

# EYFS PLANNING: 2024 – 2025

## SUMMER 1 2025 – BIG WIDE WORLD




Date/ Subjects	Week 1 22.04-25.04 (4 days)	Week 2 28.04-02.05	Week 3 06.05-09.05 (4 days)	Week 4 12.05-16.05	Week 5 19.05-23.05
Key texts	Handa's Surprise, What the Ladybird Heard, What Ever Next, Runaway Train, Katie in London, Lost and Found, All Welcome				
Key Topic Vocabulary	Country, transport, vehicle, compare				
Links to 'SCARF'	<b>Being My Best</b> Bouncing back when things go wrong	<b>Being My Best</b> Yes I can!	<b>Being My Best</b> Healthy Eating	<b>Being My Best</b> My Healthy Body Move Your Body	<b>Being My Best</b> A good night's sleep
PSED	Activities to be planned to meet children's needs throughout the term. <b>Links to focussed 'SCARF'.</b> <b>Weekly activities:</b> Looking after others, Friendships, Dreams and Goals, show resilience and perseverance in the face of challenge, Discuss why we take turns, wait politely, tidy up after ourselves and so on.				
CL	Activities to be planned to meet children's needs throughout the term. <b>Half Termly themes: What happened?</b> Discovering Passions, Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives, Use non-fiction to develop vocabulary, Re-tell own stories using story language, Listen attentively to other and respond appropriately, Share in group and 1-1 situations, Introduce weekend news, Express own ideas and feeling use a range of tenses and conjunctions. <b>Consistent weekly activities:</b> Circle time, weekend news, show & tell, word of the day, story language, following instructions, talk through stories, rhymes, songs, daily story time, Talk for Writing.				
	Threading, cutting, weaving, playdough, Fine Motor activities.				

<b>PD</b>  <b>Arena PE planning</b>	Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Dough disco / Pen Disco				
	<b>Daily activities:</b> forming letters accurately, dressing for PE, fine motor provision, dough disco, using cutlery during lunchtime.  Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters, most correctly formed.				
	Arena – Net & Wall Games  <i>Can you bound &amp; jump?</i>	Arena – Net & Wall Games  <i>Can you run?</i>	Arena – Net & Wall Games  <i>Can you move sideways?</i>	Arena – Net & Wall Games  <i>Can you move in different directions while being agile?</i>	Arena – Net & Wall Games  <i>Can you stay balanced and stable in different positions?</i>
<b>Literacy</b>	<b>Phonics – RWI</b>	<b>Phonics – RWI</b>	<b>Phonics – RWI</b>	<b>Phonics – RWI</b>	<b>Phonics – RWI</b>
	<b>Talk for Writing</b> Handa's Surprise: Learning the text, drama games, freeze frames, story telling in partners.  <b>Finger Fit</b> Handa's Surprise Day 1: I set off.	<b>Talk for Writing</b> Handa's Surprise: Re-telling the text, filming, adding sound effects.  <b>Finger Fit</b> Handa's Surprise Day 1: It is big. (Animal) Day 2: It is yummy.	<b>Talk for Writing</b> Handa's Surprise: Re-telling the text, what if?, sentence games, innovation.  <b>Finger Fit</b> Whatever next Day 1: A big moon. (cut out moon)	<b>Finger Fit</b> What the Ladybird Heard Day 1: A fat red hen. (hen) Day 2: Duck in a pond. (pond and duck) <b>Key skills:</b> <b>segmenting, blending, finger</b>	<b>Finger Fit</b> The Runaway Train Day 1: Long and red. (train) Day 2: A big jam. (lots of trains) Day 3: Get on then. (man on train) <b>Key skills:</b> <b>segmenting, blending, finger</b>

	<p>(Handa cut out with fruit)</p> <p><b>Key skills:</b> segmenting, blending, finger spaces, letter formation, labels, captions, sentences, fine motor skills.</p> <p>Additional writing opportunities: holiday news</p>	<p>(Fruit)</p> <p><b>Key skills:</b> segmenting, blending, finger spaces, capital letters full stops, sentences, fine motor skills, speaking, describing, asking questions, play in role, storytelling.</p> <p>Additional writing opportunities: Fruit tasting – draw their favourite and write sentence.</p>	<p>Day 2: On the mat. (boots)</p> <p>Day 3: In a box. (bear and box)</p> <p><b>Key skills:</b> segmenting, blending, finger spaces, capital letters full stops, sentences, fine motor skills, speaking, listening, playing in role, storytelling.</p> <p>Additional writing opportunities: I can see...</p>	<p><b>spaces, capital letters full stops, sentences, fine motor skills, speaking, listening, playing in role, storytelling.</b></p> <p>Additional writing opportunities: Story writing</p>	<p><b>spaces, capital letters full stops, sentences, fine motor skills, ordering.</b></p> <p>Additional writing opportunities: How the kebab tasted.</p> <p>Recipe: role play, making fruit kebabs, sequencing pictures</p>
	<p><b><u>Talk Through Stories / Poetry</u></b> Room on a broom</p>	<p><b><u>Talk Through Stories / Poetry</u></b> Room on a broom</p>	<p><b><u>Talk Through Stories / Poetry</u></b> Zog</p>	<p><b><u>Talk Through Stories / Poetry</u></b> Zog</p>	<p><b><u>Talk Through Stories / Poetry</u></b> Handa's Hen</p>
<b>Maths</b>	<p>Number sense</p> <p>White Rose – To 20 and beyond</p>	<p>Number sense</p> <p>White Rose – To 20 and beyond</p>	<p>Number sense</p> <p>White Rose – How many now?</p>	<p>Number sense</p> <p>White Rose - Manipulate, compose and decompose</p>	<p>Number sense</p> <p>White Rose- Manipulate, compose and decompose</p>
<b>UTW</b>	<p>Transport – how do we get from place to place?</p>	<p>Transport and maps – how and why do we use maps?</p>	<p>Where in the world would you go?</p>	<p>Look at a globe and a world map.</p>	<p>Use the book All Welcome- read book and talk about diversity and how</p>

	Explore different modes of transport and when you might use different types (e.g. plane, train, car, boat etc)	Understand simple map symbols  Draw maps of the school and local environments.	Explore and discuss countries from around the world. Use travel brochures to explore.	What do they know about the different places? What questions do they have?	people in different countries all live in different ways.  <a href="#">Where in the World? - CBeebies - BBC</a>
<b>Outdoor Learning opportunities</b>	Two coloured daisy experiment – daisy picking, food colouring, what happens to the petals?	What's in your circle? Hoops – throw out on the field, what do they spot, draw, write, caption.	I Spy – cardboard tubes, different areas of the environment, draw, write, caption	Journey sticks – string, what do they find on their nature walk, collect and tie to their stick. Discuss findings.	Natures art work – can use wooden frames, show examples before leaving the classroom, children create their own works of art.
<b>RE linked to UTW</b>	Why is the word 'God' so important to Christians?  Where is a special place to me?	Why is the word 'God' so important to Christians?  Where is a special place for a Christian to go?	Why is the word 'God' so important to Christians?  What makes a church so special to Christians?	Why is the word 'God' so important to Christians?  Where is a holy place for Muslims to go?	Why is the word 'God' so important to Christians?  What makes a Mosque holy for Muslims?  What is important in a Church and a Mosque? How are buildings similar and different?
<b>EAD</b>	Music – Charanga  Art - Exploring 3D techniques and materials - <b>Alberto</b>	Music – Charanga  Art - Exploring 3D techniques and	Music – Charanga  Art - Exploring 3D techniques and	Music – Charanga  Art - Exploring 3D techniques and	Music – Charanga  Art - Exploring 3D techniques and

	<p><b>Giacometti</b></p>  <p><u>Other opportunities</u> Junk modelling transport vehicle – car, boat, plane etc. Design</p>	<p><i>materials – explore sculpture</i></p> <p><u>Other opportunities</u> Junk modelling transport vehicle – car, boat, plane etc. Make</p>	<p><i>materials- explore junk box modelling</i></p> <p><u>Other opportunities</u> Listen to music from around the world</p>	<p><i>materials – make 3D shapes with clay</i></p> <p><u>Other opportunities</u> Learn an African dance</p>	<p><i>materials – create clay models</i></p> <p><u>Other opportunities</u> Create their own movement to music from around the world.</p>
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