



Medium Term Plan – Spring 2

Investigating Places

Greenfinch – Local Area

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Understanding of the World	Local Area	<p>Comment on familiar situations in the past.</p> <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>Week 1: To identify features of their own home.</p> <p>Week 2: To recognise and name key features of a local area</p> <p>Week 3: To understand the role and importance of the River Thames</p> <p>Week 4: To explore the locality around the school</p> <p>Week 5: To explore the local area further</p> <p>Week 6: To compare and contrast the local area with another area</p>

Understanding the World	Seasons and Festivals	<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>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>Week 1: to learn about Ramadan.</p> <p>Week 2: to learn about Lent</p> <p>Week 3: learn about the start of spring</p> <p>Week 4: to learn about St Patricks Day</p> <p>Week 5: to make Mother's Day cards</p> <p>Week 6: to make Easter Cards</p>
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Understanding the World	<p>R.E</p> <p>Does Everyone Believe in God?</p>	<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>Week 1: to consider things that people believe in.</p> <p>Week 2: to share experiences of belief even if something cannot be seen.</p> <p>Week 3: to explore different views of god from different religions.</p> <p>Week 4: to learn about people who do not believe in God and their views on creation.</p> <p>Week 5: to learn about different views of what God is like.</p> <p>Week 6: to think about stories that show us what God is like and which we like.</p>
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Communication and Language	Story time	<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>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</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>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
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>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Week 1: To explore homes and create clay artwork based on their own home.</p> <p>Week 2: To identify the features of a church and create a piece of artwork based on a church.</p> <p>Week 3: To create art using natural materials found around the school grounds.</p> <p>Week 4: To use different drawing materials to create a forest picture.</p> <p>Week 5: to use paint to create a picture of the River Thames.</p> <p>Week 6: To create a collaborative map of Goring using different materials.</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; Easter-themed music; 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. We will also explore beat and rhythm using percussion instruments.</p> <p>Songs learnt this term will include:</p> <p>Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Row, Row, Row Your Boat</p> <p>The Wheels On The Bus</p> <p>The Hokey Cokey</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:</p> <ul style="list-style-type: none"> • Rolling • Crawling • Walking • Jumping • Running • Hopping • Skipping • Climbing <p>Progress towards a more fluent style of movement, 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>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><u>Cooperate and Solve Problems 2</u></p> <p>Week 1: to follow a trail with a partner</p> <p>Week 2: to play parachute games</p> <p>Week 3: to make jumping patterns</p> <p>Week 4: to make movement patterns</p> <p>Week 5: to lead a partner in tapping patterns</p> <p>Week 6: to navigate obstacles</p> <p><u>Gymnastics 2</u></p> <p>Week 1: to link different shapes and ways of moving</p> <p>Week 2: to learn to egg and log roll</p> <p>Week 3: to follow different pathways</p> <p>Week 4: to balance on points and patches</p> <p>Week 5: to perform a story to music</p> <p>Week 6: to use a start and finish position</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>	
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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"> • Regular physical activity • Healthy eating • Tooth brushing • Sensible amounts of screen time • Having a good sleep routine • Being a safe pedestrian 	<p>Week 1: to learn about looking after my special people.</p> <p>Week 2: to learn about looking after my friends.</p> <p>Week 3: to learn about being helpful at home and caring for our classroom.</p> <p>Week 4: to learn about caring for our world.</p> <p>Week 5: to learn about recognising, spending and using money.</p> <p>Week 6: to learn about saving money and keeping it safe.</p>

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

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