

Beaufront First School EYFS Medium Term Planning

Spring Term 1 2024: 6 Weeks

Topic: 'We can be Heroes!'

| English | Mathematics | |
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| <p>Focus Text: 'There's a Superhero in your Book', by Tom Fletcher Hooks: A 'book' frozen in a block of ice, a 'book' that has been set on fire, a cape, a mask and pair of glasses. Writing Focus: Comic Book/ Comic Strip - focus on 'wow' words, speech, connectives, and descriptions</p> <p>Week 2: Imitate - 'Hook the children' with a superhero comic book frozen in a block of ice, a superhero comic book burnt at the edges, a mask hanging in a tree, a pair of glasses and a mask on the table by the frozen and burnt comics. Invite the children to guess what might have happened and to be 'detectives' by looking for clues. Work out how we can rescue the comic books (Science link) and then introduce the children to the book, 'There's a Superhero in your Book' by Tom Fletcher. Read the book every day, encouraging the children to join in with the words and actions.</p> <p>Week 3: Imitate - Read daily, joining in with words and actions. Create a story mountain range/ story map, with the problems and solutions clearly marked. Add the wow words from the book (speech bubbles, thought bubbles etc...).</p> <p>Week 4: Innovate - Show the children a comic book strip and ask them to identify similarities and differences between the comic strip and the story book, 'There's a Superhero in your Book'. Create a basic storyboard-style comic strip for the first few pages of the book, working with the children to identify the key events and adding action/ wow words, connectives and descriptions of what is happening. Add to it each day, using the original book and story mountain range/ map as a skeleton.</p> <p>Week 5: Invent - Children to use comic book strip made together to make their own comic strip (share work each day, return to look at shared write storyboard to support).</p> <p>Week 6: Invent - Link to 'Take One Picture' week (L.S Lowry) with children making their own superhero-style comic book showcasing Lowry or his workers in the factory.</p> | <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Tell the time in terms of day and night, and daily routines (building on from months of the year and days of the week) through stories, rhymes, songs, games and sequencing activities, including links to our theme of heroes • Recognise and begin to know about 'zero' - 'Zero the Hero' by Joan Holub • Compare numbers to 5 through practical activities • Compose numbers to 5 through practical and recording activities • Compare the mass of objects by exploring and experimenting with different familiar objects and weighing/ measuring apparatus • Compare the capacity of containers through water and sand play, role play and other practical activities • Recognise and count out 6, 7 and 8, and begin to compare, compose and use these numbers in different ways and contexts using a wide range of apparatus and materials • Make pairs practically using familiar objects such as socks, shoes and toys • Combine 2 groups within 5 and then 10, exploring and experimenting with addition in a basic form • Understand, compare, and measure length and height through our superhero role play area and in Forest School/ outdoor provision • Develop a deeper understanding of shape and pattern, including replicating, continuing and making patterns using the AB, BA, ABB, AAB, BBA, ABC pattern formats (link to Art) | |
| Communication & Language | Personal, Social & Emotional Development | Physical Development |
| <p>Communication & Language underpins much of what is planned and taught in EYFS. Skills are modelled and encouraged daily across the wider curriculum, with vocabulary and language being introduced and used in a range of contexts specific to the theme, topic or subject.</p> <p>Children will be...</p> <ul style="list-style-type: none"> • Engaging in conversations and discussions in learning and play • Developing good listening skills through regular opportunities to speak and listen • Developing an awareness of the listener and communicating effectively by speaking clearly and confidently • Widening their vocabulary through focused and planned activities across the curriculum • Using a widening vocabulary in everyday conversations and in context, showing a deepening understanding of words | <p>PSE underpins much of what is planned and taught in EYFS. Skills are modelled and encouraged daily across the wider curriculum, with positive relationships, kindness, respect, resilience and empathy modelled and encouraged daily.</p> <p>Children will be...</p> <ul style="list-style-type: none"> • Continuing to develop their self-awareness and independence through learning and play • Continuing to make and maintain positive, appropriate relationships with adults and peers • Learning to resolve conflicts and negotiate based on their developing awareness of their own needs and feelings, and those of others • Developing their ability to interact with different people in different contexts • Learning about being an active and valuable part of a community and being a global citizen | <p>Children will be...</p> <ul style="list-style-type: none"> • Continuing to develop their fine motor skills by using a range of tools, including writing and mark-making tools, tools for art and design, and woodwork tools • Developing an awareness of how to use a range of tools and materials safely and confidently • Learning about how to stay safe, fit and healthy (linked to superheroes and heroes), including learning about eating healthily and exercising • Engaging in Forest School sessions through which they will learn to develop their spatial awareness, sense of safety when moving or when using a range of tools, and developing fine and gross motor skills in different ways <p>PE with Mrs Paxton - Fundamentals of Movement; Gymnastics Balanceability with Mrs Paxton Dough Disco with Mrs Bolam</p> |

| Understanding the World | | | Expressive Arts & Design |
|--|--|---|--|
| Science | History | RE | |
| <p>Changes of State and Forces (Physics)</p> <ul style="list-style-type: none"> Develop a deeper understanding of changes of state beyond freezing and melting, including solid, liquid and gas changes Explore and experiment with magnets Explore and experiment electricity by looking at and making simple, safe circuits Understand the importance of changes of state and forces in our everyday life <p><i>Links to 'superheroes' through investigations into superpowers. Links to 'heroes' through inventors (History)</i></p> <p><i>Possible trip to The Centre for Life or the Discovery Museum.</i></p> | <p>Famous People who Changed the World</p> <ul style="list-style-type: none"> Inventors and their amazing inventions (Edison, The Wright Brothers, Logie Baird etc...) Heroes and Inspirational People (Marie Curie, Winston Churchill, Martin Luther King, David Attenborough etc...) <p>Children will be able to explore different famous people and decide why they are important in our world. This can be done through access to books from the 'Little People, Big Dreams' collection, use of the internet and age-appropriate videos from BBC Teach and Twinkl, for example, and through other resources such as photos and artefacts.</p> <p><i>Possible trip to The Centre for Life or the Discovery Museum.</i></p> | <p>Why is the word 'God' so important to Christians?</p> <p>Children will be learning to...</p> <ul style="list-style-type: none"> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Retell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world, expressing ideas and feelings Say how and when Christians like to thank their Creator Talk about what people do to mess up the world and what they do to look after it Ask and consider BIG questions: <ul style="list-style-type: none"> - What does the word 'God' mean? - Which people believe in God? - Which people believe God is the Creator of everything? - What is amazing about the world? - What do Christians say about God as Creator? - What is the story that Christians and Jews use to think about the Creator? - What do Christians and other people (including non-religious) think about the world and how we should treat it? <p><i>Possible trip to the local church/ abbey.</i></p> | <p>Art Focus: Stan Lee - Marvel's Comic Book Art</p> <p>Children will explore comic strips and the art of Stan Lee through well-known Marvel characters. They will be able to imitate and innovate famous pieces of art from comic books as well as inventing their own, using a range of techniques such as drawing, sketching, printing and collaging.</p> <ul style="list-style-type: none"> Take One Picture Week - 'Coming from the Mill', by L.S Lowry (surprise art feature - children will not know the art or the artist until the first day of the project, taking place in Week 6 of the half term). <p>Design Technology Focus: Healthy Eating</p> <p>Children will be able to design and make healthy snacks and 'Superhero Smoothies' using fresh, varied ingredients. Children will first identify healthy foods, learn about different food groups and balanced diets, put together a healthy plate containing something from each food group, design their own healthy meal, and follow a recipe to make a 'Superhero Smoothie'. They will also be able to design their own healthy eating poster or packaging for their super meal!</p> <p>Music & Drama Focus: Our Musical Heroes</p> <p>We will explore different genres of music and children will be encouraged to express preferences, identify their own favourite artists/ musicians, and songs, and will be able to learn to sing these songs, explore and experiment with different musical instruments, and create movement or dances to accompany their favourite pieces of music. They will also be able to compare music from different eras by asking parents and grandparents about their favourite songs and famous artists. We are also hoping to have some live music in school!</p> <p>General Skills</p> <ul style="list-style-type: none"> Design and make using replication/ imitation and creation Understand that art and music are created through processes of trialing and editing Use our own imaginations for different creative processes and outcomes Evaluate and develop opinions about art and music |

Forest School

Children will be learning to...

* Plan and think ahead * Explore different materials, objects, and spaces * Use their senses to explore and to learn * Develop a love and respect for nature and the natural world * Think carefully about growth and change related to nature and the seasons * Talk about people who are important to us and to the world * Develop and build good relationships with one another and with nature * Think about their own feelings and those others * Behave in a respectful and responsible way

Children will engage in activities including

- Tracking and making homes for fairies; Tracking animals and learning about hibernation and habitats; Making hedgehogs and other wooden creature; Tracking animals as predators and thinking about food chains; Planting plants and trees and identifying different plants and trees; Making friendship bracelets