

Beaufront First School EYFS Medium Term Planning Overview
Summer Term 2 2025: 7 weeks
Theme: ‘The Land Before Time’

English	Mathematics
Focus Text: ‘The Dinosaur that Pooped the Past’ by Tom Fletcher (Weeks 3-7) Hooks: Time Machine, dinosaur safari/ park, Small World Dino Land, Dinosaur Dig, Dinosaur books Writing Focuses: Information Exploring the picture book, ‘The Dinosaur that Pooped the Past’, by Tom Fletcher, 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. - Ask questions about the book and themes raised in the book. - Think about the setting and the characters - what has been inspired by reality? - Imagine being a time traveller and going back to the time of the dinosaurs, hrough role-play, small world play and other drama/ play-based activities. - Link ideas from the book to historical and geographical themes. - Use the book to inspire fact-finding about the world long ago and the time of the dinosaurs. - Research dinosaurs and present information in different ways, including setting up a Dinosaur Museum. 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. (Moving to Reception group) → Continuing to engage with Set 1 letters and sounds through songs, rhymes, games and letter/ word play. Reception: Set 1 & 2 Letters and Sounds (RWI) - 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 sight. - Developing letter formation using the correct sequence of movements and letter formation rhymes. - Developing reading to recognise ‘red words’ (sight words) and ‘speedy green 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 Green → Purple Ditty books, and engage in focused ‘Get Writing!’ activities.	White Rose Maths - Through stories, rhymes, songs, practical activities and adult input... Nursery Week 1 - Talk about dots (subitising) Week 2 - Make games and actions (subitising) Week 3 - Take and give 1, 2, 3 (counting) Week 4 - Show me 5 (counting) Week 5 - Stop at 1, 2, 3, 4, 5 (counting) Week 6 - Shape, space and measure: Patterns, space and position, and measures exploration. Reception Week 1 - 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? Week 2 - Sharing and Grouping - Explore sharing and develop practical sharing. - Explore grouping and develop practical grouping. - Even and odd sharing. - Play with and build doubles. Weeks 3 & 4 - Visualise, Build and Map - Identify units of repeating patterns. - Create own pattern rules and explore own pattern rules. - Replicate and build scenes and constructions. - Visualise from different positions and describe positions. - Give instructions to build. - Explore mapping and represent maps with models. - Create own maps from familiar places and create own maps and plans from story situations (‘The Dinosaur that Pooped the Past’). Week 5 - Manipulate, Compose and Decompose - Select shapes for a purpose. - Rotate and manipulate shapes. - Explain shape arrangements. - Compose and decompose shapes. - Copy 2D shape pictures. - Find 2D shapes within 3D shapes. Weeks 6 - Make Connections - deepen understanding and explore patterns and relationships

Communication & Language		Personal, Social & Emotional Development		Physical Development	
Through Skills Builder children will specifically: - Develop teamwork skills by tackling challenges together and solving problems (Creativity Skills link). - Develop leadership skills by taking charge of projects and teams with support. 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. - Ask questions to find out more, and listening to the answers that they are given or sharing answers that they have found. - 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. - Grow in confidence to express ideas and communicate their thinking, learning and questions.		Managing Self: My wellbeing - Learning about exercise - how does it feel and why is it important? - Exploring yoga, meditation and guided relaxation - how do these practices feel and why are they important? - Understanding why it is important to take care of ourselves - mind and body. - Being safe outdoors - road safety, sun safety and water safety ahead of our Beach Trip. - Understanding healthy eating and the impact this has on our minds and bodies - eating a rainbow - by making different foods each week and getting to know the food groups, what our bodies need to thrive, and how we can enjoy being healthy. - Skills Builder/ Africa Project - Week 2 of the half term (see separate planning).		Parachute Games Tennis Ball Skills	
Understanding the World			Expressive Arts & Design		Computing
Science (Weeks 3-7)	History (Weeks 3-7)	RE(Weeks 3-7)	Design & Technology - Textiles: Camouflage & Food: Designing and making rainbow salad		Data Handling: Introduction to Data
Climate: Climate Change - What was it like when the dinosaurs were alive? - How has the climate changed? (Hot and dry, hot and wet, cold/ Ice Age etc...). - What is the climate like now? How do we know? Forces in Nature: Volcanoes - What are volcanoes? - How do volcanoes work? - Making volcanoes/ experiments. Rocks, Soils and Fossils - Looking at fossils - what do they tell us? - Exploring and identifying different types of rocks and gemstones. - Soil as a habitat - wormery.	Dinosaurs - What are dinosaurs? - When did the dinosaurs live? - Identifying different types of dinosaur. - Why are there no more dinosaurs? - Making timelines based on our own experiences and looking at timelines of important events in world history.	What places are special and why? - Talking about somewhere that is special to themselves, saying why. - Get to know and use appropriate words to talk about their thoughts and feelings when visiting a place that is special to them or a place of worship, such as a church. - Recognising that different religions have significant places that are shared places of worship or that are important in their stories. - Finding out about special places and artefacts from religions such as Christianity, Judaism and Islam. - Expressing a personal response to the natural world.	- Animal camouflage - what, how and why linked to dinosaurs and our Africa project. - Creating art with camouflage effects. - Designing a rainbow salad - choosing colourful fruits and vegetables, tasting them and finding out what each fruit or vegetable gives you e.g. vitamins. - Making a rainbow salad using our favourite fruits and vegetables. Music - Big Band - Finding out about different instruments and learn what makes something an instrument. - Learning about what an orchestra is and about the 4 different groups of musical instruments (Carnival of the Animals by Saint-Sans). - Copying and following a beat, linked to traditional African music as part of our Africa Project. - Experimenting with tuned and untuned instruments. - Performing a piece of music with different instruments.		- Sorting and categorising loose part objects. - Sorting ourselves into groups by categories. - Finding out about branching databases to answer ‘yes’ ‘no’ questions (linked to dinosaur identification). - Creating branching databases through physical sorting and categorising of dinosaurs and other animals, e.g. African animals. - Exploring pictograms as pictorial representations of data.
Forest School & Gardening					
Children will be...					