

Beaufront First School EYFS Medium Term Planning
Autumn Term 2 2021: 7 Weeks
Topic: 'Great Expeditions!'

	Communication & Language	Personal, Social & Emotional	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Planned Learning Intentions, (Skills and Focuses) and Implementation	<p>* Listen attentively in different situations to learn new things and make comments or join in with conversations to share ideas</p> <p>* Learn and use a wider vocabulary → Use new vocabulary in different contexts</p> <p>* Develop sentences in speech</p> <p>* Describe some events in detail</p> <p>* Understand why questions → ask questions to find out more and to develop or show understanding</p> <p>* Engage in conversations</p> <p>* Use talk to organise and to play → Use talk to help with problem solving, organising thoughts and activities, and to explain how things work and why they might happen</p> <ul style="list-style-type: none"> - Story times - Playing and conversing with others in different contexts - Literacy-rich environment with vocabulary displayed and modelled by adults - Role play/ imaginative play and exploration to activate language - Circle times 	<p>* Continue to establish positive relationships with the EYFS staff and with one another through free and structured play and a range of guided and independent learning opportunities</p> <p>* Continue to develop an understanding of how we can be safe and healthy through a range of planned activities and using a wide range of resources linked to our topic 'Great Expedition', such as thinking about what we need to do to stay safe and healthy when it is cold, how to manage a range of tools safely, and how to follow instructions</p> <p>* Show resilience and perseverance in the face of challenge</p> <ul style="list-style-type: none"> - Circle times - Playing and learning together in small and larger groups, with and without an adult - Planning an 'expedition' and thinking carefully about what we will need - Using a range of tools to design, build and construct in different contexts such as building shelters, making and using a campfire... - Finding new ways and sharing ideas when solving a range of problems 	<p>* Use and remember sequences and patterns of movements which are related to music and rhythm → Progress towards a more fluent style of moving with developing control and grace → Combine different movements with ease and fluency</p> <p>* Choose resources to carry out own plans and ideas → Develop large and small motor skills to use a range of tools increasingly competently and safely</p> <ul style="list-style-type: none"> - Dance sessions with Pip (Indian dance, 'travelling', 'The Nutcracker') - Designing and making things in the Tinker Shed using tools and a range of resources - Building shelters and going on expeditions, choosing equipment and ways of solving problems using a range of tools safely and with control - Creating art linked to Degas's 'The Dancer' and Tchaikovsky's 'The Nutcracker Suite' (painting, sculpting, photography, dance) 	<p>Focus Texts - 'The Great Explorer' by Chris Judge; 'The Nutcracker' from 'The Story Orchestra: Tchaikovsky':</p> <p>Writing letters to people</p> <p>* 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>* Engage in extended conversations about stories, learning new vocabulary → Share familiar books to build understanding and enjoyment</p> <p>* Begin to engage in early writing using some print and knowledge → Spell words by identifying sounds and writing the sounds with letters</p> <ul style="list-style-type: none"> - Using and making story maps - Sequencing key parts of a story - Engaging in imaginative play linked to focus texts - Retelling stories (verbally, with pictures and with early or developing writing using knowledge of print) <p>Phonics Focuses: RWI Nursery</p> <p>* Develop phonological awareness involving rhyme, syllables and alliteration</p> <p>Reception</p> <p>* Read individual letters by saying the sounds for them → Blend sounds into words to read short words made of known letter-sound correspondences</p> <p>* Form lower-case and capital letters correctly → Spell words identifying the sounds and writing them</p>	<p>* Representing numbers to 5 - , subitising and counting; making collections of objects, matching number names to quantities, using and understanding different arrangements of objects, mark-making to represent 1, 2, 3, 4, 5</p> <p>* Comparing numbers to 5 - one more, one less, representing and understanding more/ less patterns and comparing numbers</p> <p>* Composition of numbers to 5 - learning about how numbers are made of smaller numbers, exploring and noticing different compositions of numbers (up to and beyond 5 in exploration and play), talking about number patterns and composition</p> <p>* Exploring circles and triangles</p> <p>* Exploring 4-sided shapes</p> <p>* Developing spatial awareness</p> <p>* Exploring night and day, and recognising key routines, measuring time in simple ways (return to this in Spring 1)</p> <p>(See 'White Rose' planning)</p> <ul style="list-style-type: none"> - Counting objects to pack for an expedition - Finding numbered objects (orienteeing) - Going on journeys and making maps/ following directions and finding positions - Using shapes for patterns and pictures - Exploring shapes in the 'Elves Workshop' play area - Comparing day and night events (return to this in Spring 1) - Counting how many sleeps until Christmas and noticing the cycle of days 	<p>* Continue to explore and investigate through using our senses → Explore the natural world around us</p> <p>* Use a widening vocabulary to talk about what has been discovered or seen → Describe what has been seen, heard or felt whilst outside</p> <p>* Continue to develop positive attitudes about the differences between people → Recognise that people have different beliefs and cultures, and have different ways of celebrating special times</p> <p>* Know that there are different counties in the world and discover more about them through images and experiences → Recognise some environments that are different to our own</p> <p>* Draw information from a map</p> <p>* Compare and contrast characters from stories, including figures from the past</p> <p>* Understand the effect of changing seasons on the natural world</p> <ul style="list-style-type: none"> - Bonfire Night, Diwali and Christmas celebrations - Looking at and making real and fictional maps for special journeys - Looking at real and fictional places and comparing them - Finding out about famous explorers, composers, artists and characters in stories and books - Exploring winter - Looking at freezing and melting - Exploring materials and items for different expeditions 	<p>Artist in Focus: Edgar Degas - 'The Dancer' collection</p> <p>Aspects & Skills in Focus:</p> <p>* Form - Develop creating representations of people in different forms and include an increasing amount of detail</p> <p>- Use different mediums and materials to build and construct, develop shaping and modelling techniques and creating models and sculptures on different scales</p> <p>* Colour - Explore and name colours, experiment with and use a range of tools that bring colour</p> <ul style="list-style-type: none"> - Paint our own versions of some of 'The Dancer' collection - Design and make a model of a dancer, such as the Sugar Plum Fairy from The Nutcracker - Design and make a 'Land of Sweets' from 'The Nutcracker' using real sweets and different fastening and joining methods <p>Composer in Focus: Tchaikovsky - 'The Nutcracker Suite'</p> <p>Aspects & Skills in Focus:</p> <p>* Listen and respond to music of different genres → Watch and talk about dance and performance art, expressing feelings and responses, including through their own dance and movement</p> <p>* Sing, make music and dance</p> <ul style="list-style-type: none"> - Indian dance - Listen to 'The Nutcracker Suite' - Watch 'The Nutcracker' ballet - Christmas play
Planned Vocabulary	Listen, talk, question, ask, answer, share, information, idea, thoughts, story, imagine	Together, play, friend/ friends, learning, team, safe, think, look, listen, care, problem, solution	Movement, dance, slow, fast, smooth, high, low, softly, loud, quiet, compose, ballet, pose, sculpt, model, form, texture	Story, explore, expedition, travel, journey, magical, map, provisions, supplies, how, where, why, when, who, beginning, middle, end, surprise, problem, solution, good, enemy/ villain, celebrate	1, 2, 3, 4, 5, numbers, smaller, bigger, compose, make, add, more, less, arrangement, count, show, why, how, circle, round, triangle, sides, rectangle, square, same, different, position, direction, up, down, above, below, left, right, straight, forward, backward, shape, night, day, routine, order	Expedition, journey, travel, map, country, place, Diwali, Christmas, celebration, composer, artist, history, geography, culture, belief, respect, different, same, religion, language, story, real, explorer, character, winter, freezing, melting, changing	Artist, Degas, composer, Tchaikovsky, art, music, instruments, ballet, story, dancer, suite, Diwali, Christmas, festive, feel/ feelings, expression, movement, perform