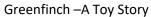
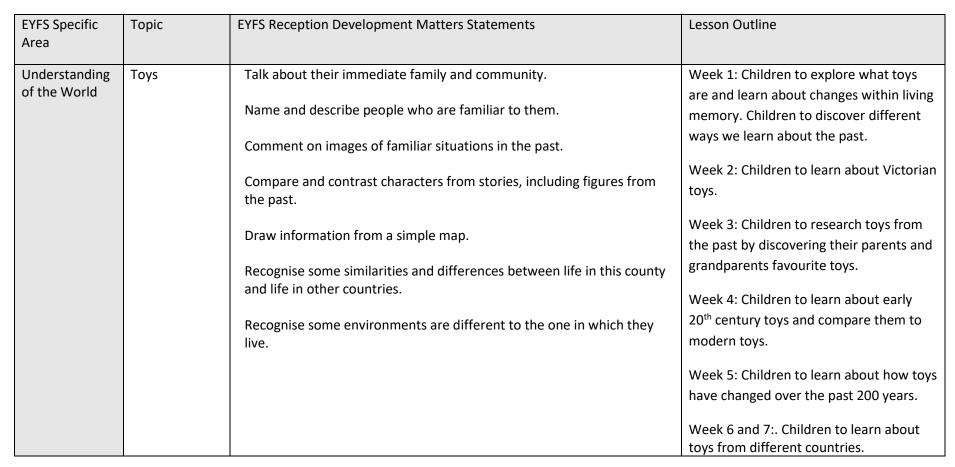


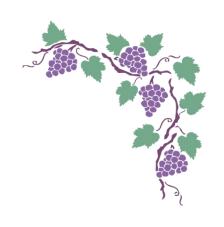


Medium Term Plan - Autumn 2

A Journey Through Time







Science	Explore the natural world around them.	Changing Seasons Week 1: to learn about the different
	Describe what they see, hear and feel whilst outside.	seasons. Week 2: to learn about the changes that
	Understand the effect of changing seasons on the natural world around them.	happen in autumn. Week 2: to learn about different types of weather.
		Week 3: to learn about the sun and how it affects daylight.
		Week 4: to learn about the changes that happen in winter.
	Science	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

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Understanding	R.E		Should we celebrate Harvest or
the World		Understand that some places are special to members of their	<u>Christmas?</u>
		community.	Week 1: Children to learn about the
		community.	
		Talk about members of their immediate family and community.	different celebrations of Harvest and
		,,,	Christmas. They will learn about what
		Name and describe people who are familiar to them.	happens at each of them at home, school
			and in the church. Children to think
		Comment on familiar situations in the past.	about which celebration they prefer.
		Recognise that people have different beliefs and celebrate special	Week 2: Children to learn about
		times in different ways	Remembrance Sunday and why it is
		times in université ways	important. Children to make poppies and
		Compare and contrast characters from stories including figures from	other remembrance crafts.
		the past.	other remembrance crarts.
			Week 3: Children to learn about the
		Recognise some similarities and differences between life in this	Jewish festival of Sukkot. They will learn
		country and life in other countries.	about the different symbols and why it is
			important to be thankful for food.
			·
			Week 4: Children to learn about the story
			behind Christmas and focus on the giving
			of gifts and why it is important to be
			thankful at Christmas.
			West 5 Children to third also to the
			Week 5: Children to think about whether
			Christmas or Harvest is more important
			to Jews and why.

Christmas or Harvest is more important to Christians and why.
to Christians and why
to chilistians and why.
Week 7: Children to think about which
festival they think is more important
now. Children to think about their
opinions from the start of term to how
they feel now.

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
		Her many care had any things with the side of	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 and idea or action another using a range of connectives	
		Connect one idea or action another using a range of connectives.	
		Develop social phrases.	
		Describe events in some detail.	
		Engage in story times.	
		Lingage 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.	
		, and the same of	
		Listen carefully to rhymes and songs, paying attention to how they	
		sound.	
		Learn rhymes, poems and songs.	
		Learn myrines, 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.	Week 1: Children to look at some Victorian toys and figure out how to play with them.
		Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Week 2: Children to make a thaumatrope and cup in ball toy from a template.
		Create collaboratively sharing ideas, resources and skills.	Week 3: Children to design their own thaumatrope or cup in ball toy.
		Listen attentively, move to and talk about music, expressing their feelings and responses.	Week 4: Children to create their toy from their design.
		Watch and talk about dance and performance art, expressing their feelings and responses.	Week 5: Children will follow a tutorial to draw a nutcracker.
		Sing in a group or on their own, increasingly matching the pitch and following the melody.	Week 6: Children will paint their nutcracker using watercolour paints. Week 7: Children to create Christmas
		Develop storylines in their pretend play.	cards and Christmas art.
		Explore and engage in music making and dance, performing solo or in groups.	

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.	Rhythm in the Way we Walk Listen to and appraise Hip Hop songs. Learn and perform a selection of songs. Improvise with percussion instruments. Christmas Nativity and Christmas carols and songs.
P.E - Gymnastics	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.	Gymnastics Unit 1 Week 1: to perform 'like' actions in a sequence. Week 2: to carry and set up apparatus safely. Week 3: to perform shapes on large and small body parts. Week 4: to take off and land and use shape in our jumps. Week 5: to travel on out feet, showing good body tension. Week 6: to learn how to create different levels in our performance.

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: To know the key differences between teasing, being unkind and bullying. Week 2: To recognise that everyone is different and will have different thoughts and ideas. Week 3: To celebrate and begin to show empathy for those who are different. Week 4: To identify those who are special to them (and their special qualities). Week 5: To identify ways in which we can show kindness towards others and how that makes them feel.

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)	Sand
Reading and listening area	Water
Writing	Music
Maths	Climbing Frame
Construction and Blocks	Large construction
Small World	Mud Kitchen
Malleable	Cave/ Stage/ Outside Role play
Motor Skills	Small world
Creative	Garden
	Role Play

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