

Beaufront First School EYFS Medium Term Planning

Summer Term 1 2023: 6 Weeks: 17.04.23 - 26.05.23

Topic: 'Minibeasts'

Area of Development	Planned Teaching & Learning Approaches, Possible Activities and Intended Outcomes	Vocabulary
Communication & Language	<ul style="list-style-type: none"> * Continue to develop a widening vocabulary across all areas of learning, including subject-specific and 'technical' vocabulary related to our overarching topics * Develop understanding of asking and answering questions to follow lines of enquiry, to learn more, and to share knowledge * Use talk to organise thoughts and ideas, and to work independently or with others → Develop longer sentences to describe events in detail and to communicate deepening understanding * Develop listening skills, listening more attentively as demonstrated through verbal and other responses, and for longer/ age-appropriate amounts of time * Engage in a range of stories and non-fiction books linked to our topic and themes, using information and ideas in discussions, investigations, art and play 	Talk, discuss, conversation, listen, share, ideas, thoughts, investigations, non-fiction, information, real, stories, imagination
Personal, Social & Emotional	<ul style="list-style-type: none"> * Become more confident in a wider range of contexts, for example, when meeting new people or when out on trips * Develop appropriate ways of being assertive, resolving conflicts and expressing feelings using talk * Continue to be resilient and tackle challenges and changes with perseverance and increasing confidence, solving problems and working as part of a team for different purposes * Recognise and manage own needs, recognising the needs of others and the needs of other living things * Develop respect for self and others * Recognise own feelings and use widening vocabulary to express own feelings → Develop self-regulation strategies and skills with decreasing amounts of support 	Confident, resilient, persevere, solve, resolve, problem, solution, team, need, assertive, strong, caring, thoughtful, sensitive, respect/ respectful, feelings, self-regulation, support, help, skill, strategies
Physical Development	<ul style="list-style-type: none"> * Choose appropriate resources and tools for following own interests, projects, investigations and activities → Use a range of tools and resources safely and with increasing independence * Collaborate with others when building, constructing or moving larger resources such as logs, Forest School equipment etc... * Further develop confidence when moving in a given space, managing risks and adjusting movements accordingly, e.g. walking when going near roads, looking around when at the farm* Be increasingly independent when dressing for different reasons, e.g. when going outside, dressing for the weather, getting changed when wet/ muddy * Continue to develop small motor skills when mark making and writing, using a range of small tools for different purposes * Develop letter formation and independent writing skills, using RWI formation rhymes for support 	Resources, tools, safe, safely, looking, listening, observant, independent, care, small, large, movement, control, coordination, space, surroundings, letters, writing, mark-making, formation
Literacy	<p>Books/ Texts/ Rhymes in Focus Eric Carle - 'The Very Hungry Caterpillar'; 'The Bad-Tempered Ladybird'; 'The Very Quiet Cricket' and others. Non-fiction texts about insects, frogs and other invertebrates</p> <p>Teaching & Learning through...</p> <ul style="list-style-type: none"> * Exploring illustrations and photographs, and key words/ phrases by playing word association games and having 'a word of the day' working area * Sharing fiction books together and relating the stories and content to what we know and understand already, and to support us in thinking of and asking questions * Sharing non-fiction books to learn more about minibeasts (insects, invertebrates) and to answer questions that we have thought of or have been asked * Using other sources of information such as fact files, the internet etc... to find videos and photographs/ facts <p>Writing</p> <ul style="list-style-type: none"> * Developing mark-making by giving meaning to marks, using recognisable letters and words, and reading back what has been written * Writing for different purposes including words as labels, writing facts/ information, writing questions and answers, and writing descriptions of minibeasts → Developing sentence-level work with punctuation (as per/ following RWI Set 2 and Green Set Books for reading and writing) <p>Phonics</p> <ul style="list-style-type: none"> * Continuing to develop early listening skills (Nursery) and engaging with a range of songs, rhymes and stories → Begin to learn Set 1 RWI and play games using these letters and sounds * Reception to begin to learn Set 2 RWI whilst revising Set 1, using known letters and words to read and write with increasing fluency and independence * Begin to learn and use letter names (Alphabet Song, naming letters and matching names to sounds) * Develop recognition and use of capital letters → Continuing to form letters using the correct sequence of movements and using a developing, comfortable pencil grip * Developing the ability and interest to read and write with increasing fluency and independence 	Author, fiction, story/ stories, non-fiction, information, facts, knowledge, life cycle, insects, invertebrates, minibeasts, habitat, food/ food chain, wildlife, British, tropical, hot, cold, climate, weather, season, life, describe, explain, question, read, letters, digraphs, trigraphs, vowels, names
Mathematics	<ul style="list-style-type: none"> - Building numbers to 10 and beyond and recognising counting patterns to 10 and beyond through counting games, minibeast spots/ legs and wings games - Addition and subtraction (more, less, adding, taking away) through minibeast-themed games and using a range of resources, equipment and recording strategies - Spatial reasoning - giving and following directions, solving spatial problems using programmable toys ('What the Ladybird Heard' by Julia Donaldson - map work - Geography link) - Match, Rotate, Manipulate - investigating shapes and objects and looking at symmetry (butterflies and other insects, range of objects and 2D/ 3D shapes) - Representing data (graphs) - collecting data such as minibeast surveys, using minibeast ID flowcharts, etc... and representing on different graphs (bar, pictographs, diagrams) 	Numbers, beyond, bigger, smaller, pattern, count on, count back, addition, subtraction, add, take away, more, less, together, equals, spatial, direction, position, match, rotate, change, manipulate, symmetry, symmetrical, 2D, 3D, shape, data, graphs, information
Understanding the World	<p>RE - 'What times/ stories are special and why?' - Sharing, knowing, understanding and making sense of special texts and stories in Christianity, Judaism, Islam, Hinduism and Buddhism</p> <p>Science - Develop deepening understanding of life cycles, food chains and habitats. Know more about classification and how to identify different minibeasts/ animals/ plants</p> <p>Geography - Minibeast habitats locally, nationally and beyond; map work (where do we find minibeasts, Maths link)</p>	Christianity, Judaism, Hinduism, Islam, Buddhism, faith, sacred, text, stories, Bible, Torah, Quran, philosophy, believe, culture
Expressive Arts & Design	<p>Art - Kandinsky: colour, shape, pattern, texture, printing with materials/ exploring different media and mediums</p> <p>Music - Korsakov's 'Flight of the Bumblebee': explore and respond in different ways, including dance and art; create own pieces of music for other minibeasts</p>	Artist, composer, media, medium, shape, colour, pattern, texture, print, material, listen, respond, instruments, create, image