



## Medium Term Plan – Summer 1

### Around the World

#### Greenfinch – Seaside and Holidays

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Understanding of the World	Seaside and Holidays	<p>Compare and contrast characters from stories including figures from the past.</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>Draw information from a simple map</p>	<p><u>Week 1:</u> Children will share their own knowledge of sea sides and holidays and create a collaborative piece of art showing their own ideas.</p> <p><u>Week 2:</u> Children will learn about sea sides in the United Kingdom</p> <p><u>Week 3:</u> Children will learn about animals that live in the sea.</p> <p><u>Week 4:</u> Children will learn about maps and make their own seaside treasure map.</p> <p><u>Week 5:</u> Children will learn about boats, floating and sinking. They will make their own boat and test it.</p> <p><u>Week 6:</u> - Children will learn about light houses.</p>

Understanding the World	Seasons and celebrations	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Draw information from a simple map</p>	<p><u>Week 1:</u> to learn about world oceans day</p> <p><u>Week 2:</u> to learn about Father's Day</p> <p><u>Week 3:</u> to learn about summer</p> <p><u>Week 4:</u> to explore signs of summer</p> <p><u>Week 5:</u> to celebrate thank you day</p> <p><u>Week 6:</u> to think about transition to Year 1</p>
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Understanding the World	R.E	<p>Understand that some places are special to members of their community.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on familiar situations in the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>What do people celebrate and why?</p> <p><u>Week 1:</u> to learn about how light is used in different celebrations.</p> <p><u>Week 2:</u> to learn about Diwali</p> <p><u>Week 3:</u> to learn about Hanukkah</p> <p><u>Week 4:</u> to learn about Advent</p> <p><u>Week 5:</u> to learn about Christmas</p> <p><u>Week 6:</u> to evaluate different celebrations.</p>
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Communication and Language	Story time	<p>Understand how to listen carefully and why listening is important.  Learn new vocabulary.  Use new vocabulary throughout the day.  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.  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.</p> <p>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.</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>	<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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EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Expressive Arts and Design	Art and DT	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build upon their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p><u>Week 1:</u> Children will learn about the artist Alfred Wallis and draw shells using observational drawing techniques.</p> <p><u>Week 2:</u> Children will draw and paint stormy sea pictures.</p> <p><u>Week 3:</u> Children will use paint, collage and sand to make a light house night picture.</p> <p><u>Week 4:</u> Children to look at different images of light houses and draw one they like.</p> <p><u>Week 5:</u> Children will use different construction materials to build a light house.</p> <p><u>Week 6:</u> Children will be given a range of materials to design and build their own light house.</p>
	Music	<p>Listen attentively, move to and talk about music, expressive their feeling and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Learning songs and rhymes supporting the music we use in collective worship and the topics that Greenfinch are learning about each week.</p> <p>We will use a wide range of resources including Music Express and Charanga.</p> <p>We will also explore beat and rhythm using percussion instruments.</p> <p>The music activities this term will include:</p> <p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p>

			Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place
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EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Physical Development	P.E –	Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>• Rolling</li> <li>• Crawling</li> <li>• Walking</li> <li>• Jumping</li> <li>• Running</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Climbing</li> </ul> Progress towards a more fluent style of movement, with developing control and grace.	<u>Speed, agility and Travel</u> <u>Week 1:</u> to move bean bags and balls <u>Week 2:</u> to move in different ways. <u>Week 3:</u> to jump on, off and over. <u>Week 4:</u> to make circle dances <u>Week 5:</u> to use strength to hold shapes <u>Week 6:</u> to work as a team  <u>Manipulation and Coordination</u> <u>Week 1:</u> to play parachute games <u>Week 2:</u> to use equipment to perform actions

		<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>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</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>Week 3:</u> to use a baton to push bean bags and balls</p> <p><u>Week 4:</u> to use a baton to dribble</p> <p><u>Week 5:</u> to perform different jumps</p> <p><u>Week 6:</u> to handle a hoop</p>
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EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Personal, Social and Emotional Development	PSHE	<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 perspective of others.</p> <p>Manage their own needs – personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and well-being</p> <ul style="list-style-type: none"> <li>• Regular physical activity</li> <li>• Healthy eating</li> <li>• Tooth brushing</li> <li>• Sensible amounts of screen time</li> <li>• Having a good sleep routine</li> <li>• Being a safe pedestrian</li> </ul>	<p><u>Week 1:</u> to learn about the seasons</p> <p><u>Week 2:</u> to learn about plants, animals and humans.</p> <p><u>Week 3:</u> to learn about human life stages</p> <p><u>Week 4:</u> to learn about babies</p> <p><u>Week 5:</u> to learn about getting bigger</p> <p><u>Week 6:</u> to learn about our bodies – boys and girls</p>

For Communication and Language, Literacy and Mathematics plan see separate long term plans.