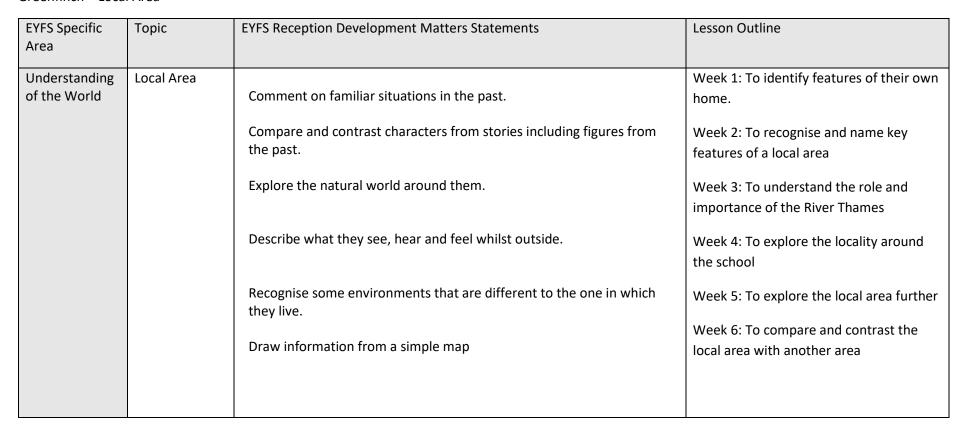


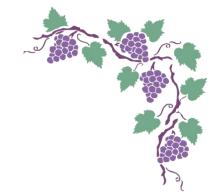


Medium Term Plan – Spring 2

Investigating Places







Understanding	Seasons and		Week 1: to learn about Ramadan.
the World Festivals	Festivals	Explore the natural world around them.	Week 2: to learn about Lent
		Describe what they see, hear and feel whilst outside.	Week 3: learn about the start of spring
			Week 4: to learn about St Patricks Day
		Understand the effect of changing seasons on the natural world	Week 5: to make Mother's Day cards
		around them.	Week 6: to make Easter Cards
		Draw information from a simple map	
		Understand that some places are special to members of their community.	
		Talk about members of their immediate family and community.	
		Name and describe people who are familiar to them.	
		Comment on familiar situations in the past.	
		Recognise that people have different beliefs and celebrate special times in different ways	
		Compare and contrast characters from stories including figures from the past.	
		Recognise some similarities and differences between life in this country and life in other countries.	

Understanding	R.E		Week 1: to consider things that people
the World		Understand that some places are special to members of their	believe in.
	Does Everyone Believe in God?	community. Talk about members of their immediate family and community.	Week 2: to share experiences of belief even if something cannot be seen. Week 3: to explore different views of god
		Name and describe people who are familiar to them.	from different religions.
		Comment on familiar situations in the past.	Week 4: to learn about people who do
		Recognise that people have different beliefs and celebrate special times in different ways	not believe in God and their views on creation.
		Compare and contrast characters from stories including figures from the past.	Week 5: to learn about different views of what God is like.
		Recognise some similarities and differences between life in this country and life in other countries.	Week 6: to think about stories that show us what God is like and which we like.

Communication	Story time	Understand how to listen carefully and why listening is important.	Every day, children will be read one or
and Language			more stories/books either from the
		Learn new vocabulary.	Greenfinch class reading spine or a book
			linked to our topic, R.E, PSHE or literacy
		Use new vocabulary throughout the day.	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.	
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		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	
		β, γ,	
		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. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Week 1: To explore homes and create clay artwork based on their own home. Week 2: To identify the features of a church and create a piece of artwork based on a church. Week 3: To create art using natural materials found around the school grounds. Week 4: To use different drawing materials to create a forest picture. Week 5: to use paint to create a picture of the River Thames. Week 6: To create a collaborative map of Goring using different materials.

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; Easter-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: Old Macdonald Incy Wincy Spider Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey

EYFS Specific Topic EYFS Reception Development Matters Statements Lo	Lesson Outline
Development acquired: Rolling Crawling Walking Walking Running Running 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. Develop overall body-strength, balance, co-ordination and agility.	Week 1: to follow a trail with a partner Week 2: to play parachute games Week 3: to make jumping patterns Week 4: to make movement patterns Week 5: to lead a partner in tapping patterns Week 6: to navigate obstacles Week 1: to link different shapes and ways of moving Week 2: to learn to egg and log roll Week 3: to follow different pathways Week 4: to balance on points ad patches Week 5: to perform a story to music Week 6: to use a start and finish postion

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	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: to learn about looking after my special people. Week 2: to learn about looking after my friends. Week 3: to learn about being helpful at home and caring for our classroom. Week 4: to learn about caring for our world. Week 5: to learn about recognising, spending and using money. Week 6: to learn about saving money and keeping it safe.

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.