Medium Term Plan – Autumn 2

Britain Through the Ages

Greenfinch – Toys

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
	Toys	Talk about their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Recognise some similarities and differences between life in this county and life in other countries. Recognise some environments are different to the one in which they live.	Week 1: Children to explore what toys are and learn about changes within living memory. Week 2: Children to explore the different materials toys are made from. Week 3: Children to research toys from the past by discovering their parents and grandparents' favourite toys. Week 4: Children to learn about Victorian toys. Week 5: Children to learn about early 20th century toys and compare them to modern toys. Week 6: Children to design a toy

Understanding the World	Seasons and Festivals	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Week 1: to learn about Diwali Week 2: to learn about Remembrance Day Week 3: learn about what happens to plants in winter 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	RE	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.	What do people celebrate and why? Week 1: to learn about how light is used in different celebrations. Week 2: to learn about Diwali Week 3: to learn about Hanukkah Week 4: to learn about Advent Week 5: to learn about Christmas Week 6: to evaluate different celebrations.

Communication and Language	Story time	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. 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	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.

		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
	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

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Physical Development	P.E – cooperate and solve problems	Revise and refine the fundamental movement skills they have already acquired: • Rolling • Crawling • Walking • Jumping • 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	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

		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. 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.	

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