



## Medium Term Plan – Spring 1

### Extreme Earth

#### Greenfinch – Creatures Great and Small

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Understanding of the World	Creatures Great and Small	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</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>Understand the effect of the changing seasons on the natural world around them.</p>	<p>Week 1: To learn about the largest animals in the world and where they live.</p> <p>Week 2 – To learn about the smallest animals in the world and where they live.</p> <p>Week 3- To investigate animals that live in our local area.</p> <p>Week 4 – To learn about different animals that can be pets</p> <p>Week 5:- To learn about animals that live on land</p> <p>Week 6:to learn about animals that live in water</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 Epiphany.</p> <p>Week 2: 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 4: to learn about Chinese New Year</p> <p>Week 5: to learn about ice and freezing and create overnight ice sculptures (weather dependent)</p> <p>Week 6: to learn about Valentines Day.</p>
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Understanding the World	R.E  Who am I and where do I belong?	<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 the question 'Who am I?'</p> <p>Week 2: to learn about which communities I belong to.</p> <p>Week 3: to think about places that are special to me.</p> <p>Week 4: to learn about religions communities.</p> <p>Week 5: to learn about the baptism of Jesus.</p> <p>Week 6: to learn about modern day baptism.</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 drawn and paint insects</p> <p>Week 2: To draw and paint large mammals</p> <p>Week 3: to draw small and large animal footprints</p> <p>Week 4: to make animal footprint marks in clay/playdough</p> <p>Week 5: to create a collage of a sea creature</p> <p>Week 6: to create a collage of a favourite animal</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.</p>

			<p>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>
	Dance	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>Week 1: to move to the count of 8.</p> <p>Week 2: to perform with a partner to the count of 8.</p> <p>Week 3: to work with a partner to perform.</p> <p>Week 4: to perform a dance using 4 actions.</p> <p>Week 5: to link new actions with ones we already know.</p> <p>Week 6: to practice and perform a dance.</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"> <li>• Rolling</li> <li>• Crawling</li> <li>• Walking</li> <li>• Jumping</li> <li>• Running</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Climbing</li> </ul> <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><u>Body Management</u></p> <p>Week 1: to perform rolls</p> <p>Week 2: to show some body control</p> <p>Week 3: to perform different jumps</p> <p>Week 4: to jump using apparatus</p> <p>Week 5: to travel across apparatus</p> <p>Week 6: to work as part of a team</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>	
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EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Personal, Social and Emotional Development	PSHE  Keeping Myself Safe	<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"> <li>• Regular physical activity</li> <li>• Healthy eating</li> <li>• Tooth brushing</li> <li>• Sensible amounts of screen time</li> <li>• Having a good sleep routine</li> <li>• Being a safe pedestrian</li> </ul>	<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 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 staying safe online.</p> <p>Week 6: 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.

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