

Beaufront First School EYFS Medium Term Adult-Led Planning Overview (Aims)

Spring Term 2 2026: 6 Weeks

Theme: 'Food Glorious Food!'

English		Mathematics	
<p><b>Focus Text:</b> 'The Very Hungry Caterpillar' by Eric Carle</p> <p><b>Hooks:</b> Picnic table with play food and a caterpillar; snack table with foods from the story for snack; butterfly printing activity; days of the week sequencing cards; mini greenhouse with plants to grow.</p> <p><b>Writing Focuses:</b> Information and Instructions</p> <p>Exploring the book, 'The Very Hungry Caterpillar', through Talk for Writing, children will be able to:</p> <ul style="list-style-type: none"> <li>Engage in a story with illustrations.</li> <li>Retell a familiar story/ sequence a familiar story</li> <li>Gather information from books and by asking and answering questions.</li> <li>Say/ mark-make/ write simple captions and sentences to share information (facts about caterpillars; labelling life cycles of butterflies and plants; labelling fruits and foods).</li> <li>Say/ sequence/ mark-make/ write simple instructions ('How to make a fruit salad for the Hungry Caterpillar'; 'How to become a Butterfly'; 'How to grow/ care for a plant').</li> </ul> <p>All children will have opportunities to engage in role-play, small world play, music, art, and writing activities based on the focus text and on other stories and information books about food, life cycles, and farming. They will be able to develop their oracy and sequencing skills, whilst developing their own ideas and creativity using the stories that they know and enjoy.</p> <p><b>Phonics - Pre-Read Write Inc → Read Write Inc.</b></p> <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>'Squiggle while you wiggle': pre-handwriting movements</li> <li>Dough Disco: pre-handwriting exercises</li> <li>Alliteration</li> <li>Rhymes / rhyming words</li> <li>Syllable games/ body percussion</li> <li>Sound blending and segmenting</li> </ul> <p><b>Reception</b> will continue developing their knowledge of phonics at their own levels. This will include:</p> <ul style="list-style-type: none"> <li>Consolidating Set 1 sounds - recognise and use in reading and writing.</li> <li>Work on Ditties → Red Books 1-10 with continued focus on Set 1 sounds, 1.1-1.7 green words, and red words.</li> <li>Begin to read Green Books and start to learn Set 2 sounds.</li> <li>Develop word and sentence writing through Get Writing Books, becoming more confident to think, say, and write using knowledge of phonics.</li> <li>Develop handwriting using the RWI formation rhymes through handwriting lessons (small groups) and Get Writing, and using our new scheme 'Pen Pals' for discreet handwriting teaching.</li> </ul>		<p><b>White Rose Maths</b></p> <p><b>Nursery</b>  <b>Consolidate 1-3</b> - counting accuracy, subitising, building the numbers  <b>4, 5, 6</b> - counting, recognising, building, subitising</p> <p><b>Length/ Height/ Days of the week</b></p> <p><b>Capacity</b></p> <p><b>Reception</b>            Through games, practical activities, rhymes, investigations, and play with specifically selected resources, children will explore and develop their knowledge, understanding, and skills within the following areas of Mathematics:</p> <p><b>Growing 6, 7, 8</b></p> <ul style="list-style-type: none"> <li>Recognising, subitising, counting, representing, and composing numbers to 8.</li> <li>Sequencing to 8.</li> </ul> <p><b>Building 9 and 10</b></p> <ul style="list-style-type: none"> <li>Recognising, subitising and estimating, counting, representing, and composing numbers to 10.</li> <li>Sequencing numbers to 10.</li> <li>Counting forwards and backwards 0-10/ 10-0.</li> </ul> <p><b>Length, Height, and Time</b></p> <ul style="list-style-type: none"> <li>Growing cress, beans, and flowers, measuring their growth (height and time).</li> <li>Keeping a bean diary - days of the week, times of the day.</li> <li>Finding out more about time: days of the week, months of the year, day and night, times of the day linked to weather/ daylight etc... and linked to growing plants.</li> <li>Measuring lengths to build planters and smaller scale models/ crafts, and measuring everyday objects.</li> </ul> <p><b>Explore 3D Shapes</b></p> <ul style="list-style-type: none"> <li>Recognise and name familiar 3D shapes: cube, sphere, cuboid, pyramid.</li> <li>Describe and compare familiar 3D shapes, naming some of their features.</li> <li>Find out about the uses of some 3D shapes.</li> </ul>	
Communication & Language		Personal, Social & Emotional Development	
<p>Adults will enable and encourage:</p> <ul style="list-style-type: none"> <li>Attentive listening for age-appropriate amounts of time.</li> <li>Engaging in conversations and discussions about different topics and interests.</li> <li>Exploration of new or less familiar vocabulary, and use of that vocabulary in relevant contexts and activities.</li> <li>Use of language in learning and play, sharing ideas, asking and answering questions, and expressing own lines of enquiry and creativity.</li> </ul>		<p><b>PSHE/ RSE: Self-regulation: Listening and following instructions</b></p> <p>Adults will enable and encourage:</p> <ul style="list-style-type: none"> <li>Attentive listening and responses during conversations and discussions, stories and activities.</li> <li>Following simple instructions by playing action games, games with rules, and using programmable toys.</li> <li>Giving simple instructions and adapting them for the listener, e.g. guiding a friend through a maze, teaching new games.</li> </ul>	
		Physical Development	
		<p><b>Basic Movements/ Dance</b></p> <p>Linked to music, children will</p> <ul style="list-style-type: none"> <li>Develop their ability to share and negotiate space.</li> <li>Move safely within a given space and around others/ around obstacles.</li> <li>Explore different ways of moving our bodies imaginatively and for given purposes, e.g. different way of travelling and being still.</li> <li>Create movements to match music and to tell stories.</li> <li>Copy movements to match music and to tell stories.</li> </ul>	

Understanding the World			Expressive Arts & Design
Science & Technology	Geography	RE	
<p><b>Plants: What do plants need to live and grow well?</b></p> <ul style="list-style-type: none"> <li>Be curious about growth and change.</li> <li>Observe growth and change by growing plants - cress, daffodils, hyacinths, beans.</li> <li>Name some parts of plants - seed, root, shoot, stem, leaves, flower.</li> <li>Talk about the life cycle of a plant - seed, growth, flower/ fruit/ plant.</li> <li>Know what plants need to be able to live and grow well.</li> </ul> <p><b>Life Cycles: Minibeasts</b></p> <ul style="list-style-type: none"> <li>Discover and explore different types of minibeast.</li> <li>Talk about minibeasts - appearance, habitat, diet, life cycle.</li> <li>Learn about the life cycle of a butterfly and make a plan for how we can help caterpillars and butterflies.</li> <li>Prepare for caterpillars and butterflies of our own (Summer 1).</li> </ul> <p><b>Programming: All about instructions</b> Through practical and hands-on activities, children will develop skills in:</p> <ul style="list-style-type: none"> <li>Following instructions.</li> <li>Giving instructions.</li> <li>Adding new instructions.</li> <li>Debugging instructions.</li> <li>Making predictions.</li> </ul>	<p><b>Farming Near and Far: Where does our food come from?</b></p> <ul style="list-style-type: none"> <li>Home or away? Finding out some differences between where we live and other places around the world, identifying 'home' and 'away' landscapes and features.</li> <li>Sorting types of farming - pastoral and arable (animals or crops), and extending to 'home' farms and 'away' farms.</li> <li>Identifying food that we grow here and food that is grown in other places.</li> <li>Exploring why some food is harder to grow here and why we get some of our food from other places.</li> <li>Looking at ways of eating local, seasonal produce and why this matters.</li> </ul> <p>* Possible farm visits x2 - city farm, rural farm/ arable/ pastoral/ mixed.</p>	<p><b>Why is Easter special to Christians? (Salvation)</b></p> <ul style="list-style-type: none"> <li>Link seasonal changes at this time of year to new life and the idea of new beginnings.</li> <li>Explore artefacts from Easter and share what we know about Easter.</li> <li>Share the story of Palm Sunday and make Palm crosses, finding out about why they are significant to Christians.</li> <li>Create an Easter garden in the classroom, and do some gardening/ planting in the outdoors areas, linking Easter and spring.</li> <li>Find out about how Easter is celebrated by Christians and talk about how each of us celebrates Easter, either in a religious or a non-religious way.</li> </ul>	<p><b>Art: Light and Colour - Suncatchers</b> Children will develop their expressive and creative ideas by:</p> <ul style="list-style-type: none"> <li>Exploring light and colour in different ways (light and shadow, light and dark colours, shades, materials that are transparent or translucent/ allow light through or block light).</li> <li>Using observation skills to find light and colour in nature.</li> <li>Developing fine motor skills to use a range of small tools for creating patterns, cutting materials, and attaching materials or resources together.</li> <li>Observe flowers that grow at this time of year, talking about their colour, size, shape, and other features.</li> <li>Find out what a mandala is and design a nature mandala using seasonal flowers.</li> <li>Create a mandala.</li> </ul> <p>Children will also take part in the 'Take one Picture' week, creating their own version of a Monet painting, and creating specific parts of Monet's work using the mandala craft.</p> <p><b>Nursery - colour recognition and colour mixing</b></p> <p><b>Music: Musical Stories</b> Children will develop their creative and musical knowledge and skills by:</p> <ul style="list-style-type: none"> <li>Moving imaginatively to music, telling a story with their movements to match the music.</li> <li>Tell stories with actions.</li> <li>Enjoy stories told through music and movement, e.g. ballet performances.</li> <li>Use instruments to represent movements and actions.</li> <li>Compose and tell a story with music.</li> </ul>

**Forest School**

To look carefully at similarities and differences in the natural world.

To care for living things in our environment.

Observe living things and their environments.

Identify and describe the habitats where minibeasts live.

Name common minibeasts - ants, spiders, snails, worms, ladybirds, caterpillars, woodlouse and note their simple characteristics.

To understand the concept of growth and change - lifecycles.

To foster a gentle, caring attitude to creatures and understand how to handle them safely.

Create minibeasts using natural materials.

To find out why Easter is important to christians and how they celebrate.