

**Beaufront First School EYFS Medium Term Planning**  
**Autumn Term 1 2021: 7 Weeks**

**Topic: 'We are all Different'**

	Communication & Language	Personal, Social & Emotional	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
<b>Planned Focuses, Skills &amp; Outcomes</b>	<p>* Listen attentively in different situations to learn new things and make comments or join in with conversations to share ideas</p> <p>* Learn and use new vocabulary throughout the day</p> <p>* Use a wider range of vocabulary by taking part in conversations and discussions and sharing stories</p> <p>* Begin to ask and answer questions during conversations, activities and learning experiences</p> <ul style="list-style-type: none"> <li>- Circle Times</li> <li>- Playing with others</li> <li>- Vocabulary displayed throughout the areas as visual reminders to adults and children supporting the acquisition and use of language</li> </ul>	<p>* Become familiar with the new learning environment and develop independence when choosing and selecting resources and activities</p> <p>* Begin to establish positive relationships with the EYFS staff and with one another through free and structured play and learning experiences</p> <p>* Begin to learn, understand and respond to routines and expectations in EYFS through active participation, discussions and with support from EYFS staff/ peers</p> <p>* Grow more confident to try a range of new experiences</p> <p>* Begin to develop an understanding of how we can be healthy through a range of planned activities and using a wide range of resources to support managing our own hygiene, finding out about how our bodies work and taking part in PE, healthy snack/ lunch times/ food-making activities, road safety (Balanceability and crossing the road to get to the field or allotment) and 'Relax Time'</p> <ul style="list-style-type: none"> <li>- Circle Times</li> <li>- Adult-led and child-led activities with adult interactions</li> <li>- Playing and learning together</li> </ul>	<p>* Develop movement and balance through Balanceability biking sessions and through using scooters, bikes and ride-ons outside</p> <p>* Develop large muscle movements to make marks, dance with ribbons, paint and weave</p> <p>* Begin to develop fine motor skills through a range of art and construction activities, including using tweezers, woodwork tools and a range of writing materials</p> <p>* Develop a sense of personal space and develop strength, coordination, balance and stability through 'Relax Time' and yoga as well as through PE activities</p> <ul style="list-style-type: none"> <li>- PE</li> <li>- Balanceability</li> <li>- Dance</li> <li>- Outdoor provision (continuous, including bikes, scooters, large and small tools and resources)</li> <li>- Playdough and malleable materials with a range of tools</li> <li>- Tinker Shed</li> </ul>	<p><b>Focus Texts</b> - 'Elmer' by David McKee; 'The Rainbow Fish' by Marcus Pfister; 'A Handful of Buttons' by Carmen Parets Luque</p> <p>* Develop understanding of stories through story play, retelling and acting out stories and narratives using a range of resources and props</p> <p>* Develop a wider vocabulary through story play using familiar stories, a range of resources and through Book Talk/ Talk for Writing</p> <p><b>Phonics Focuses (Reception):</b>            Phase 1 Recap (to continue throughout to develop listening and sound skills) leading to Phase 2 Sets 1-3 letters and sounds: <i>s, a, t, p, i, n, m, d, g, o, c, k</i></p> <p>* Develop awareness of sounds and the difference between sounds</p> <p>* Begin to recognise letters and sounds</p> <p>* Begin to read simple words and common words using the first 3 sets of letters and sounds</p> <p>* Begin to write letters using the correct sequence of movements (RWI rhymes for formation)</p> <p>* Begin to make words using familiar letters and in different ways (magnetic letters, letter tiles, writing)</p>	<p>* Matching and sorting by colour, shape, size and type using a range of objects</p> <p>* Comparing small amounts of objects</p> <p>* Comparing objects by size and mass, measuring and weighing using non-standard measure and balancing scales</p> <p>* Comparing ourselves (hands, feet, whole self) by size/ height</p> <p>* Comparing a range of containers by capacity using non-standard measure and counting small quantities up to 10 or 20</p> <p>* Exploring pattern using colours, familiar shapes and a range of objects</p> <p>(See 'White Rose' planning)</p>	<p>* Compare families and make connections between the features of our own families and those of others by looking at photographs, talking about our families, and sharing books and videos of families from around the world</p> <p>* Notice, accept and respect similarities and differences between ourselves and others by looking at one another, looking at photographs, sharing stories and books featuring characters and people from a range of cultures, backgrounds and ethnicities → develop positive attitudes about differences between people</p> <ul style="list-style-type: none"> <li>- Fiction and non-fiction books and magazines featuring families and people of different race/ culture etc...</li> <li>- Circle Times</li> <li>- Videos/ documentaries for children all about different people and different families</li> </ul>	<p><b>Artist in Focus:</b> Pablo Picasso</p> <p>* Self portraits</p> <p><b>Aspects &amp; Skills in Focus:</b>            Drawing, colour, printing, texture</p> <p>* Begin to draw using a range of drawing tools</p> <p>* Begin to explore different textures when creating self-portraits and portraits</p> <p>* Begin to draw people and include an increasing amount of detail</p> <p>* Begin to draw from observation using mirrors for self-portraits and looking carefully at our friends and family to draw them</p> <p>* Begin to explore colour and colour mixing to change our work and to choose appropriate colours for our art</p> <p>* Use collage for self-portraits and portraits using a range of media and mediums, including digital and printing photographs</p> <p>* Begin to use print to create self-portraits and family portraits</p> <ul style="list-style-type: none"> <li>- Self-portraits</li> <li>- Family portraits</li> <li>- Drawing, painting, photographs, editing</li> <li>- Collaging</li> <li>- Colour mixing</li> </ul>
<b>Planned Vocabulary</b>	Listen, conversation, talk, taking turns, speak, share, question, ask, answer, find out	Share, care, try, new, routine, first, next, then, last, together	Balance, left, right, hold, big, small, grip, move, still, strong, space	Story, author, title, beginning, middle, end, order, retell, talk, words  Listen, sounds, same, different, first, last, letter, sound, word, segment, blend	Match, sort, compare, same, different, order, big, bigger, small, smaller, smallest, biggest, long, longest, short, shortest, tall, tallest, capacity, more, less, measure, pattern, shape, colour, repeat	Family, friend, myself, parent, mum, dad, brother, sister, pet, aunt, uncle, grandparent, grandma, grandad, nanna, grandpa, same, different, celebrate, people, person, everyone, respect, home	Picasso, self-portrait, portrait, draw, look, features, details, lines, shape, colour, texture, collage, print, photograph