

Beaufront First School EYFS Medium Term Planning Overview
Spring Term 1 2025: 7 weeks
Theme: ‘A Stroll through the Deep, Dark Woods...’

English		Mathematics	
Focus Text: ‘The Gruffalo’ by Julia Donaldson Hooks: Plants and ‘trees’ in the classroom/ forest background in role play area; footprints; acorns, twigs, leaves etc... ; small world set up (without characters). Writing Focuses: Storytelling/ Narrative Exploring the picture book, ‘The Gruffalo’, by Julia Donaldson, through Talk for Writing, children will: - Engage and interact with the story and illustrations in the book, ‘The Gruffalo’. - Join in with repeating refrains and phrases. - Sequence the main parts of the story, talking about the beginning, middle and end. - Retell the story using story language ‘magpied’ from the story, acting out main character parts and using Small World toys. - Use our own experiences of strolls through the woods to innovate the story, changing the main character and describing the creature in our own words/ using magpied words. - Invent our own version of ‘The Gruffalo’ with our innovated character and character description. - Engage with an enlivened version of the story in French with a French-speaking visitor! Phonics - Read Write Inc Nursery: Exploring letters, sounds and words. - Sharing songs, rhymes, poems and stories. - Exploring sounds through listening and speaking games. - Exploring rhyme and alliteration through songs, rhymes and stories. Reception: Set 1 Letters and Sound Blending (Consolidation) and Words (Word Time! 1.1-1.7) → Read simple sentences (ditties) using developing phonics knowledge. - Recognising, saying and forming Set 1 letters and sounds (m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk. - Developing to blend sounds featuring known letters and sounds to read simple words. - Developing segmenting and blending for writing using known letters and sounds, and making phonetically plausible attempts to write other words. - Developing letter formation using the correct sequence of movements and letter formation rhymes. - Developing reading to begin to recognise ‘red words’ (sight words) and continuing to decode (segment and blend) others. - Begin to read ‘ditties’ (short, simple sentences featuring red words and decodable green words). - Be ready to read books and engage in focused ‘Get Writing!’ activities.		White Rose Maths Nursery Shape, Space and Measure - Explore and build with shapes and objects Reception Week 1 - Block 5: ‘1, 2, 3, 4, 5’ Consolidation - Find 1, 2, 3, 4, 5 - Subitise 1, 2, 3, 4, 5 - Represent 1, 2, 3, 4, 5 in different ways, including using physical objects and recording skills - Compose 1, 2, 3, 4, 5 using different manipulatives and in different ways. Week 2 - Block 6: Shapes with 4 Sides - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Identify and talk about shapes in the environment (natural and manmade) → talk about uses of different shapes in relation to basic properties - Day and Night (Time link) Weeks 3 & 4: Alive in 5!’ - Exploring 0-5 - Find - Subitise - Represent - Find more/less - Compose - Conceptual subitising Week 5: ‘Mass and Capacity’ - Compare mass - Find a balance - Explore capacity - Compare capacity Weeks 6 & 7: ‘Growing 6, 7, 8’ - Find - Represent - Find more/ less - Compose - Make pairs - Find and make doubles to 8	
Communication & Language		Personal, Social & Emotional Development	Physical Development
Through Skills Builder children will specifically: - Develop early listening skills to be able to listen attentively to others. - Listen and respond during reciprocal conversations, or with actions, e.g. to follow instructions. Through Talk for Writing and everyday high quality interactions, children will: - Develop conversation skills, speaking and listening with attention to the speaker and listener(s). - Use a widening vocabulary representative of their experiences and interests.		Managing Self: Taking on Challenges (link to Skills Builder) - Finding out about why we have rules. - Building towers together to learn about teamwork and to develop listening skills. - Reinforcing teambuilding and listening through den-building during continuous enriched provision and Forest School. - Learning coping strategies such as grounding, and how to use them in different contexts.	Gymnastics

● Ask questions to find out more. ● Make predictions and infer from what they have seen and heard, e.g. during stories or information sharing. ● Speak in sentences, choosing language to support what they are talking about/ contextual language relevant to their age.			● Team racing - facing challenges and persevering. ● Building resilience through a circus skills workshop. February 17th - World Act of Kindness Day (Whole School)			
Understanding the World					Expressive Arts & Design	Computing
Science/ Geography	Geography	RE	Craft and Design: Let’s Get Crafty!		Computing Systems and Networks: Using a Computer	
Habitats and Food Chains: Forests and Woods ● Exploring our woods and other local woodlands (potential vist to Wallington or similar). ● Learning about woodlands and forests as habitats - Which creatures live there? Which trees and plants grow there? ● Learning about food chains in woodlands and forests, finding evidence of them and thinking about how they work. ● Building on knowledge of life cycles, focusing on forest/ woodland trees, plants and animals. ● Observing changes in the woods and forests as late winter is evident in nature.	Forests and Woodlands: Our Local Area ● What is a woodland? What is a forest? → Talking about how we know that an area of land is a woodland or forest. ● Which forests and woods are familiar to us? → Naming places that we go/ that we know, and finding them on Google Earth. ● Comparing different types of woods and forests, looking at the different types of trees and plants. ● Visiting a woodland and a forest for nature walks and a picnic → Using our senses to explore. (Link to Science).	Why is the word ‘God’ so important to Christians? (God) ● Sharing what we think is wonderful about the world and writing/ drawing/ painting what we love about our world. ● Sharing ideas about where everything came from. ● Find out about the Christian belief in Creation. ● Sequence the Creation Story and find out about the Christian belief in God as the Creator. ● Compare Christian beliefs with Muslim and Jewish beliefs. ● Make a thankfulness tree to say what we are thankful for, regardless of our beliefs. ● Create a poster to show how to care for the world.	● Develop scissor skills, exploring cutting with different materials. ● Building small motor skills by threading in different ways. ● Exploring joining techniques using paper and card, using a range of tools and equipment and making decisions about which techniques to use when. ● Folding, cutting and curling paper to make paper snakes. ● Designing paper flowers, using developing drawing and colouring skills. ● Making tissue paper flowers using our own designs. Music: Music and Movement ● Learning and singing action songs, understanding why songs have actions, e.g. Makaton/ signed songs, or to tell stories. ● Explore beat. ● Express ourselves through music and movement, linking music and movement to our feelings. ● Exploring tempo. ● Learning and performing scarf dances to explore tempo and pitch, expressing feelings and emotions. ● Performing to a small audience. Whole School Take One Picture Week: Gustav Klimt (Last week in February = 3 days plus gallery day)		● What is a keyboard? Exploring keyboards. ● Learning to log in and out. ● What is a mouse? Exploring how to use a mouse. ● Develop basic mouse skills using paint tool programs, moving, clicking, dragging and dropping. ● Using iPads for different purposes and comparing desktop computers with keyboards and mice, to tablets.	
Forest School & Gardening						
Children will be...						