

Beaufront First School EYFS Medium Term Planning

Autumn Term 2 2023: 7 Weeks

Topic: 'Lost and Found'

English	Mathematics
<p>Focus Text 1 (Weeks 1-4): 'Lost and Found' by Oliver Jeffers Hooks: Ice, 'Found' posters featuring penguin Writing Focus: Information and Instructions</p> <p>Week 1: Imitate - 'Hook' the children in with ice cubes and ice balloons, 'Found' posters, and a trail leading to a large cuddly penguin. Gather information about penguins and display facts around a picture of the penguin. At the end of the week, have a trail to the book, 'Lost and Found'. Share the book together. <u>Activities:</u> Children make own 'Found' posters; Compare settings - where the penguin is found and where he is from (descriptive language); Explore and investigate ice (freezing and melting - Science link); Sort information/ facts, from fiction.</p> <p>Week 2: Imitate - Reshare the book daily. Reshare facts about penguins. Focus on the part of the story where the boy devises a plan to return the penguin to where he is from. Map out the boy's plan and make up instructions for someone to follow if they need to return a penguin. Add actions and use the same words every day/ rehearse daily. Shared write 'Instructions for How to Return a Lost Penguin' (whole class). <u>Activities:</u> Follow instructions in different contexts; Retell story using Small World play resources; Sequence relevant part of the book and talk about instructions for returning a penguin.</p> <p>Week 3: Innovate - Focus on the part of the story when the boy has left the penguin and returns for him, only to find that he is lost. How could the boy find the penguin? Look at the 'Found' posters and talk about how we can change them to become 'Lost' or 'Missing' posters. (Children to go and make own 'Lost' or 'Missing' posters for the penguin). Map the parts of the book where the boy is looking for the penguin and change the original instructions to suit this part of the story, again adding actions and rehearsing the instructions verbally every day. <u>Activities:</u> 'Lost' or 'Missing' posters; Character descriptions and feelings mapping (descriptive language)</p> <p>Week 4 (to Thursday): Innovate - Rehearse the instructions regarding the boy looking for the penguin. Invite the children to write the instructions to match the illustrations - 'How to find a penguin'. Children can copy rehearsed instructions exactly or they can change them. Adult can scribe if children cannot label/ write words or sentences at this point.</p> <ul style="list-style-type: none"> • Before end of week, place a postbox in the classroom and leave empty. <p>Focus Text 2 (Weeks 4-7): 'How Winston Delivered Christmas' by Alex T. Clarke Hooks: Post box, letter to Santa Writing Focus: Letters</p> <p>Week 4 (Friday): Imitate - 'Hook' the children in by leaving the book, 'How Winston Delivered Christmas', beside the postbox. Read the first 'Chapter' to coincide with 1st December. At the end of the day, leave 'Winston' and a pile of envelopes, one addressed to each child, for them to take home (will contain the weekend Chapters to read at home).</p> <p>Week 5: Imitate - Share a chapter every day, and repeat sending home the weekend chapters for children to share with parents at home. Engage children in guessing what could be in the letter and ask them to write a letter (cold). Letters to Santa - with skeleton and adult support as needed based on cold piece of writing.</p> <p>Week 6: Innovate - Continue to read the book daily. Rehearse a letter to Winston (with map and actions).</p> <p>Week 7: Innovate - Continue to read the book daily. Write letter to Winston (hot piece). Receive letter back with final Chapters to take home.</p>	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Represent numbers to 5 - Counting out different amounts to 5 using a range of objects such as penguins, ice cubes, parcels and letters/ envelopes; Mark-making to represent different quantities, e.g. counting and sticking 1-5 stars/ Christmas baubles etc... on to templates • Compare 1, 2, & 3 - Order groups/ sets of objects from least to most • Compose 1, 2 & 3 - Make sets of 1-3 objects in different ways and match to number/ numeral • Find one more and one less using numbers 1-3 (4) - • Identify and explore circles, triangles & shapes with 4 sides - Ice cubes; Making snowflakes with shapes and patterns; Christmas Post Office role play with different shaped parcels • Talk about time (days of the week, months of the year, day and night) - Counting down the days to Christmas; Sequencing days of the week and months of the year (link to daily reading of 'How Winston Delivered Christmas'); Identifying differences between day and night including activities, animals etc... • Follow and begin to give directions, and talk about position - Find penguin and locate the South Pole; Find Santa/ the North Pole, and help Winston to deliver his Christmas letter (Geography link - map work) • Develop a basic understanding of money, identifying familiar coins and counting out small amounts using 1p coins - Christmas Post Office role play linked to 'How Winston Delivered Christmas'

Communication & Language		Personal, Social & Emotional Development		Physical Development	
<ul style="list-style-type: none"> Enjoy listening to longer stories and begin to discuss them with increasing detail (Talk for Writing) Listen attentively in different situations and for different purposes Learn and use new vocabulary (Talk for Writing; links to other subject areas) Articulate ideas with increasing detail and confidence Listen to and join in with new and familiar songs, rhymes and stories 		<ul style="list-style-type: none"> Develop confidence in new situations, such as when performing the Christmas play - support one another and enjoy engaging in different activities Follow rules and behave appropriately in a range of situations - Zones of Regulation, Mindfulness, praise and reward Develop an understanding of how to get along together and resolve conflicts appropriately - PSE Circle Times; focused group activities involving teamwork and problem-solving Show increasing resilience and perseverance when solving problems or when faced with challenges 		<ul style="list-style-type: none"> Developing fine motor skills by using a range of small tools for mark making, writing, drawing and cutting - designing and making Christmas cards and decorations; using a range of tools for woodwork (Matisse work, Forest School and Christmas crafts) Developing increasing control and coordination when moving in a given space and around others - following and giving directions; Dance lessons with Pip; performing dances for our Christmas production <p>PE Focus: Gymnastics with Mrs Paxton (Real PE)</p>	
Understanding the World				Expressive Arts & Design	
Science	Geography	History	RE	<p>Art Focus: Matisse</p> <ul style="list-style-type: none"> Colour - Creating Matisse colour wheels; Identifying Primary, Secondary and Tertiary colours; Mixing colours Pattern - Cutting and sticking in the style of Matisse to create a collage (scissor skills, shape, colour and pattern links) Printing - Foam shapes/ vegetable and natural object printing to make Matisse-style art - Creating our own Christmas cards and decorations, applying our art skills inspired by Matisse <p>Design Technology Focus: Designing and making decorations and crafts for Christmas; designing and making stage sets and props for our Christmas Productions; making Christmas food such as cakes, gingerbread houses and chocolate mice</p> <p>Music & Drama Focus: Traditional Christmas music and our own Christmas Production</p> <ul style="list-style-type: none"> Learning to sing traditional Christmas rhymes and songs Adding sound effects to stories and images (creating a North Pole soundscape and a South Pole soundscape linked to our focus texts) Learning to perform in front of an audience and show awareness of the listener <p>General Skills</p> <ul style="list-style-type: none"> Expressing ourselves creatively and imaginatively Retelling and reenacting stories and experiences using a range of props and resources Using a range of materials and mediums to be creative and expressive 	
<p>Focus 1: Changes of State</p> <ul style="list-style-type: none"> Freezing and melting <p>Focus 2: Light and Dark</p> <ul style="list-style-type: none"> Moon and stars - navigating using the stars; exploring constellations 	<p>Focus: The North and South Poles</p> <ul style="list-style-type: none"> Using maps to find the North Pole and the South Pole Using technology to explore places far away (Google Earth, Google Maps) Planning journeys and tracking journeys using and making maps Santa Tracker <p><i>Linked to both Focus Texts in English</i></p>	<p><i>Link to the story of Christmas and traditions of Christmas</i></p> <p>Possible trip to Beamish or theatre</p>	<p>Focus: Why is Christmas special for Christians?</p> <ul style="list-style-type: none"> The story of The First Christmas Exploring the celebration of Christmas and the changing traditions Exploring why Christians celebrate Christmas and why it is so important to Christians Sharing our own Christmas traditions and beliefs 		
Forest School					
<p>Children will be...</p> <p>* Developing their resilience and problem-solving skills * Forming secure and positive friendships * Working as part of a team * Thinking ahead and planning * Sharing resources * Developing respect for the natural environment * Developing an understanding of celebrations and festivals in the UK * Using their senses to explore * Playing, learning and exploring imaginatively using natural resources * Developing communication and language skills * Reviewing progress and evaluating their own learning, skills and outcomes * Growing in confidence * Making observations - the changing seasons, behaviours and skills</p> <p>Children will engage in activities including</p> <ul style="list-style-type: none"> Fire making and using (safety, cooking, heat and light) Storytelling and enlivening stories Making story props, arts and crafts Identifying leaves, plants and woodland animals Protecting and caring for the local environment and the living things within the environment 					