

Beaufront First School EYFS Medium Term Planning - Summer Term 1 2022: 5 Weeks - Theme: 'Dear Zoo!'

	Communication & Language	Personal, Social & Emotional	Physical
Planned Learning Intentions, (Statements, Goals and Skills in particular focus) and Implementation	<p>* Continue to develop listening skills in a range of contexts including conversations</p> <p>* Use talk to work out problems and organise thinking and activities, explaining how things work and why things might happen</p> <p>* Ask and answer questions</p> <p>* Develop a wider and specific vocabulary → Use new and specific vocabulary in different contexts and focusing on subject-based vocabulary</p> <p>* Expand repertoire of songs → Recite familiar rhymes, poems and songs, and learn new 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 → change familiar stories using our own ideas</p> <ul style="list-style-type: none"> - 'Guess Who' games (animal-based) linked to asking and answering questions and describing animals and their habitats - Planning a trip to the zoo - Recounting a trip to the zoo - 'Dear Zoo' by Rod Campbell - learn and change - Songs, rhymes and poems about animals 	<p>* Continue to develop a sense of responsibility and membership of a community</p> <p>* Build constructive and respectful relationships with people and a care for living things</p> <p>* Know and talk about factors that support overall health and wellbeing</p> <ul style="list-style-type: none"> - Work together to create a safe and healthy environment for ourselves and living things, including plants and animals for example, building a new bug hotel or making a road crossing for people and hedgehogs - Find out about how to be healthy and how to keep animals healthy → things that all living things, including ourselves, need to survive and thrive - Growing plants and observing frogspawn/ tadpoles <p>RSE: Living in the Wider World: being an active, positive citizen; taking care of the environment; working together</p>	<p>* Development moving in different ways with control and coordination → progress towards a more fluent style of moving with developing control and grace</p> <p>* Combine different movements and represent different ideas with different movements</p> <p>* Confidently use a range of apparatus in both small and large scale movements including mark-making and handwriting</p> <ul style="list-style-type: none"> - Move and dance like different animals - Explore and use different ways of moving travelling using own bodies and apparatus, e.g. being a monkey swinging on the monkey bars, slithering like a snake, balancing like a flamingo - Manage self on a trip to the zoo
Planned Focus Vocabulary	Story, information, fiction, non-fiction, question, answer, fact, idea, retell, change, recount, remember, song, rhyme, poem	Together, respect, community, citizen, member, life, relationship, positive, share, healthy, live, thrive, care, grow, responsibility, job, everyone	Move, slowly, fast, steadily, quickly, smoothly, jumpy, bouncy, low, high, balance, control, coordination, left, right, together, travel, safe, space

	Literacy	Mathematics
Planned Learning Intentions, (Statements, Goals and Skills in particular focus) and Implementation	<p>Focus Texts - 'Dear Zoo' by Rod Campbell; 'Dear Greenpeace' by Simon James</p> <p>Other texts - 'Rumble in the Jungle' by Giles Andreae; 'Animalalphabet' by Julia Donaldson; 'Supermarket Zoopermarket' by Nick Sharratt; Nat Geo animal fact files</p> <p>* Listen to and talk about stories, building familiarity and understanding</p> <p>* Retell the story</p> <p>* Engage in non-fiction books</p> <ul style="list-style-type: none"> - Story time with focus texts each morning and story times x2 per day (around 3-5 books each day with the same carousel of books for a week at a time) - Interactive story play and story maps to support retelling - Storymaking resources to adapt and amend the story verbally before making own story books - Animal fact file templates to talk and then write about different animals <p>Focus Writing Skill - Writing letters; Adapting a familiar story using our own ideas</p> <p>* Use print and developing letter knowledge in early writing → Spell words by identifying the sounds and then writing the sounds with letters</p> <p>* Write short sentences/ developing sentences with words using phonic knowledge and using capital letters and full stops</p> <p>* 'Read'/ read back what has been written to check that it makes sense</p> <ul style="list-style-type: none"> - Write our own version of 'Dear Zoo' - Write a letter to the zoo - Write a letter to David Attenborough (conservation) <p>RWI</p> <p>Nursery 1 - Developing sound awareness; Developing awareness of rhyme and rhythm</p> <p>Nursery 2 - Reinforcement of rhyme and alliteration → Developing phonological awareness using Set 1 Sounds (initial sounds)</p> <p>Reception - Starting Set 2/ Continuing Set 2 sounds</p>	<p>Maths Mastery - Rekenreks: Establishing depth of knowledge and understanding of numbers to 10</p> <p>Developing knowledge and understanding of number and the number system:</p> <p>* Building numbers beyond 10</p> <p>* Counting patterns beyond 10</p> <p>* Adding more</p> <p>* Taking away</p> <p>Developing knowledge and understanding of spatial reasoning:</p> <p>* Match, rotate and manipulate</p> <p>* Compose and decompose</p> <p>(Additional Shape, space, measure and pattern work linked to theme of 'Dear Zoo')</p> <ul style="list-style-type: none"> - Dice and domino games - Matching pairs - Sorting and sharing animals in the zoo - Solving number problems, such as 'how many animals can fit' - Measuring boxes and animals/ comparing sizes - Geo boards - Miro (art link to modern art/ shape and pattern) - Mapping a journey - Planning a zoo (shape and space problem solving)
Planned Focus Vocabulary	Letter, dear, to, from, address, stamp, post, deliver, receive, story, sequence, retell, change, idea, fact, fiction,	Number, pattern, beyond, bigger, smaller, more, less, add, take away, compose, make, equals, match, rotate, turn, change, decompose, shape, map, plan, space, measure, problem, solution, match, sort, same, different

	Understanding the World	Expressive Arts & Design
Planned Learning Intentions, (Statements, Goals and Skills in particular focus) and Implementation	<p>* Explore collections of materials and animals that have similar properties</p> <p>* Explore the natural world</p> <p>* Describe what we see, hear, feel, smell and taste</p> <p>* Recognise different environments and habitats</p> <p>* Develop a respect for nature and living things</p> <p>* Identify plants and animals, observing and drawing plants and animals</p> <ul style="list-style-type: none">- Classification of different plants and animals e.g. fruit and vegetables, mammal and not mammals- Exploring what all living things need in order to survive and thrive- Drawing our environment and animals from observations- Observe animals in their natural and man made habitats, observing behaviour, appearance and diet- Compare and explore life cycles of plants and animals- Explore basic food chains and understand why they are important for all living things <p>RE</p> <ul style="list-style-type: none">• Learn about the role of animals in different religions and cultures, including key figures and characters from religious stories from Christianity, Buddhism, Hinduism and African folk tales and stories (RSE link)- Noah's Ark (Christianity)- Animals as symbols of peace, hope and tranquillity in Buddhism - respect for animals and nature- The sacred animals in Hinduism- Rudyard Kipling and Tinga Tinga Tales - African tales of how animals evolved and why they are special	<p>Artist in Focus: Joan Miro ('The Singing Fish', 'The Zephyr Bird', 'Underwater Species', Barcelona Football Club chameleon, 'The Great Cat', 'Birds and Insects'</p> <p>Aspects & Skills in Focus: Pattern, painting and colour</p> <p>* Explore and refine a variety of artistic techniques and effects to express ideas, feelings and experiences</p> <p>* Create own representations of famous works of art using own interpretation with some original features</p> <ul style="list-style-type: none">- Observe and look closely at some of the famous works of Miro - talk about his choice of colours, shapes, patterns and surrealist style- Paint replicas of Miro's works (using templates)- Recreate Miro's works- Create own version of Miro's work using favourite animal <p>Composer in Focus: Saint-Saens - 'Carnival of the Animals'</p> <p>Aspects & Skills in Focus: Choosing instruments to represent animals and movements; developing rhythm; identifying instruments, rhythms and the beat; moving creatively to music; creating and composing our own pieces to represent events, living things and nature</p> <p>* Create collaboratively, sharing ideas, resources and skills</p> <p>* Listen, reflect on, and move to music</p> <p>* Explore and compose based on the work of Saint-Saens to represent animals and an animal parade or scene</p> <ul style="list-style-type: none">- Listen to the music of Saint-Saens and 'guess the animal' in the piece from the composition- Move to the music to be like the animal- Share 'The Story Orchestra - Carnival of the Animals' book and use it to inspire art, music making and dance- Make own composition to represent favourite animal
Planned Focus Vocabulary	Sort, same, different, features, mammal, reptile, amphibian, live, eggs, habitat, nature, environment, food chain, life cycle, animal, living, plant, human, need, survive, thrive, natural, behaviour, diet, observe, watch, listen, record, sacred, special, religious, religion, culture, folk tale, Christianity, Buddhism, Hinduism, Africa, people, celebrate, respect, symbol, peace, hope, beauty	Surreal, surrealism, colour, shape, pattern, represent, paint, lines, piece, compose, composition, carnival, imagine, orchestra, move, rhythm, loud, quiet, slow, fast, soft, heavy, high, low, steady, beat, pulse, dance