



## **Medium Term Plan – Summer 1**

### **A Journey Through Time**

#### **Greenfinch – Sculpture and Statues**

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline/ Continuous Provision Activities
Understanding of the world	Sculpture and Statues	<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>Week 1 – To learn about the work of Antoni Gaudi, Barbara Hepworth and Michelle Reader.</p> <p>Week 2 – To collect natural and found materials and discuss how these could be used in artwork.</p> <p>Week 3 – To create different pieces of artwork using the found materials.</p> <p>Week 4 – To investigate the work of Antoni Gaudi and how the environment has influenced his style.</p> <p>Week 5 – To create a collage, statue or sculpture.</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>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><u>Week 2:</u> To learn about May Day</p> <p><u>Week 3:</u> Children will plant seeds and bulbs and look at different plants that are already growing.</p> <p><u>Week 4:</u> Children will learn about temperature and how it changes over the year.</p> <p><u>Week 5:</u> Children to observe and record any changes with the seeds they have planted.</p>
Understanding of the World	RE	<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>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><u>Are All Families the Same?</u></p> <p><u>Week 1:</u> to share information about themselves.</p> <p><u>Week 2:</u> to think about what religious families might celebrate</p> <p><u>Week 3:</u> to think about what non religious families might celebrate</p> <p><u>Week 4:</u> to consider whether celebrations help people to feel part of a community</p> <p><u>Week 5:</u> to evaluate and discuss whether all families are the same.</p>

		Recognise some environments that are different to the one in which they live.	
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EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Expressive Art & Design	Art and D.T	<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>Week 1 - Introduction to sculpture and the work of Antoni Gaudí, Michelle Reader, and Barbara Hepworth. Discussing initial responses to different sculptures.</p> <p>Week 2 – to explore and use a variety of materials and techniques to create sculptures.</p> <p>Week 3 – Learn about and draw inspiration from the sculptures of Barbara Hepworth and Michelle Reader.</p> <p>Week 4 – Develop artistic effects to express ideas and feelings.</p> <p>Week 5 – to create a collage, statue or sculpture</p>

	Music	<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>Sing in a group or on their own, increasingly matching the pitch and following the melody.</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>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.</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>There was an old lady..</p> <p>Tommy Thumb</p> <p>A sailor went to sea</p> <p>Ten in a bed</p> <p>Sleeping bunnies</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>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>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 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
Physical Development	P.E	<p>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, 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>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>Manipulation and Coordination</p> <p>Week 1: To handle a ball</p> <p>Week 2: To kick a ball</p> <p>Week 3: To hop, jump and step</p> <p>Week 4: To send a ball or bean bag</p> <p>Week 5: To send and stop in a game</p> <p>Speed, Agility, Travel</p> <p>Week 1: To move in different directions</p> <p>Week 2: to keep our bodies safe in running games</p> <p>Week 3: To jump in different directions</p> <p>Week 4: To stop safely</p> <p>Week 5: To move at slow and fast speeds.</p>



EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Personal, Social and Emotional Development	PSHE  Being my Best	<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 perspectives of others.</p> <p>Manage their own needs.</p>	<p>Being My Best</p> <p>Week 1: To learn to bounce back when things go wrong.</p> <p>Week 2: To think ‘Yes, I can!’</p> <p>Week 3: To learn about healthy eating.</p> <p>Week 4: To learn about a healthy mind.</p> <p>Week 5: To learn about a good night’s sleep.</p>

For English and maths plan see separate long term plans.