

**Beaufront First School EYFS Medium Term Planning**  
**Spring Term 2 2022: 6 Weeks**  
**Theme: 'Once upon a Time'**

	Communication & Language	Personal, Social & Emotional	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
<b>Planned Learning Intentions, (Skills and Focuses) and Implementation</b>	<p>* Continue to develop listening skills in a range of contexts including conversations</p> <p>* Develop a wider and specific vocabulary → Use new and specific vocabulary in different contexts</p> <p>* Sing a large repertoire of songs → Learn rhymes, poems and songs</p> <p>* Know many rhymes and stories, talking about familiar books and telling long stories → listen to and talk about stories to build familiarity and understanding → retell stories using 'story talk' and our own words</p> <ul style="list-style-type: none"> <li>- World Book Day</li> <li>- Story Times/ Phonics Circle Time for Nursery</li> <li>- Music</li> <li>- Fairy Tale Role Play Area</li> <li>- Fairy Tale Small World</li> </ul>	<p>* Continue to develop independence, confidence and resilience when choosing activities and tackling challenges using a widening range of resources</p> <p>* Show resilience and perseverance in the face of challenge → share, practise and develop strategies for solving problems as individuals and as past of a team</p> <p>* Understand our own feelings and those of others, including characters from stories and narratives → Think about the perspectives of others</p> <p>* Develop a sense of responsibility and membership of a community → Build constructive and respectful relationships</p> <ul style="list-style-type: none"> <li>- 'Make a change': looking after our special place (school) and developing our space for ourselves and our community</li> <li>- Comic Relief/ fundraising events for school and the wider world</li> <li>- Character studies in Literacy linked to our Fairy Tales</li> <li>- Visits and visitors TBC (author/ illustrator, Seven Stories, woodland visit)</li> <li>- Fairy tale 'crime scene' - the missing gingerbread man</li> </ul> <p><b>RSE</b> Developing and maintaining positive and healthy relationships</p>	<p>* Continue to develop and use large-muscle movements for dancing, waving flags and streamers, painting and chalking on large surfaces → Continue to develop overall body strength, balance and coordination</p> <p>* Collaborate with others to manage large items when playing and creating → Confidently use and manage a range of large equipment and apparatus</p> <p>* Use one-handed tools and equipment → Develop a comfortable pencil grip with increasing control, beginning to show preference for a dominant hand</p> <p>* Continue to develop early handwriting skills</p> <ul style="list-style-type: none"> <li>- Forest School</li> <li>- Developing our outdoor area</li> <li>- 'Big Art'</li> </ul>	<p><b>Focus Texts</b> - 'The Dinosaur that Pooped a Princess' by Tom Fletcher' → 'The Gingerbread Man'; 'Goldilocks and the Three Bears'; 'Little Red Riding Hood'; 'The Three Little Pigs'; 'Jack and the Beanstalk';</p> <p><b>Focus Skill - Sequencing and writing stories</b></p> <p>* Continue to develop understanding of five key concepts, namely: that print has meaning, has different purposes, is read from left to right and top to bottom in English, the names of different parts of a book, and page sequencing</p> <p>* Continue to develop mark-making and developing writing using some print and knowledge → Spell words by identifying sounds and writing the sounds with letters</p> <ul style="list-style-type: none"> <li>- Using and making story maps</li> <li>- Sequencing key parts of a story</li> <li>- Engaging in imaginative play linked to familiar stories, rhymes, songs and poems (role play, small world play)</li> <li>- Retelling, writing and illustrating fairy tales from memory using story language and our own words</li> <li>- Creating our own fairy tale (collaborative writing)</li> </ul> <p>* Choose to write and enjoy writing for different purposes, focusing on writing stories</p> <p><b>RWI</b></p> <ul style="list-style-type: none"> <li>- Continuing to explore stories, rhymes and songs, and to develop early phonological awareness (Nursery)</li> <li>- Set 2 Sounds → Red/ Green Ditty Books</li> </ul>	<p><b>Developing knowledge and understanding of numbers and the number system -</b></p> <ul style="list-style-type: none"> <li>* Recognising, counting, composing numbers 9 &amp; 10</li> <li>* Comparing numbers to 10</li> <li>* Exploring number bonds to 10</li> </ul> <p><b>Developing knowledge and understanding of shape, space and pattern -</b></p> <ul style="list-style-type: none"> <li>* Exploring 3D Shapes</li> <li>* Exploring and developing understanding of pattern</li> </ul> <p><b>Developing knowledge and understanding of measure -</b></p> <ul style="list-style-type: none"> <li>* Comparing and measuring length and height in different ways</li> </ul> <p>(See 'White Rose' planning)</p> <ul style="list-style-type: none"> <li>• Carried from Spring 1 due to overlearning of trickier concepts - length, height and time (link to 'Jack and the Beanstalk'/ 'Jasper's Beanstalk')</li> </ul>	<p>* Plant seeds and care for growing plants</p> <p>* Understand the key features of the life cycle of a plant → Understand some natural processes such as growth and change</p> <p>* Begin to understand the need to respect and care for the natural environment and all living things → Explore the natural world around us</p> <p>* Continue to develop positive attitudes about the differences between people → Compare and contrast characters from stories</p> <ul style="list-style-type: none"> <li>- Growing our own giant beanstalks and keeping a bean diary → Looking at the life cycle of a bean</li> <li>- Working in the allotment and readying our EYFS garden for spring, including revamping our 'Bug Hotel' and making bird food</li> <li>- Character studies from our traditional fairy tales, comparing and contrasting them → Comparing ourselves/ likening ourselves to familiar characters and explaining why we are like them</li> <li>- Baking and decorating gingerbread people</li> <li>- Shadow theatre (make and explore) to retell fairy tales (light and dark)</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>- Pancake Day/ St David's Day</li> <li>- Mother's Day</li> <li>- Easter: New Beginnings and new life</li> </ul>	<p>* Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>* Use drawing and painting to represent ideas such as movement or noises</p> <p>* Create collaboratively, sharing ideas, resources and skills</p> <p>* Move to music, creating sequences to represent events, thoughts and feelings invoked by the music</p> <p>* Remember and sing entire songs → Sing in a group or on their own, increasingly matching pitch and melody</p> <p>* Explore and engage in music making and dance, performing solo or in groups</p> <p><b>Artist in Focus:</b> Walt Disney  <b>Aspects &amp; Skills in Focus:</b> Drawing</p> <p><b>Composer in Focus:</b> Alan Menken  <b>Aspects &amp; Skills in Focus:</b></p> <ul style="list-style-type: none"> <li>- Draw familiar characters in our own way and copying/ following instructions</li> <li>- Create our own characters and draw them, using animation apps to 'bring them to life' (Osmo)</li> <li>- Make a shadow theatre and shadow puppets to tell a fairy tale</li> <li>- Listen attentively to pieces of music and talk about feelings and ideas/ imagery, and think about how songs can tell a story</li> <li>- Make up dances to familiar songs</li> <li>- Use music as a form of expression, telling stories through song and dance</li> <li>- Disney studios art lessons online</li> </ul>
<b>Planned Focus Vocabulary</b>	Listen, conversation, discuss, talk, share, communicate, language, words	Together, play, friend/ friends, learning, team, safe, think, look, listen, care, problem, solution, special, care	Hand, left, right, grip, posture, position, comfortable, big, small, movement, control, space, awareness	Fairytales, traditional, story, song, rhyme, dance, book, illustration, character, beginning, middle, end, map, first, next, then, problem, solution	Compare, big/bigger/biggest, small/smaller/smallest, long/longer/longest, short/shorter/shortest, tall/taller/tallest, more, less, equal, altogether, 3D, shape, cube, oblong, cylinder, cone, pyramid, sphere, pattern, measure, length, height, bond, pair, compose, first, next, then, after, between, add, combine	Grow, growth, change, seed, bean, sprout, root, shoot, spring, new, life, character, compare, same, different, shadow, light, dark, Easter, new, Jesus, celebrate, God, Christian, Christianity, church, prayer, worship	Artist, composer, draw, cartoon, animation, animate, design, character, art, film

