**Beaufront First School EYFS Medium Term Planning**

**Autumn Term 1 2023: 8 Weeks**

**Topic: ‘What We’ll Build’**

| **Area of Development**  | **Planned Teaching & Learning Approaches, Possible Activities and Intended Outcomes** | **Vocabulary** |
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| **Communication & Language** | * Develop our attentive listening skills by sharing stories, engaging in conversations and discussions, and taking part in different listening activities in Phonics, Music and Forest School
* Take turns to speak and listen
* Share our ideas and thoughts with increasing confidence
* Explore and understand different words through word games, songs, rhymes, and stories
 | Listen, share, ideas, thoughts, talk, quiet, loud, voice, words, meaning |
| **Personal, Social & Emotional** | * Begin to feel safe and confident in a new setting with new friends and teachers - lots of learning together through play; exploring the environment together; following new routines and expectations with lots of support; sharing our thoughts, ideas, feelings and needs using the visual Feelings Wall and other resources in and around the EYFS
* Begin to make friends and learn about being a good friend to ourselves and others - PSE activities; stories, songs and rhymes
* Begin to develop our self-care skills, taking ourselves to the toilet, washing our hands etc… with support and without support; exploring and trying new, healthy foods
 | Safe, protected, happy, sad, excited, tired, worried, energetic (and other feelings words), friend, friendship, qualities, self, care, needs, feelings |
| **Physical Development** | * Move freely and confidently in a space, showing some/ increasing awareness of others and of obstacles
* Move in different ways with appropriate levels of control and coordination
* Enjoy being active
* Begin to develop fine motor skills through painting,, drawing, writing, building/ constructing and other activities such as gardening - Forest School; Phonics; English; Art
 | Move, control, coordination, free, space, aware, around, over, under, through, active, body, healthy |
| **Literacy** | **Books in Focus***Here We Are* by Oliver Jeffers*What We’ll Build* by Oliver Jeffers*All Are Welcome* by Alexandra Penfold**Teaching & Learning through…*** Talking and sharing thoughts and ideas
* Shared reading/ looking carefully at illustrations
* Exploring words and the meaning of words (mark-making/ adult as scribe)
* Exploring and building sentences (orally → adult as scribe)

**Writing** * Begin to develop an interest in mark-making and writing
* Give meaning to marks and emergent writing
* Write our own names using some recognisable letter shapes
* Mark-make/ write words as labels for our drawings/ pictures/ photographs and to share our ideas

**Phonics*** Lsiten to different sounds and talk about them - listening moments; songs, stories and rhymes, environmental sounds; sound bingo/ lotto games
* Begin to be interested in letters and environmental print
* Make and explore sounds made by letters
* Develop awareness of rhyme and alliteration - rhyming songs and stories, alliteration games, rhyming pairs games, sound hunts
 | Word, sentence, illustration, author, illustrator, story, rhyme, song, rhyming, alliteration, sound, meaning, write, letter, environment, same, different |
| **Mathematics** | * Match and Sort by type, colour, size, shape etc… - Forest School/ nature activities; gardening; Small World play; Art and Design; circle times/ guided activities using a range of objects
* Compare Amounts - look closely at groups of objects and decide which have more and which have less or fewer
* Cmpare Size, Mass and Capacity - explore objects and compare them (Forest School, gardening, Small World play etc…) and investigate weight and capacity in different contexts, starting with ourselves and familiar objects (link to Science)
* Exploring Pattern - recognise, talk about, continue and create simple patterns and repeating using 2 different objects (AB patterns) → increasingly complex patterns through Maths and Art focuses
 | Match, sort, compare, colour, size, shape, more, less, same, amount, weight, height, capacity, container, pattern, continue, repeat |
| **Understanding the World** | **RE -** ‘Being Special: Where do we Belong?’ - celebrating ourselves and how we are special and unique; thinking about why we are special from the Christian perspective linked to being made in God’s image and being special to God (and including why other faiths believe that we are special - Buddhism, Islam)**Science and Geography -** Our planet (linked to ‘Here We Are’ and ‘What We’ll Build’ - what is Earth? where is Earth? space, night and day; thinking about Earth as our home; identifying where on Earth we live; thinking about why our planet is special and why our homes are special to us | Special, unique, God, belief, Christian, celebrate, birthday, church, party, planet, Earth, space, world, home |
| **Expressive Arts & Design** | **Art -** Van Gogh’s self portraits and portraits - looking closely at colour, drawing and painting; making our own self-portraits in different ways and making portraits; exploring colour and drawing from observation**Music** - Our favourite music - exploring different genres of music, listening to different songs and sharing our thoughts on different pieces of music; moving in different ways to our favourite music; creating our own music in different ways | Artist, portrait, self-portrait, colour, draw, paint, observation, favourite, music, composter, band, musician, song, piece, genre (and music genres), create |