

Beaufront First School EYFS Medium Term Planning
Summer Term 1 2024: 6 Weeks
Topic: 'The Lost World'

English	Mathematics
<p>Focus Text 1: 'The Dinosaur that Pooped the Past' by Tom Fletcher Hooks: A time machine; rainforest/ 'time of the dinosaurs' habitat corner Writing Focus: Diary entry from journey to the past (recount) (plus Science-based dinosaur fact files/ information)</p> <p>Main Objectives</p> <ul style="list-style-type: none"> • To engage with an story imaginatively • To know the structure of a story (beginning, middle with a problem, end with a solution/ resolution) • To describe a setting, developing a wider vocabulary using increasingly ambitious adjectives • To use our story knowledge to imagine being in the story • To write about our adventure in the past with the dinosaurs <p>Imitation - Week 1</p> <ul style="list-style-type: none"> • Share the story daily • Sequence key events and make/ use a Story Mountain • Describe the setting, magpieing the words from the story and adding our own • Think and talk about how Danny and Dino feel in the story <p>Innovation - Week 2/ 3</p> <ul style="list-style-type: none"> • Immersive experience in the setting (sounds, images, smells, etc...) through role play • Describe the setting - sights, sounds, smells, feelings etc... and make a word collage • Use the word collage and immersive experience to begin to imagine going in the Time Machine and back to the time of the dinosaurs <p>Invention - Week 3/4</p> <p>Children to use their immersive experience and Talk for Writing to write a diary entry of being in the time of the dinosaurs, using the original story for inspiration. Model making a Story Mountain and then model writing a recount and share with the children.</p> <ul style="list-style-type: none"> • Children to make own Story Mountain for own recount. • Children to write their own recount using a simple structure, as modelled (One day, I... I arrived in the time of the dinosaurs... I could see... I could hear... I could smell... Suddenly... etc...). <p>Week 5-6</p> <p>Making dinosaur fact files.</p> <ul style="list-style-type: none"> • Share recounts from previous weeks and celebrate achievements and efforts. • Were our recounts real or made up? Were they fact or fiction? • Share some non-fiction books and resources about dinosaurs. What is the difference between fiction and non-fiction? • Show the children a dinosaur fact file and draw attention to the key features. • Explain that we can write our fact files about our favourite dinosaurs (link to Maths - Graph of Favourite Dinosaurs) and give the children time to research and write their own fact files with as much support as needed. 	<p>White Rose Maths:</p> <ul style="list-style-type: none"> - Building Numbers > 10 - Counting Patterns > 10: Verbal counting beyond 20; verbal counting patterns - Adding More - Taking Away - Spatial Reasoning - Match, Rotate, Manipulate - Spatial Reasoning - Compare & Decompose <ul style="list-style-type: none"> - Time <ul style="list-style-type: none"> • Past, Present, Future (linked to Time Machine Talk for Writing and our focus text, 'The Dinosaur that Pooped the Past') • o'clock and half past - hours, minutes, clock faces - Comparing Size <ul style="list-style-type: none"> • Compare the size of dinosaurs, measuring out their length on the field with metre rulers or yard sticks. <p>Children will develop their knowledge and understanding through:</p> <ul style="list-style-type: none"> * Mental maths activities * Using Rekenreks * Using a widening range of practical resources such as Numicon, counters, 10 frames, an abacus, number lines etc... * Recording and representing their thinking and working in different ways * Exploring and investigating through purposeful play/ specific activities set out to encourage the application of mathematical knowledge and skills throughout the learning environment

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"> • Take turns to speak and listen • Participate in conversations with others in small and large groups • Engage with stories and join in with acting out stories • Listen to information and find answers <p>Developing their understanding and showing that they understand by...</p> <ul style="list-style-type: none"> • Asking and responding to questions • Responding to instructions in relevant ways • Joining in with activities and conversations/ discussions with relevant comments, questions and actions <p>Developing their speaking skills by learning to and showing that they can...</p> <ul style="list-style-type: none"> • Share thoughts, ideas, information and questions verbally • Take turns in conversations • Speak in front of others (large and small groups) 		<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>Self-regulation: Listening and following instructions</p> <p>Children will be...</p> <ul style="list-style-type: none"> • Thinking about why it is important to be a thoughtful, honest, active and resilient listener • Learning strategies for becoming an active listener • Understanding why it is important to listen carefully • Understanding why it is important to be truthful • How we can be considerate of the feelings of others • Learning to follow and give instructions and why these are important skills <p>This will be done by playing games, such as 'Simon Says', blindfold games, and Pass the Whisper. Children will also build and use obstacle courses, following and giving instructions to get around them, and go on a Treasure Hunt by following clues.</p>	<p>PE with Mrs Paxton - Ball Skills/ Team Games</p> <p>PE with EYFS Staff - Fundamentals of Movement (Real PE) woven throughout Outdoor Provision</p> <p>Forest School with Mrs Bolam (see Forest School planning)</p> <p>Dough Disco with Mrs Bolam</p> <p>Handwriting with Mrs Boucetla & Mrs Byerley</p> <p>Biking/ Balanceability with EYFS staff</p>
Understanding the World			Expressive Arts & Design
Science (The Natural World)	History (Past, Present & Future)	RE (People and Places; Past and Present)	<p>Art Focus: Goldsworthy - form and structure: Sculpture</p> <ul style="list-style-type: none"> • Learn about the art of sculpture, and the famous artist, Goldsworthy • Manipulate clay and learn about its properties • Explore playdough and its properties (including making playdough) • Create natural 3D landscapes using found objects (linked to Northumberland County Show competition) • Design animal sculptures and make prototypes using play dough • Evaluate and critique their own work • Create animal sculptures using clay • Paint their animal sculpture <p>Northumberland County Show 2024 Art Competition Entry: What does the Great Outdoors Mean to You?</p> <p>Music Focus: Musical Stories</p> <ul style="list-style-type: none"> • Moving to music, following instructions and changing movements to reflect the pitch, tempo or dynamic of the piece • Using words and actions to perform a story • Using instruments to represent actions • Compose, practice and perform a story of their own invention <p>Role Play/ Drama and Imaginative Play: Back to the Past/ Dinosaur Explorers</p>
<p>Evolution & Life Cycles (Biology)</p> <ul style="list-style-type: none"> • Use a timeline to observe the changing life on Earth from the time of the dinosaurs to now • Learn about the life cycle of dinosaurs and compare with creatures alive on our planet today <p>Food chains (Biology)</p> <ul style="list-style-type: none"> • Look at the diets of the dinosaurs and sort into carnivores, herbivores and omnivores • Make food chains from the time of the dinosaurs and compare with a food chain that we can see in action today 	<p>The Time of the Dinosaurs</p> <ul style="list-style-type: none"> • Timelines • Sources of information • The work of paleontologists • Fossils and evidence of life on Earth in the past <p>How planet Earth has changed and is changing (Geography links)</p> <ul style="list-style-type: none"> • How Earth looked at the time of the dinosaurs • Weather and climate on Earth during the time of the dinosaurs • How Earth changed (volcanoes, earthquakes, ice age, asteroids etc...) • How Earth is changing today and why • How we can look after our planet and life on Earth 	<p>What times/ stories are special, and why?</p> <p><i>Making sense</i></p> <ul style="list-style-type: none"> • Talk about religious stories • Recognise some religious words, e.g. 'God' • Identify a sacred text, e.g. the Bible, the Torah <p><i>Understanding impact</i></p> <ul style="list-style-type: none"> • Talk about some of the teachings from the stories in the Bible <p><i>Making connections</i></p> <ul style="list-style-type: none"> • Identify some personal feelings in the stories that are shared <p>Children will do this by...</p> <ul style="list-style-type: none"> • Talking about stories and the importance of stories • Sharing Bible stories • Talking about the lessons that stories can teach us • Relate stories to religion and religious practices 	
Forest School & Gardening			
<p>Children will be learning to... recognise changes in the natural world; explore using their senses; use maps to navigate and record journeys; use natural objects creatively; explore food chains and life cycles; use their motor skills in different ways; stay safe and healthy in different environments and weather conditions</p> <p>See Forest School Summer Term 1 Planning for activities and wider learning objectives</p>			