea or action another using a range of connectives.	
		Develop social phrases.	
		Describe events in some detail.	
		Engage in story times.	
		Listen and talk about stories to build familiarity and understanding.	
		Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	
		Use new vocabulary in different contexts.	
		Listen carefully to rhymes and songs, paying attention to how they sound.	
		Learn rhymes, poems and songs.	
		Engage in non-fiction books.	
		Listen to and talk about selected non-fiction to develop a deep familiarity	

	with new knowledge and vocabulary.	
	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Expressive Arts and Design	Art and DT	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build upon their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Week 1: Children to look at some Victorian toys and figure out how to play with them. Week 2: Children to make a thaumatrope and from a template. Week 3: Children to design their own sock puppet Week 4: Children to create a sock puppet from their own design. Week 5: Children will follow a tutorial to draw a nutcracker. Week 6: Children will paint their nutcracker using watercolour paints. Week 7: Children to create Christmas cards and Christmas art.

	Music	Listen attentively, move to and talk about music, expressive their feeling and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Learning songs and rhymes supporting the music we use in collective worship; Christmas-themed music; and the topics that Greenfinch are learning about each week. We will use a wide range of resources including Music Express and Charanga. We will also explore beat and rhythm using percussion instruments. Songs learnt this term will include: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song
Physical Development	P.E gymnastics	Watch and talk about dance and performance art, expressing their feelings and responses, Explore and engage in music making and dance, performing solo or in groups.	Week 1: to move safely Week 2: to take off and land on two feet Week 3: to balance and move balls and beanbags Week 4: to travel on mats and benches Week 5:to copy and repeat actions Week 6: to perform simple shapes and

		balances

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Physical Development	P.E – cooperate and solve problems	Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Ulamping Running Hopping Skipping Climbing Progress towards a more fluent style of movement, with developing control and grace. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Week 1: to match colours and symbols Week 2: to work as a team to complete a task Week 3: to use our bodies to make number shapes Week 4: to follow a trail Week 5: to work with others to make patterns Week 6: to work with a partner to complete challenges

Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including, throwing, catching, kicking, passing batting and aiming.	
Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Personal, Social and Emotional Development	PSHE – Valuing Difference	See themselves as a valuable individual. Build constructive and respective relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspective of others. Manage their own needs – personal hygiene. Know and talk about the different factors that support their overall health and well-being Regular physical activity Healthy eating Tooth brushing Sensible amounts of screen time Having a good sleep routine Being a safe pedestrian	Week 1: I'm special, you're special Week 2: Same and different Week 3: Same and different families Week 4: Same and different homes Week 5: I am caring Week 6: I am a friend

Other statements from Development matters will be covered across a range of activities in Continuous Provision areas.

Continuous Provision Areas	Continuous Provision Areas
Inside	Outside
Role Play	<u>Outside</u>
Enhanced role play (topic based)	Maths Shed
Reading and listening area	Writing Shed
Writing	Reading Shed
Maths	Sand
Construction and Blocks	Water
Small World	Music
Malleable	Climbing Frame
Motor Skills	Large construction
Creative	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.