

**Beaufront First School EYFS Medium Term Planning**  
**Autumn Term 2 2022: 8 Weeks**  
**Topic: 'A Stroll through the Deep, Dark Woods...'**

Area of Development	Planned Teaching & Learning Approaches, Possible Activities and Intended Outcomes	Vocabulary
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>* Circle Times and adult support through child-led and adult-led focus activities to develop conversation skills, including listening attentively</li> <li>* Exploring, acquiring and using new vocabulary through conversations, sharing books and listening to rhymes and music</li> <li>* Asking and answering questions through Book Talk, drama, role play and explorative play (Power of Reading)</li> <li>* Developing more complex sentences to communicate ideas and feelings through discussions and supported play, using a widening range of vocabulary and subject-specific language as appropriate for age and stage</li> <li>* Retelling stories → 'The Gruffalo', 'The Gruffalo's Child', 'Stick Man' - by Julia Donaldson</li> </ul>	Talk, speak, listen, conversation, share, communicate, word, sentence, information, ideas, describe, retell, voice, sound/sounds
<b>Personal, Social &amp; Emotional</b>	<ul style="list-style-type: none"> <li>* Finding out, thinking about and talking about our own needs and the needs of others</li> <li>* Thinking about our behaviour and the impact of our behaviour on ourselves and others → making choices that help us to be the best that we can be and that help others to be the best that they can be</li> <li>* Continuing to establish and maintain positive friendships and relationships through shared learning and play</li> <li>* Continuing to celebrate our similarities, differences, skills and achievements → Link to RE and Christmas</li> </ul>	Needs, feelings, emotions, behaviour, change, choice, right, positive, best, friendship, similarities, differences, special, unique, celebrate, together, community
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>* Developing our fine motor skills through a range of activities including sketching and drawing, finger pointing, painting, printing, sewing, making pom poms, weaving and cutting → developing our use of small tools for small motor skills, developing safe use of a range of tools, control, coordination and precision</li> <li>* Developing our gross motor skills through PE,, Dance and outdoor play and exploration, developing different movements and sequences of movement for different purposes</li> <li>* Continuing to develop a healthy relationship with our bodies, understanding the impact of eating and sleeping well, exercising and having time to be calm and quiet</li> </ul>	Fingers, carefully, control, slow, movement, sequence, large, small, healthy, body, mind
<b>Literacy</b>	<p><b>Books in Focus</b>  <i>The Gruffalo; The Gruffalo's Child; Stick Man</i> by Julia Donaldson</p> <p><b>Teaching &amp; Learning through...</b></p> <ul style="list-style-type: none"> <li>* Book Talk - looking closely at illustrations; asking and answering questions; looking at new and important vocabulary; inference, deduction and prediction</li> <li>* Drama and Freeze Frames - re-enacting key parts of stories</li> <li>* Hot-seating - role playing key character roles and developing understanding of stories and texts</li> <li>* Shared reading: big books, excerpts from books with enlarged text, audio books</li> <li>* Story sequencing and retelling: interactive story maps/ small world tables; puppets and toys to act out stories</li> <li>* Developing mark-making and writing linked to our focus books, e.g. thought and speech bubbles, words as labels, early captions and sentences</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>* Words as labels; captions and sentences → writing on story maps; writing speech and thought bubbles; writing captions and sentences for story illustrations; writing letters</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>* Developing early listening skills (Nursery) and engaging with a range of songs, rhymes and stories</li> <li>* Continuing to recognise and use Set 1 RWI sounds and letters for reading (early blending) and word formation using magnetic letters</li> <li>* Continuing to form letters using the correct sequence of movements and using a developing, comfortable pencil grip</li> <li>* Beginning to read books with words and captions</li> <li>* Beginning to write words using developing knowledge of phonics</li> </ul>	Book, story, share, talk, illustration, author, pictures, illustrator, guess, question, first, next, then, listen, retell, sequence, map, speech, thought, word, caption, sentence, letter
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>* Representing numbers to 5: exploring numbers, subitising, counting and representing in different ways including numerals</li> <li>* Comparing 1, 2, 3</li> <li>* Composition of 1, 2, 3</li> <li>* One more and one less numbers to 5</li> <li>* Circles, triangles and shapes with 4 sides - Link to Santa's Workshop/ Stick Man role play area with presents and different shapes objects</li> <li>* Time - day, night, days of the week, months of the year, seasons</li> </ul> <p>* Directions and positions → Linked to our theme, 'A Stroll through the Deep Dark Woods' (following maps, going on journeys, following clues and finding things) - Possible visit to Wallington or similar</p>	Numbers, explore, count, subitise, represent, numeral, compare, compose, make, more, less, greater, fewer, circle, triangle, square, rectangle, diamond, time, day, night, week, months, year, seasons, direction, left, right, forwards, straight, backwards, turn, go, stop, start, position, under, over, next to, in, beneath, top, inside, outside
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>* Looking closely at specific animal habitats, building on knowledge gained through 'A New House for Mouse' last half term - mice, snakes, foxes, owls, The Gruffalo (Science, Geography)</li> <li>* Looking again at food chains linked to the animals in the stories, 'The Gruffalo' and 'The Gruffalo's Child'</li> <li>* Following maps and making maps linked to our stories and our outdoor adventures (Geography)</li> <li>* RE - Why is Christmas special for Christians? Exploring Christmas - the First Christmas, advent, celebrations around the world (links to History and PSE)</li> <li>* Using Google Earth to look closely at places around the world (Technology)</li> </ul>	Habitat, animals, British, Science, Geography, maps, adventures, stroll, walk, explore, Christmas, Christians, advent, Jesus, God, celebration, World, similar, different
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>* Illustrations - the work of Axel Scheffler: replicating, adapting, creating / Music from 'The Gruffalo' (linked to art - setting the scene)</li> <li>* Listening to the music of Vivaldi and exploring 'The Four Seasons' (Understanding the World/ Science link) and responding through dance and through art such as painting and illustrating (Story Orchestra book)</li> <li>* Christmas art and craft inc. food - gingerbread houses, Christmas wreaths, Christmas cards, Christmas decorations, Christmas baking/ food</li> <li>* Christmas songs - traditional and new</li> </ul>	Illustration, illustrator, sketch, draw, colour, composer, dance, art, Christmas, wreath, design, create, traditional, modern, songs