



Medium Term Plan – Autumn 2

Britain Through The Ages

Greenfinch – Dinosaurs

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
	Dinosaurs	<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>Week 1: What are dinosaurs? Children to learn about dinosaurs and the types of creatures they were. Children will have an opportunity to share their knowledge and discuss what they want to learn about.</p> <p>Week 2: To learn about carnivorous dinosaurs. Children will learn about predator dinosaurs that hunted and ate a meat based diet. Children will learn about where these dinosaurs might have lived.</p> <p>Week 3: To learn about herbivorous and omnivorous dinosaurs. Children will learn about dinosaurs that foraged and ate a plant based diet as well as eating meat. Children will learn about where these dinosaurs might have lived.</p>

			<p>Week 4: To learn about dinosaurs that lived in the sea. Children will learn about dinosaurs that could swim and where they might have lived.</p> <p>Week 5: To learn about how fossils are made. Children will learn about the process that turns creatures and bones into fossils that we see today.</p> <p>Week 6: To learn about Mary Anning. Children will learn about the story of Mary Anning. A young girl who discovered the first dinosaur fossil in England.</p>
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<p>Understanding the World</p>	<p>Seasons and Festivals</p>	<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>Recognise some environments that are different to the one in which they live.</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>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Week 1: to learn about Diwali</p> <p>Week 2: to learn about Remembrance Day</p> <p>Week 3: learn about what happens to plants in winter</p> <p>Week 4: learn about what happens to animals in winter.</p> <p>Week 5: to learn about ice and freezing</p> <p>Week 6: to create Christmas cards.</p>
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<p>Understanding the World</p>	<p>R.E – what is the church and who goes there?</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>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 stained glass windows</p> <p>Week 2: to learn about a church and what it is.</p> <p>Week 3: to learn about celebrations that take place in a church</p> <p>Week 4: to learn about church leaders</p> <p>Week 5: to learn about how Christians worship</p> <p>Week 6: to create artwork linked to our big question</p>
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<p>Communication and Language</p>	<p>Story time</p>	<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>Week 1: Children to create different dinosaur skin colours by mixing paint.</p> <p>Week 2: Children to mix black and white paint with different colours to create different backgrounds for dinosaur silhouettes.</p> <p>Week 3: Children to practice drawing different dinosaurs from models and tutorials.</p> <p>Week 4: Children to draw and paint a dinosaur.</p> <p>Week 5: Children to paint a background for their dinosaur painting.</p> <p>Week 6: Children to make dinosaur soup.</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>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.</p>

		<p>Explore and engage in music making and dance, performing solo or in groups.</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> <ul style="list-style-type: none"> • I'm A Little Teapot • The Grand Old Duke Of York • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song
	<p>P.E gymnastics</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses,</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Week 1: to move safely</p> <p>Week 2: to take off and land on two feet</p> <p>Week 3: to balance and move balls and beanbags</p> <p>Week 4: to travel on mats and benches</p> <p>Week 5: to copy and repeat actions</p> <p>Week 6: to perform simple shapes and balances</p>

EYFS Specific Area	Topic	EYFS Reception Development Matters Statements	Lesson Outline
Physical Development	P.E – cooperate and solve problems	<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 • 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>Week 1: to match colours and symbols</p> <p>Week 2: to work as a team to complete a task</p> <p>Week 3: to use our bodies to make number shapes</p> <p>Week 4: to follow a trail</p> <p>Week 5: to work with others to make patterns</p> <p>Week 6: to work with a partner to complete challenges</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 – Valuing Difference	<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: I'm special, you're special</p> <p>Week 2: Same and different</p> <p>Week 3: Same and different families</p> <p>Week 4: Same and different homes</p> <p>Week 5: I am caring</p> <p>Week 6: I am a friend</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.