

Beaufront First School EYFS Medium Term Planning

Spring Term 2 2023: 5 Weeks: 27.02.23 - 31.03.23

Topic: 'Down on the Farm'

| Area of Development | Planned Teaching & Learning Approaches, Possible Activities and Intended Outcomes | Vocabulary |
|---|--|--|
| Communication & Language | <ul style="list-style-type: none"> * Continue to develop a widening vocabulary across all areas of learning, including subject-specific and 'technical' vocabulary related to our overarching topics * Develop understanding of asking and answering questions to follow lines of enquiry, to learn more, and to share knowledge * Express own point of view and debate when in disagreement, using words and actions * Engage in reciprocal conversations about a range of subjects and topics * Use talk to organise themselves, their thoughts and ideas, and others → Develop longer sentences to describe events in detail and to communicate deepening understanding of various subjects * Develop listening skills, listening more attentively as demonstrated through verbal and other responses, and for longer/ age-appropriate amounts of time * Engage in a range of stories and non-fiction books linked to our topic and themes, using information and ideas in discussions, investigations, art and play | Talk, discuss, conversation, listen, share, ideas, thoughts, investigations, non-fiction, information, real, stories, imagination |
| Personal, Social & Emotional | <ul style="list-style-type: none"> * Become more confident in a wider range of contexts, for example, when meeting new people or when out on trips * Develop appropriate ways of being assertive, resolving conflicts and expressing feelings using talk * Be resilient and tackle challenges with perseverance and increasing confidence, solving problems and working as part of a team for different purposes * Recognise and manage own needs, recognising the needs of others and the needs of other living things | Confident, resilient, persevere, solve, resolve, problem, solution, team, need, assertive, strong, caring, thoughtful, sensitive, respect/ respectful |
| Physical Development | <ul style="list-style-type: none"> * Choose appropriate resources and tools for following own interests, projects, investigations and activities → Use a range of tools and resources safely and with increasing independence * Collaborate with others when building, constructing or moving larger resources such as logs, Forest School equipment etc... * Be increasingly independent when dressing for different reasons, e.g. when going outside, dressing for the weather, getting changed when wet/ muddy * Continue to develop small motor skills when mark making and writing, using a range of small tools for different purposes * Further develop confidence when moving in a given space, managing risks and adjusting movements accordingly, e.g. walking when going near roads, looking around when at the farm | Resources, tools, safe, safely, looking, listening, observant, independent, care, small, large, movement, control, coordination, space, surroundings |
| Literacy | <p>Books/ Texts/ Rhymes in Focus Kim Lewis (local author) - 'Floss', 'Just Like Floss', 'Little Bad', 'First Snow', 'Emma's Lamb'. Teaching & Learning through...</p> <ul style="list-style-type: none"> * Exploring illustrations and key words/ phrases by playing word association games and having 'a word of the day' working area * Sharing fiction books together and relating the stories and content to our own experiences and to our local area of Northumberland * Sharing non-fiction books to learn more about farming, animals, life cycles, growth, change, spring and other areas of interest linked to our overarching theme/ topic <p>Writing</p> <ul style="list-style-type: none"> * Developing mark-making by giving meaning to marks, using recognisable letters and words, and reading back what has been written * Writing for different purposes including words as labels, writing letters to people, writing facts/ information, and writing descriptions of pictures and photographs <p>Phonics</p> <ul style="list-style-type: none"> * Continuing to develop early listening skills (Nursery) and engaging with a range of songs, rhymes and stories * Continuing to recognise and use Set 1 RWI sounds and letters for reading (continuing segmenting and blending words → ditties, and word formation using magnetic letters and Get Writing!) * Continuing to form letters using the correct sequence of movements and using a developing, comfortable pencil grip * Developing the ability and interest to read books with words and captions/ ditties and early captions and sentences * Continuing to write words using developing knowledge of phonics | Local, author, illustrator, illustrations, fiction, story, Northumberland, non-fiction, information, real, photographs, farming, life, cycle, growth, change, seasons, food, chain, job, letters, label, describe, description, facts, writing, marks, meaning, read, explain, discuss, talk |
| Mathematics | <ul style="list-style-type: none"> * 9 & 10 - recognising, quantities to 10 * Comparing numbers to 10 * Bonds to 10 * 3D Shapes - recognising, naming, discussing the properties of the shapes, comparing and sorting 3D shapes, using 3D shapes in construction and pattern-making * Patterns - exploring, describing, repeating, creating | Numbers, numerals, quantities, counting, comparing, subitising, bonds, pairs, 3D, 2D, shape, sides, faces, edges, pattern, repeat, create, describe |
| Understanding the World | <p>RE - 'Why is Easter special to Christians?' Exploring the story of Easter and discussing the beliefs of Christians in relation to Easter and Jesus</p> <p>Science - Develop an understanding of life cycles: chickens, sheep, trees/ flowers; Develop an understanding of how to care for living things/ what living things need in order to live and grow; Understand the effect of the changing seasons on the natural world. This will be done through observations, investigations, growing plants from seeds and observing eggs hatching and lambing (hopefully) at the farm!</p> <p>Geography - Our local area: Northumberland - looking at maps, aerial photographs, books, fieldwork and a trip to a local working farm (Farm School Morning)</p> <p>Forest School - 'Superworm' and making wormeries, looking at natural resources such as sticks and logs, developing our Forest School area including a fire pit area (See Forest Planning)</p> | Easter, Christian, story, Jesus, new, life, birth, cycle, living, care, grow, change, season, spring, natural, nature, map, aerial, fieldwork, farm, farming, local, county (see Forest planning) |
| Expressive Arts & Design | <p>Art - The illustrations of Kim Lewis, our local illustrator and author: Looking closely at illustrations, matching them to our local area, painting our own landscapes and animal portraits</p> <p>Music - Traditional Northumbrian folk music and musicians from the North East: Listening to and learning to sing some traditional folk songs; Listening to musicians from Newcastle and Northumberland and finding out about their journey to becoming famous musicians; Comparing styles of music and storytelling through music and poetry.</p> | Local, author, illustrator, illustration, observation, music, musician, traditional, folk, instruments |