Beaufront First School EYFS Medium Term Planning Spring Term 1 2022: 7 Weeks Topic: 'To Infinity and Beyond!'

Intentions, (Skills and Focuses) and Implementation * Devel vocabul specific context * Contine effective context detailed * Descr * Under why, who out more show ure explain * Use to play -> problem thought explain why the - - - - - - - - -	ontinue to develop listening ls in a range of contexts luding conversations evelop a wider and specific abulary \rightarrow Use new and ccific vocabulary in different texts ontinue to communicate ectively in different texts, using increasingly cailed sentences escribe and explain events inderstand when, where, y, what, who questions o find more and to develop or w understanding \rightarrow ask or blain how se talk to organise and to y \rightarrow Use talk to help with blem solving, organising ughts and activities, and to	 * Welcome new Nursery children to the class and continue to develop and maintain positive relationships with each other * Develop more independence when choosing activities and tackling challenges using a widening range of resources * 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 * Understand our own feelings and those of others, including characters from stories and 	* Develop use of one-handed tools and equipment, including developing a comfortable grip with increasing control when using pencils (achieved through art, design, craft and fine motor activities including play dough, Mod Roc, painting, Duplo and Mobilo) → Develop the foundations of a handwriting style which is fast, accurate and efficient through handwriting practise in RWI * Choose resources to carry out own plans and ideas → Develop large and small motor skills to	Focus Texts - 'The Marvellous Moon Map' by Teresa Heapy; range of non-fiction books about space and space travel, light and dark, day and night, our world. Focus Skill - Writing information and instructions * Develop understanding of five key concepts, namely: that print has meaning, has different purposes, is read from left to	* Exploring 4-sided shapes * Developing spatial awareness * Exploring night and day, and recognising key routines, measuring time in simple ways * Introducing zero through 'rocket launches' * Comparing numbers to 5 * Looking more closely at the composition of 4 & 5 * Comparing mass and capacity * Looking closely at 6, 7 and 8	 * Explore collections of materials with similar and/or different properties → Talk about the differences between materials and changes they notice * Explore and talk about different forces they can feel * Talk about what we see, using a wide vocabulary * Show interest in different 	Artist in Focus: Jackson Pollock Aspects & Skills in Focus: Colour and Pattern → Expression * Explore colour and colour-mixing → Return to and build on their previous learning, refining ideas and developing their ability to represent them
Intentions, (Skills and Focuses) and Implementation * Devel vocabul specific context * Contine effective context detailed * Descr * Under why, who out more show ure explain * Use to play -> problem thought explain why the - - - - - - - - -	Ils in a range of contexts luding conversations evelop a wider and specific abulary \rightarrow Use new and cific vocabulary in different texts ontinue to communicate ectively in different texts, using increasingly cailed sentences escribe and explain events inderstand when, where, y, what, who questions o find more and to develop or w understanding \rightarrow ask or olain how se talk to organise and to y \rightarrow Use talk to help with blem solving, organising	children to the class and continue to develop and maintain positive relationships with each other * Develop more independence when choosing activities and tackling challenges using a widening range of resources * 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 * Understand our own feelings and those of others, including characters from stories and	tools and equipment, including developing a comfortable grip with increasing control when using pencils (achieved through art, design, craft and fine motor activities including play dough, Mod Roc, painting, Duplo and Mobilo) → Develop the foundations of a handwriting style which is fast, accurate and efficient through handwriting practise in RWI * Choose resources to carry out own plans and ideas → Develop large and small motor skills to	Moon Map' by Teresa Heapy; range of non-fiction books about space and space travel, light and dark, day and night, our world. Focus Skill - Writing information and instructions * Develop understanding of five key concepts, namely: that print has meaning, has different	* Developing spatial awareness * Exploring night and day, and recognising key routines, measuring time in simple ways * Introducing zero through 'rocket launches' * Comparing numbers to 5 * Looking more closely at the composition of 4 & 5 * Comparing mass and capacity	materials with similar and/or different properties → Talk about the differences between materials and changes they notice * Explore and talk about different forces they can feel * Talk about what we see, using a wide vocabulary * Show interest in different	Pollock Aspects & Skills in Focus: Colour and Pattern → Expression * Explore colour and colour-mixing → Return to and build on their previous learning, refining ideas and developing their ability to represent them
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 * Under why, wh out mor show ur explain * Use the play → problem thought explain why the - <	nderstand when, where, y, what, who questions o find more and to develop or w understanding \rightarrow ask or plain how se talk to organise and to y \rightarrow Use talk to help with blem solving, organising	develop strategies for solving problems as individuals and as past of a team * Understand our own feelings and those of others, including characters from stories and	handwriting practise in RWI * Choose resources to carry out own plans and ideas → Develop large and small motor skills to	has meaning, has different		occupations	represent ideas such as
Planned why, wh out mor show ur explain * Use tr play → problem thought explain why the - <	y, what, who questions o find more and to develop or w understanding \rightarrow ask or plain how se talk to organise and to y \rightarrow Use talk to help with blem solving, organising	problems as individuals and as past of a team * Understand our own feelings and those of others, including characters from stories and	* Choose resources to carry out own plans and ideas → Develop large and small motor skills to		* Making pairs	* Compare and contrast	movement or noises
Planned Listen,	more and to develop or w understanding \rightarrow ask or blain how se talk to organise and to y \rightarrow Use talk to help with blem solving, organising	past of a team * Understand our own feelings and those of others, including characters from stories and	own plans and ideas $ ightarrow$ Develop large and small motor skills to	purposes, is read from left to	* Combining two groups	characters from stories,	* Create collaboratively, sharin
Planned Listen,	w understanding \rightarrow ask or blain how se talk to organise and to y \rightarrow Use talk to help with blem solving, organising	* Understand our own feelings and those of others, including characters from stories and	large and small motor skills to	right and top to bottom in		including figures from the past	ideas, resources and skills
explain * Use th play → problem thought explain why the - - - - - Planned Listen,	plain how se talk to organise and to $y \rightarrow$ Use talk to help with blem solving, organising	and those of others, including characters from stories and			* Measuring and comparing	* Draw information from a	
 × Úse tiplay → problem thoughtiexplain why the - - - - - - - - Planned Listen, 	se talk to organise and to $y \rightarrow Use$ talk to help with blem solving, organising	characters from stories and	I see a new constant work of the second second	English, the names of different	length and height		* Move to music, creating
Planned Listen,	$y \rightarrow Use talk to help with blem solving, organising$		use a range of tools increasingly	parts of a book, and page	(Construction Description)	simple map	sequences to represent events,
Planned Listen,	blem solving, organising		competently and safely	sequencing	(See 'White Rose' planning)	* Explore the natural world,	thoughts and feelings invoked
Planned Listen,	blem solving, organising	narratives, and from the past		* Develop mark-making and	11 1 1 1 1 1 1 1 1	including space	by the music
Planned Listen,	units and activities and to	(astronauts, engineers etc)	- Planned fine motor	developing writing using some	 Making shape rockets 		
Planned Listen,			activities involving a	print and knowledge \rightarrow Spell	using circles, triangles,	- Explore space	Composer in Focus:
Planned Listen,	olain how things work and	- Focused Circle Times	range of small	words by identifying sounds and	rectangles and squares	observation (day and	Claude de Bussy - Clair de Lune
	y they might happen	 Playing and learning 	resources designed to	writing the sounds with letters	- Comparing and	night) using books,	Aspects & Skills in Focus:
		together in small and	improve and encourage		sequencing night and	images, videos, satellite	1
	 Story times/ Book 	larger groups, with and	good fine motor skills	 Using and making story 	day events	apps such as Celestia	 Listen attentively to
	shares including	without an adult	 Planned specific 	or information/ event	 Looking at different 	and NASA resources	pieces of music and
	non-fiction books and	 Finding new ways and 	handwriting/ letter	recount maps	measures of time	 Explore, sort, use and 	talk about feelings and
	texts	sharing ideas when	formation time within	 Sequencing key parts 	 Launching rockets and 	create with different	ideas/ imagery
	 Playing and conversing 	solving a range of	RWI	of a story	counting down to zero	materials that would be	 Paint to music (de
	with others in	problems using a range	 Art and crafts linked 	 Organising information 	 Looking at the concept 	good for space travel	Bussy and Gustav Holtz
	different contexts,	of resources and in	to the theme of the	 Engaging in imaginative 	of zero as 'none' or	- Use stories and	- The Planets) in the
	including story and	different contexts	half term for	play linked to focus	'nothing' linked to 'zero	non-fiction texts to	style of Jackson
	role-play		designing, making and	text and theme	gravity	learn about space and	Pollock
	- Literacy-rich	Week 1 - Focus on New Year	using a range of small	 Using information from 	 Weighing things and 	space travel, and to	- Use, mix and create
	environment with	celebrations/ fresh starts,	tools	non-fiction texts in	investigating weight in	follow and make space	colours to represent a
	vocabulary	setting ourselves challenges and		writing, conversation	space	maps	journey through space
	(picture-word)	goals, and developing healthy		and role-play/ Small	 Measuring different 	- Learn about astronauts	- Make a Mod Roc Solar
	displayed, and	relationships with ourselves and		World play	objects and comparing	and their job \rightarrow find	System and rocket
	modelled verbally in	others.		* Choose to and enjoy writing	the size of objects	out about how to be an	- Dance to the music of
	context by adults	officia.		for different purposes,	- Combining groups and	astronaut (Tim Peake	de Bussy and Holtz
	- Role play/ imaginative			focusing on writing facts and	adding up to 7 for a	resources)	- Make up own music and
	play and exploration to			writing instructions (or		- Explore light and dark,	movement about the
	activate language			sequencing/ planning	space trip	and shadow through	
	- Focused Circle Times			instructions and presenting			sun, moon, stars,
						shadow puppets,	planets or a journey
	and planned adult-led			information in different ways)		experiments and art	through space
	activities					/	1
				RWI		/	1
				- Early phonological		/	1
				awareness (Nursery)		/	1
				- Overlearning Set 1		/	1
				sounds \rightarrow Set 2			
Vocabulary why wh		Together, play, friend/ friends,	Cut, fold, tear, peel, stick, grip,	Information, non-fiction, story,	0, 1, 2, 3, 4, 5, 6, 7, 8, (9, 10),	Space, Solar System, travel	Artist, composer, piece, colour,
	ten, look, words, describe,	learning, team, safe, think, look,	comfortable, pressure	fiction, event, recount, order,	forwards, backwards, count,	rocket, NASA, astronaut,	explore, create, mix, feelings,
how, qu	ten, look, words, describe, /, who, where, what, when,	listen, care, problem, solution		fact(s), character, astronaut,	time, day, night, light, dark,	launch, base, Mercury, Venus,	images, show, express
				history, past, present, future,	order, year, month, day, hour,	Earth, Mars, Jupiter, Saturn,	
	/, who, where, what, when, v, question, answer,			instruction, how, what, when,	second, weight, height, length,	Neptune, Uranus, planet, sun,	1
	y, who, where, what, when, y, question, answer, prmation, ideas, share, talk/			where, why, who	measure, compare, more, less,	moon, stars, galaxy, universe,	1
	/, who, where, what, when, v, question, answer,				bigger, smaller, lighter, heavier,	dark, light, map, satellite,	1
	y, who, where, what, when, y, question, answer, prmation, ideas, share, talk/				gravity, taller, shorter, longer,	telescope, observatory	1
	y, who, where, what, when, y, question, answer, prmation, ideas, share, talk/				gravity, tanel, shut tel, lunger,	releacope, observatory	1
	y, who, where, what, when, y, question, answer, prmation, ideas, share, talk/				combine, groups, add,	1 1	1