

Beaufront First School EYFS Medium Term Planning Overview
Summer Term 1 2025: 4 weeks
Theme: 'It's a Small World After All'

English		Mathematics	
Focus Text: 'The Snail and the Whale' by Julia Donaldson Hooks: Small World and Discovery tray with snail, whale, globe, atlas and different settings (beach, volcano, rainforest, iceberg etc...), chalkboard with 'gone out, back soon' in 'snail' writing Writing Focuses: Postcards and Letters Exploring the picture book, 'The Snail and the Whale' by Julia Donaldson, 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. - Describe the characters - their personalities, their appearance, their behaviour etc... - Describe different story settings in increasing detail. - Imagine being in different settings through role-play, small world play and other drama/ play-based activities. - Explore postcards and letters, looking at the features of them and using them to learn more. - Write postcards and letters as ourselves, and as the snail or the whale. 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. - Beginning to engage with Set 1 letters and sounds through songs, rhymes, games and letter/ word play. Reception: Set 1 & 2 Letters and Sounds (RWI) → Read Ditty Books and engage in Get Writing! activities - Recognising, saying, forming, and using Set 1 letters and sounds to read and write (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) - consolidation. - Recognising, saying, forming, and using Set 2 letters and sounds to read and write (ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy). - Developing to blend sounds featuring known letters and sounds to read simple words and sentences. - Developing segmenting and blending for writing using known letters and sounds, and making phonetically plausible, and increasingly accurate, attempts to write other words. - Developing ability to read words on sights. - 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). - Continue to 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 Week 1 - I See 1, 2, 3 Week 2 - Show Me 1, 2, 3 Week 3 - Move and Label 1, 2, 3 Week 4 - Take and Give 1, 2, 3 Reception Week 1 - Explore 3D shapes - Recognise, name, find, and use familiar 3D shapes. - Find and name 2D shapes within 3D shapes. - Identify more complex patterns. - Copy and continue patterns. - Explore patterns in the environment. Weeks 2 & 3 - To 20 and Beyond: Using number tracks, number squares, 10 frames and a range of manipulatives, children will... - Build numbers beyond 10 (10-13) and continue patterns beyond 10 (10-13). - Build numbers beyond 10 (14-20) and continue patterns beyond 10 (14-20). - Verbal counting to 20 and beyond. - Verbal counting patterns. Week 4 - How Many Now?: Through stories such as 'The Shopping List' and 'Mr Gumpy's Outing', and games such as 'The Bus Stop game', children will explore... - Add more. - How many did I add? - Take away. - How many did I take away?	
Communication & Language		Personal, Social & Emotional Development	Physical Development
Through Skills Builder children will specifically: - Develop listening skills - being attentive, active listening, listening for purpose, listening for enjoyment. - Develop conversation skills - taking turns to speak, sharing ideas, being confident to speak. 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, and listening to the answers that they are given or sharing answers that they have found. - 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.		Building Relationships: My family and friends - Exploring different festivals and celebrations. - Thinking about different perspectives. - Develop a deeper understanding of why sharing is important using real-life examples and the book, 'Sharing a Shell', by Julia Donaldson. - Begin to understand the characteristics that make a good friend, for example, the snail is brave when it needs to help the whale in our story, 'The Snail and the Whale'. - Developing an understanding of the value of kindness and how there are different ways to be kind. - Developing the skills needed in teamwork through challenges and activities.	Tennis Skills Parachute Games

			● Building resilience by trying different things - activities, foods etc... ● Celebrating friendships through stories, games and activities.		
Understanding the World			Expressive Arts & Design		Computing
Science	Geography	RE	Art - Painting and Mixed Media: Paint My World ● Exploring different ways to paint - finger painting, creating natural paintbrushes/ painting in nature, painting to music. ● Exploring and using mixed media to create collages. ● Creating landscape collages inspired by Megan Coyle - link to art for the Northumberland County Show. ● Creating a collaborative piece of art around the theme of friendship and world harmony. Music - Transport ● Exploring and finding out about different modes of transport and the noises associated with them, e.g. the quiet, slippery snail, the splashing whale, tiptoeing feet etc... ● Exploring making sounds at different speeds and moving to different tempos. ● Beginning to interpret symbols representing changes in speed and tempo. ● Interpreting simple musical scores to show tempo changes.		Computing Systems and Networks: Exploring Hardware ● Exploring hardware using a tinker tray filled with different types of hardware used at home and at school, or in places of work/ in the world. ● Learning to take photographs using basic cameras and iPads, and recording adventures around school and at Wallington. ● Making class photo albums - Wallington Adventure, and ‘A Day in EYFS’.
The Weather: Seasons and Weather around the World/ The Water Cycle ● Identifying and exploring the weather each day - how does it change, and why? ● Finding out about the weather in each of the settings from the story, ‘The Snail and the Whale’. Why is it so different in each place? ● Finding out about the Water Cycle through stories such as ‘Noah Ark’, and ‘The Flood’, and science videos and experiments. ● Finding out about why water is important and how we can take care of the water on our planet.	Our Wonderful World - and how to take care of it ● Finding out about areas of natural beauty and protected areas around the world. ● Thinking of ways we can protect our world through stories such as ‘Michael Recycle’ and ‘Charlie and Lola’. ● Taking part in the Northumberland County Show art exhibition, celebrating natural beauty and gardens. ● Improving our school environment - litter picking, gardening, planting bee and butterfly-friendly plants and seeds, watering the flowers, collecting rain in water butts/ containers, recycling etc...	What times/ stories are special and why? ● Sharing our favourite stories and stories from our favourite moments/ memories. ● Understanding why certain times in our personal history are important and how we tell stories about them. ● Exploring Bible stories and learning about why they are important to Christians, just like our favourite stories and memories are important to us. ● Learning about the differences between Christians and non-Christians, religious or non-religious, and finding out about how times and stories are special in different ways. ● Exploring stories from other faiths and non-faiths, and understanding why they are important in different ways.			
Forest School & Gardening					
Children will be... ●					