

Beaufront First School EYFS Medium Term Planning

Spring Term 2 2024: 5 Weeks

Topic: 'Spring has Sprung!'

English	Mathematics
<p>Focus Text: 'Bog Baby' by Jeanne Willis Hooks: A 'magic pond' (glittery blue water) and some small fishing nets, outside; some gloopy footprints (unusual shapes) leading from the magic pond to the shed Writing Focus: Captions (label own Bog Baby) → descriptions (describe own Bog Baby and it's habitat) → instructions (How to look after a Bog Baby) → emotional narrative (thought bubbles) → storytelling (Bog Baby's Beaufront Adventure)</p> <p>Main Objectives:</p> <ul style="list-style-type: none"> • To engage children with a story with which they will empathise • To explore, develop and sustain ideas through talk; • To explore and interpret stories through creative activity including play, art, drama and drawing; • To write for meaning and purpose in a variety of narrative and non-narrative forms. <p>Week 1 - Imitate: Hook with the magic pond, fishing nets and footprints. What could have made the footprints? Read the first part of the story without showing the children the front cover or any illustrations. Children to imagine what Bog Baby might look like. Once up to the part where the children take Bog Baby to the shed, ask the children to talk about what they think Bog Baby might look like. Invite the children to use playdough/ coloured modelling clay and bits of materials to make their own Bog Baby according to how they have imagined him. Children to photograph him and then write a label for him (My Bog Baby by...) Describe own Bog Baby and his habitat (writing). Read rest of book and make a story plan/ map together and re-read the book daily.</p> <p>Week 2 - Innovate: Introduce 'THE' Bog Baby in the classroom. Each day, put Bog Baby in a different place and go on a search for him. Take a photograph each day ready for next week. Together, write some instructions for 'How to find a Bog Baby' and then focus on the parts of the book when the girls are looking after Bog Baby. Make Bog Baby a habitat and make a mind map of what we know about Bog Baby - habitat, food etc... Gather ideas about 'How to look after a Bog Baby' and rehearse as instructions. Invite the children to write their own instructions for 'How to look after a Bog Baby'. Children to also write thought bubbles to accompany key parts of the story (illustrations on display on table with blank thought bubbles and emotion/ feelings words to use). Re-read Bog Baby daily/ use the story map to retell the story daily.</p> <p>Week 3 & 4 - Innovate/ Invent: Show the children an alternative story map for Bog Baby, showing what happened each day and no other details, e.g. Bog Baby was in his magic pond. One day he was found and taken to a garden. He was hidden away safely in a shed. And so on... Show the children some photos of Bog Baby in different parts of Beaufront/ places that we found Bog Baby last week. Sequence them using the days of the week and explain that we are going to write a story about Bog Baby at Beaufront called, 'Bog Baby's Beaufront Adventure'. Write the story together as a Shared Write. Invite the children to take Bog Baby to 3 or 4 different places around school and take photos of him in these places. Ask the children to plan and write their own 'Bog Baby's Beaufront Adventure' books. Publish the books for display (use photos that the children have taken and include any illustrations if they wish).</p> <p>Week 5 (4 days) - Spring and Easter Focus: Sequencing the Easter Story and writing own captions for the story. Writing Spring poems based on Spring Walk.</p>	<p>White Rose Maths: Building 9 & 10; Explore 3D-Shape Children will...</p> <ul style="list-style-type: none"> • Deepen their understanding of numbers 0-8 including doubling • Begin to count with numbers 9 & 10 • Identify and compose numbers 9 & 10, including finding one more and one less, and doubling • Deepen their knowledge and understanding of subitising, using subitising to order, compare and combine groups and numbers • Compare numbers to 10 • Deepen their understanding of pairs and continue to make and represent pairs in different ways, including showing an understanding of odd and even • Begin to learn number bonds to 10 and represent number bonds in different ways • Identify 3D shapes, sorting them from 2D shapes, naming them, and describing them • Deepen their understanding of pattern, talking about, copying, and creating increasingly complex patterns • Show more awareness of time and begin to tell the time to the nearest hour • Explore money and deepen their understanding of money, identifying common British coins and making amounts up to 10p using familiar coins

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> <p>Developing their listening and attention skills, learning to...</p> <ul style="list-style-type: none"> • Listen attentively in a range of situations • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • Give their attention to what others say and respond appropriately, while engaged in another activity <p>Developing their understanding and showing that they understand by...</p> <ul style="list-style-type: none"> • Following instructions involving several ideas or actions • Answering 'how' and 'why' questions about their experiences and in response to stories or events <p>Developing their speaking skills by learning to and showing that they can...</p> <ul style="list-style-type: none"> • Express themselves effectively, showing awareness of listeners' needs • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop their own narratives and explanations by connecting ideas or events. 		<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"> • Responding emotionally to a story, exploring their own emotions and those of others • Developing understanding of, and using a widening range of, emotional vocabulary and language • Looking at things from different perspectives and developing a sense of empathy • Developing a sense of responsibility with regard to meeting the needs and feelings of themselves and others • Beginning to link feelings and emotions more closely with behaviours, actions and consequences • Continuing to build positive relationships with their peers and trusted adults in school • Develop a sense of community as part of the school and the wider local community • Develop and increase resilience when faced with challenges 		<p>Children will be...</p> <ul style="list-style-type: none"> • Developing spatial awareness • Developing hand-eye coordination • Developing cooperation and team skills • Developing sense of wellbeing • Learning to understand how to be healthy • Recognising signs of change in their own bodies when they are resting and when they are active, e.g. heart rate, breathing, relaxed or tense muscles etc... <p>PE with Mrs Paxton - Ball Skills/ Team Games PE with EYFS Staff - Fundamentals of Movement (Real PE) woven throughout Outdoor Provision Forest School with Mrs Bolam (see Forest School planning) Dough Disco with Mrs Bolam Handwriting with Mrs Boucetla & Mrs Byerley Biking/ Balanceability with EYFS staff</p>
Understanding the World			Expressive Arts & Design	
Science (The Natural World)	Geography (People and Places)	RE (People and Places; Past and Present)		
<p>Changing Seasons (Physics & Biology)</p> <ul style="list-style-type: none"> - Signs of spring (Biology). Looking at early signs of spring, such as buds, different animals, plants and flowers - Why does spring happen? What happens in spring? (Physics). Looking at why spring happens/ seasons, the weather, daylight hours etc... <p>Habitats (Biology)</p>	<p>Local Area - Habitats and Landscapes</p> <ul style="list-style-type: none"> • Map work to identify the landscape around us (forests, woodland, fields, towns, villages, rivers/ streams, lakes or reservoirs etc...) • Habitats around school • Other local habitats (wetlands, woodlands, ponds etc...) • Animal journeys - maps, different habitats and landscapes including comparing cities/ towns with the countryside 	<p>Why is Easter special to Christians?</p> <p><i>Making sense</i></p> <ul style="list-style-type: none"> • Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians <p><i>Understanding impact</i></p> <ul style="list-style-type: none"> • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc. • Talk about some ways Christians remember these stories at Easter 	<p>Art Focus: Claude Monet. Children to look at art inspired by natural landscapes, using Monet as the main example. Children to focus on colour and texture, and experiment and explore by using colour palettes, mixing colours, mixing media and materials, recreating Monet's pieces and also creating their own landscapes.</p> <ul style="list-style-type: none"> • Observational drawings and paintings of natural objects including flowers, leaves and animals. • Leaf prints and rubbings (trees, stones, leaves etc...) <p>Music Focus: Vivaldi's 4 Seasons: Spring Explore and create 'spring' music based on Vivaldi's 4 Seasons - The Spring Movement. Children can use natural, homemade and made instruments to create their own pieces. Children to also paint to the music, choosing spring colours, shapes and textures that they are inspired to use when they listen to the music.</p> <p>Role Play/ Drama and Imaginative Play: Vets Role Play, Wildlife Explorer role play</p>	

<ul style="list-style-type: none"> - Looking at different habitats and finding out about how to protect them - Thinking about why we need to protect habitats and the natural world 		<p><i>Making connections</i></p> <ul style="list-style-type: none"> • Talk about ideas of new life in nature and make connections with signs of new life in nature <p>Children will do this by...</p> <ul style="list-style-type: none"> * Recalling some stories of Jesus * Finding out about Palm Sunday and explore artefacts and resources linked to the story * Creating an Easter Garden * Exploring nature and the importance of new life in relation to the Easter story * Sequencing the story of Easter 	<p>outdoors; retelling Bog Baby/ acting out stories involving Bog Baby.</p>
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Forest School & Gardening

Children will be learning to...

* Notice and observe signs of spring and seasonal changes * Identify different trees and plants, observing the changes taking place * Identify and sort animal habitats * Use maps and make maps * Recognise different beliefs and religious practices * Use their senses to investigate and explore the natural world.

Children will engage in activities including

- Local walks
- Storytelling and story sharing
- Planting
- Painting
- Finding, observing and making habitats
- Using maps for different purposes and making maps of their own
- Cooking on the fire