

Beaufront First School EYFS Medium Term Adult-Led Planning Overview (Aims)
Autumn Term 1 2025: 8 Weeks
Theme: 'Here We Are!'

English		Mathematics	
Focus Text: 'Here We Are', by Oliver Jeffers (Week 3 onwards) Hooks: Globe; play people and animals; pictures of different houses and homes/ buildings; books about humans and animals; general knowledge books; Solar System poster/ diorama Writing Focuses: Recognising and making/ forming own name in different ways; mark-making with intention; naming and labelling (words as labels) Exploring the picture book, 'Here We Are' by Oliver Jeffers, through Talk for Writing, children will: - Engage with a story, listening carefully at their level. - Engage with illustrations that they may recognise from their own experiences. - Talk about the story - who, what, where, when, why. - Hear and ask questions, and explore the answer or answers. - Link the story to their own lives through talk and play. - Use the story to explore their name and the names of other people, places, living things, objects, and make labels for these things. Phonics - Pre-Read Write Inc → 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. Dough Disco & Squiggle-style preparing for writing. Reception: Developing listening skills and getting ready to write → Set 1 Letters - Continuing to develop listening skills to listen attentively for short amounts of time to hear and explore sounds. - Recognising and saying clearly 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). - Getting ready to write activities - guided mark-making and drawing; finger-painting letters (linked to formation for Read Write Inc) → Beginning to form letters when ready		White Rose Maths Nursery Through stories, songs, and rhymes, children will explore the ideas of Comparison: More than, fewer than, the same: A Squash and a Squeeze by Julia Donaldson; I'm a Little Teapot; Old MacDonald Had a Farm; Making collections of objects, and make simple comparisons; Making large and small collections and comparing them; Making collections that are the same. Children will also Explore shape, space and measure through construction activities, including junk modelling and outdoor obstacle course building; Explore pattern - repeats through repetitive songs, rhymes, and stories as well as through shape patterns that they create in movement, construction, or craft activities; Counting - hear and say number names through parachute games and songs, number songs and rhymes, and everyday routines and interactions. Reception Weeks 1 & 2: Getting to know you! Week 3 onwards... Match, sort, and compare by exploring and making collections of objects, and matching, sorting, or comparing them in different ways. Talk about measure and pattern using stories such as 'Dear Zoo' and 'We're Going on a Bear Hunt'. It's Me 1, 2, 3 - exploring numbers 1, 2, 3 through stories such as 'A Squash and a Squeeze', 'Goldilocks and the Three Bears', and 'The Gingerbread Man'. Children will also sing number songs and rhymes, and games, to explore numbers 1, 2, 3.	
Communication & Language		Personal, Social & Emotional Development	Physical Development
Adults will enable and encourage: - The development of early and developing listening and attention skills by engaging with stories, songs, rhymes, and conversations in play. - Exploring and using a widening range of vocabulary through songs, rhymes, games, stories (including 'Here We Are'/ Talk for Writing), and everyday interactions. - Practice following instructions with 1 or 2 parts as part of getting to know our class routines. - Engagement in reciprocal, back-and-forth conversations with one another or with adults in the class. - Exploring and using talk in play and to organise ourselves in the learning environment. - An early understanding of the importance of careful listening. - Using language to explain, question, describe, and share ideas. (Skills Builder Link)		This half term is focused on settling the children into the setting and getting to know one another to establish positive relationships between the children and their adults and peers. To support this, there is a focus on Self-regulation: My Feelings. Adults will enable and encourage: - The selection and use of a range of resources and activities. - Confidence in a new setting/ around new or less familiar people. - Shared play and finding solutions to conflicts. - The development of appropriate assertiveness and the ability to talk about feelings. - Understanding of the feelings of others. - Resilience and perseverance. (Skills Builder Link) Pre-Planned Enrichment: Skills Builder focus activities (Week 2)	Basic Movements - Curriculum Focus through focused activities/ PE sessions - Exploring different ways of moving, travelling, and being still. - Playing games to support controlled movements and controlled stopping-starting/ moving to still or still to moving. - Playing games to develop self-awareness and spatial awareness. - Learning how to be safe by setting up and using different equipment and playing in different spaces. - Exploring balance by using different equipment. PE Session with Miss Kelly - Dance (Wednesday afternoons) Additional Physical Development - Exploring and using a range of large and small toys and resources indoors and outdoors. - Using different tools for mark-making and being creative. - Developing strength and control in continuous outdoor provision using a range of equipment including monkey bars, climbing walls, swings, slide, bikes and trikes, scooters... - Yoga and Mindfulness, including breathing activities (daily).

Understanding the World			Expressive Arts & Design
Science	Geography	RE	
My Amazing Body: What do humans need to live and grow well? ● Learning about what humans need to live and grow - food, water, shelter. ● Exploring how we can grow well, linking our ideas to ‘Here We Are’ - love, other people, communities, experiences. ● Exploring how we have changed and grown (birth to now), and looking at how our needs are the same and different then and now.	My Home: Where I Live ● Talking about our own homes. ● Looking at pictures of each other’s homes - how are they similar and how are they different? ● Looking at different homes around the world. ● Exploring what makes a home, a home?	Being Special: Where do I belong? ● Learning about who we are, why we are special, and how we are all unique and different, through stories such as ‘Stardust’ by Jeanne Willis, ‘Elmer’ by David McKee, ‘Little Owl’s Egg’, and ‘Dragon Loves Penguin’ by Debi Gliori. ● Finding out what our names mean and why our parents chose our names. ● Listening to Christian stories about the belief in God and how this is linked to our names and births. ● Exploring how religions are like big families and how our beliefs and values let us be part of a community through stories such as, ‘All Are Welcome Here’ by Alexandra Penfold, and ‘A Handful of Buttons’ by Carmen Parets Luque ● Celebrating our birthdays and our special selves with ‘A Very Merry Un-Birthday’ party!	DT Focus: Junk Modelling ● Exploring different tools for crafting and different ways of using them to manipulate materials and create different effects. ● Exploring tearing, cutting, and shaping different materials using different tools. ● Exploring different materials and choosing favourites. ● Beginning to develop the idea of planning a model (verbally or drawing/ mark-making) and gathering the materials and resources/ tools needed to make it. ● Celebrating and sharing models and creations, talking about what, how, why etc... Music Focus: Exploring Sound ● Using our voices to make sounds through enlivening stories, songs, rhymes, and games. ● Using our bodies to make sounds to enliven stories, play games, and add to songs and rhymes. ● Using and exploring a range of instruments to make sounds, and identifying instruments by listening carefully to play matching games, to enliven stories, and to add sound effects to songs and rhymes. ● Listening to sounds in our environment, comparing locations, and identifying different sounds. ● Playing games such as ‘Grandma’s Footsteps’ to tune in to sounds. ● Listening to sounds in nature and playing Bingo games to match nature sounds/ identify nature sounds. ● Using sounds for different purposes, e.g. relaxing and dancing, enlivening stories... Pre-Planned Enrichment ● Trip to Queen’s Hall, Hexham to see the musical performance of Julia Donaldson’s ‘A Squash and a Squeeze’ (Wednesday, 1st October at 11am)
Forest School			
Children will be... ● Learning how to explore the woods/ forest area safely. ● Developing an appreciation and respect for the woods/ forest area and our local natural area by taking local walks. ● Learning how to use the fire pit safely by working as a team to learn about fire and how to enjoy it together.			