



Medium Term Plan – Spring 1

Extreme Earth

Greenfinch – Space

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Understanding of the World	Space	<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 learn about the Earth and space beyond</p> <p>Week 2: to learn about planets and the solar system</p> <p>Week 3: to learn about the sun and stars</p> <p>Week 4: to learn about astronauts and people who have visited space</p> <p>Week 5: to imagine what it would be like to live on a different planet</p>

Understanding the World	Winter	<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>Week 1: explore the school grounds and talk about the different plants and wildlife. Create a class map of large trees in school.</p> <p>Week 3: learn about what happens to animals in winter.</p> <p>Week 5: to learn about ice and freezing and create overnight ice sculptures (weather dependent)</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>Week 1: to learn about the Baptism of Jesus</p> <p>Week 2: to learn about Chinese New Year</p> <p>Week 3: to continue learning about Chinese New Year</p> <p>Week 4: to learn about the story of David and Goliath</p> <p>Week 5: to learn about Daniel in the Lion's Den</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>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity</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>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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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>Week 1: to make individual space paintings</p> <p>Week 2: to create bottle top collage of the solar system</p> <p>Week 3: to draw and paint images of the sun and stars</p> <p>Week 4: to create junk modelling rockets</p> <p>Week 5: to create 3D planets, moons or stars using mixed media and modelling.</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. We will also explore beat and rhythm using percussion instruments.</p>

			<p>Songs learnt this term will include:</p> <p>Wind The Bobbin Up</p> <p>Rock-a-bye Baby</p> <p>Five Little Monkeys Jumping on The Bed</p> <p>Twinkle Twinkle</p> <p>If You're Happy and You Know It</p> <p>Head, Shoulders, Knees and Toes</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 	<p><u>Throwing and Catching</u></p> <p>Week 1: to explore different ways of throwing and catching.</p> <p>Week 2: to explore underarm throwing.</p> <p>Week 3: to explore overarm throwing</p>

		<ul style="list-style-type: none"> • 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>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>Week 4: to explore stopping a ball</p> <p>Week 5: to exploring catching</p> <p><u>Gymnastics</u></p> <p>Week 1: to explore high movements</p> <p>Week 2: to explore low movements</p> <p>Week 3: to begin to use apparatus safely</p> <p>Week 4: to use high and low movements on apparatus</p> <p>Week 5: to explore high, low and under</p>
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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 things that are safe to go onto bodies</p> <p>Week 2: to learn to keep ourselves – what's safe to go into bodies (including medicines)</p> <p>Week 3: to learn about being safe indoors and outdoors</p> <p>Week 4: to learn to listen to my feelings</p> <p>Week 5: to learn about people who keep me safe.</p>

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> 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.