

Beaufront First School EYFS Medium Term Planning Overview
Spring Term 2 2025: 6 weeks
Theme: 'To Infinity... and Beyond!'

English	Mathematics
Focus Text: 'The Marvellous Moon Map', by Teresa Heapy Hooks: Small World space rocket/ moon landing; Space Station role-play area; books about space, stars, moon etc...; telescope Writing Focuses: Instructions Exploring the picture book, 'The Marvellous Moon Map, by Teresa Heapy, children will: - Engage with a story, looking and listening actively and attentively. - Engage in Book Talk, talking about the characters, setting, and events in the story. - Sequence the story and identify the beginning, middle, and end. - Explore maps and space, using the book as inspiration and direction for discovery and learning. - Follow instructions to make a map and a paper boat. - Innovate the story to think about how to find the moon and to write a list of what you will need to be able to find the moon. - Invent a set of instructions for 'How to find the moon'. 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/ Read Red Ditty Books and engage in Get Writing! activities - 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, and increasingly accurate, 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. - Continue to read 'ditties' (short, simple sentences featuring red words and decodable green words). - Develop fluency and engagement with Red Ditty books, and engage in focused 'Get Writing!' activities.	White Rose Maths - Through stories, rhymes, songs, practical activities and adult input... Nursery Weeks 1 & 2 - Pattern 1: 'Explore repeats' - Listening to repeats in rhymes and songs. - Joining in with repeats in rhymes and songs. - Joining in with repeats in stories. - Clapping along to songs. - Making line patterns using own sequences. - Choosing blocks to build roads and towers. Weeks 3 & 4 - Counting 1 - 'Number names' - Hearing and saying some number names. - Practising saying number names in order. - Joining in with stable number counting forwards and backwards. Weeks 5 & 6 - Counting 2 - 'Beginning to order number names' - Using 1, 2, 3 accurately in play. - Copying the sequence of 1, 2, 3. - Copying fingers to represent 1, 2, 3. - Beginning to count actions. - Saying number names in order. - Beginning to recognise than anything can be counted. Reception Weeks 1, 2, 3 - Length, Height and Time - Explore and compare length. - Explore and compare height. - Talk about time. - Sequence time. Weeks 4 & 5 - Building 9 and 10 - Finding 9 and 10. - Comparing numbers to 10. - Representing 9 and 10. - Subitising to 10. - Finding 1 more and 1 less. - Composing numbers to 10. - Exploring number bonds to 10 (2 parts). - Making arrangements to 10. - Exploring numbers to 10 (3 parts). - Finding and making doubles to 10. - Exploring even and odd. Week 6 - Explore 3D Shapes - Recognising and naming 3D shapes. - Finding and using 3D shapes. - Identifying more complex patterns. - Copying and continuing patterns, and finding patterns in the environment (Easter eggs, spring flowers etc...).

Communication & Language		Personal, Social & Emotional Development		Physical Development	
Through Skills Builder children will specifically: Through Talk for Writing and everyday high-quality interactions, children will: - Developing conversation skills, speaking, and listening with attention to the speaker and listener(s). - Using a widening vocabulary representative of their experiences and interests. - Asking questions to find out more. - Making predictions and infer from what they have seen and heard, e.g. during stories or information sharing. - Speaking in sentences, choosing language to support what they are talking about/ contextual language relevant to their age.		Self-Regulation: Listening and following instructions - Learning about the importance of listening, through games such as ‘Simon Says’. - Developing attentive listening by listening to a story and recalling it/ sequencing it. - Understanding the importance of listening, showing awareness of the importance of telling the truth and being mindful of the feelings of others. - Developing ability to follow instructions or actions, and developing perseverance and resilience when things are tricky, through games and physical activities. - Going on a ‘blindfold walk’ to develop listening skills, ability to follow instructions and to give instructions. - Going on a treasure hunt to learn to listen and respond to phrases and instructions.		Ball Skills - Controlling the ball in different ways. - Developing throwing skills and using targets to practice throwing accurately. - Using throwing skills in small sided games. - Using bats or rackets to move and control balls/ objects. - Developing catching and bouncing skills with a ball. - Developing the ability to kick a ball.	
Understanding the World			Expressive Arts & Design		Computing
Science	History	RE	DT - Structures : Junk Modelling - Exploring a range of tools and materials that can be used for junk modelling. - Investigating cutting different materials, developing scissor skills. - Developing planning by choosing different tools and materials to use to make a model. - Developing planning by verbally planning and creating a model using recycled/ junk modelling materials. - Sharing our models and talking about how it was created. - Exploring different ways to temporarily join materials together, ready to use for different junk models. Music - Musical Stories - Engaging deeply with a piece of music, moving to part of the piece by following instructions, changing movements to match the pitch/ tempo/ dynamic and talking about how the music makes us feel. - Using actions to retell stories to music. - Exploring how musical instruments can represent actions, moods and characters, playing instruments as part of a group story. - Creating musical stories using musical instruments, representing a familiar routine or event. - Performing musical stories to others.		Programming: All about instructions - Following instructions as a class as part of an activity or game (interactive). - Using obstacle courses to develop following and giving instructions. - Playing games such as ‘the dressing up game’ to develop following and giving instructions. - Following and giving instructions when things go wrong using a hand washing activity (debugging). - Learning about algorithms being sets of instructions to carry out tasks in a specific order, using logical reasoning to read simple instructions and predict outcomes.
Space, Light and Dark - Finding out about day and night (time link). How are day and night different? Why do we have day and night? How do we have light and dark? - The sun and moon - what are they and why are they important? - The stars - how do we see them and how can we use them? - The planets - Our Solar System. - Science Week - planetarium visit/ visit to Centre for Life					
Neil Armstrong and other Amazing Astronauts! - Finding out about astronauts through history. - Discovering what it is like to be an astronaut using links to NASA website/ video sources of information, and non-fiction texts. - Looking at the development and evolution of space travel. - Predicting and designing the future of space travel.					
Why is Easter special to Christians? (Salvation) - Exploring the ideas of what all living things need in order to live and grow well. - Observing the signs of new life and think about how special new life is, and how this is celebrated. - Finding out about Jesus through stories. - Learning about Easter through stories, art, and a visit to a church/ from a member of the Church. - Discovering the different ways in which Easter is celebrated by Christians in the UK and around the world.					
Forest School & Gardening					
Children will be... - Guided to become more aware of seasonal changes in our woodland and local area. - Looking for signs of spring. - Finding out about spring celebrations. - Planting spring bulbs/ plants and vegetables to look after. - Designing new gardening areas in the EYFS garden and in the main school garden.					