

EYFS PLANNING: 2023 – 2024

SUMMER 1 2024 – BIG WIDE WORLD



Date/ Subjects	Week 1 15.04-19.04	Week 2 22.04-26.04	Week 3 29.04-03.05	Week 4 06.05-10.05	Week 5 13.05-17.05	Week 6 20.05-24.05
Key texts	Handa's Surprise, What the Ladybird Heard, What Ever Next, Runaway Train, Katie in London, Lost and Found, All Welcome					
Links to 'Jigsaw'	Relationships My Family and Me	Relationships Make friends, make friends, never ever break friends part 1	Relationships Make friends, make friends, never ever break friends part 2	Relationships Falling out part 1	Relationships Falling out part 2	Relationships Being the best friends, we can be
PSED	Activities to be planned to meet children's needs throughout the term. Links to focussed 'Jigsaw'. Weekly activities: 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. Half Termly themes: What happened? 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.					
	Consistent weekly activities: 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.					

PD Arena PE planning	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					
	Daily activities: 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 & 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>	Arena – Net & Wall Games <i>Can you complete the pupil challenge?</i>
Literacy	Phonics – RWI	Phonics – RWI	Phonics – RWI	Phonics – RWI	Phonics – RWI	Phonics – RWI
	Holiday news 'Fred Fingers' and finger space focus – one thing you had fun doing this holiday. Finger Fit Handa's Surprise	Talk for Writing Handa's Surprise: <i>Learning the text, drama games, freeze frames, story telling in partners.</i>	Talk for Writing Handa's Surprise: Re-telling the text, filming, adding sound effects. Additional writing	Talk for Writing Handa's Surprise: Re-telling the text, what if?, sentence games, innovation.	Talk for Writing Recipe: role play, making fruit kebabs, sequencing pictures. Additional writing opportunities:	Talk for Writing Recipe: Sequence different recipe cards, own recipes. Additional writing opportunities:

	<p>Day 1: I set off. (Handa cut out with fruit)</p> <p>Key skills: segmenting, blending, finger spaces, letter formation, labels, captions, sentences, fine motor skills.</p>	<p>Additional writing opportunities: Fruit tasting – draw their favourite and write sentence.</p> <p>Finger Fit <i>Handa's Surprise</i> Day 1: It is big. (Animal) Day 2: It is yum. (Fruit)</p> <p>Key skills: segmenting, blending, finger spaces, capital letters full stops, sentences, fine motor skills, speaking, describing, asking questions, play in role, storytelling.</p>	<p>opportunities: I can see...</p> <p>Finger Fit <i>Whatever next</i> Day 1: A big moon. (cut out moon) Day 2: On the mat. (boots) Day 3: In a box. (bear and box)</p> <p>Key skills: segmenting, blending, finger spaces, capital letters full stops, sentences, fine motor skills, speaking, listening, playing in role, storytelling.</p>	<p>Additional writing opportunities: Story writing</p> <p>Finger Fit <i>What the Ladybird Heard</i> Day 1: A fat red hen. (hen) Day 2: Duck in a pond. (pond and duck)</p> <p>Key skills: segmenting, blending, finger spaces, capital letters full stops, sentences, fine motor skills, speaking, listening, playing in role, storytelling.</p>	<p>How the kebab tasted.</p> <p>Finger Fit <i>The Runaway Train</i> Day 1: Long and red. (train) Day 2: A big jam. (lots of trains) Day 3: Get on then. (man on train)</p> <p>Key skills: segmenting, blending, finger spaces, capital letters full stops, sentences, fine motor skills, ordering.</p>	<p>Recipe for kebabs.</p> <p>Finger Fit <i>Lost and Found</i> Day 1: He is sad. (penguin) Day 2: A big ship. (boat) Day 3: I can see him. (boy and telescope)</p> <p>Key skills: segmenting, blending, finger spaces, capital letters full stops, sentences, fine motor skills, ordering.</p>
	<u>Talk Through Stories / Poetry</u>	<u>Talk Through Stories / Poetry</u>	<u>Talk Through Stories / Poetry</u> Zog	<u>Talk Through Stories / Poetry</u> Zog	<u>Talk Through Stories / Poetry</u> Handa's Hen	<u>Talk Through Stories / Poetry</u> Handa's Hen

	Room on a broom	Room on a broom				
Maths	<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>	<p>Number sense</p> <p>White Rose – Sharing and grouping</p>
UTW	<p>Where in the world would you go?</p> <p>Explore and discuss countries from around the world. Use travel brochures to explore.</p>	<p>Look at a globe and a world map.</p> <p>What do they know about the different places? What questions do they have?</p>	<p>Use the book All Welcome- read book and talk about diversity and how people in different countries all live in different ways.</p> <p>Where in the World? - CBeebies - BBC</p>	<p>Transport – how do we get from place to place?</p> <p>Explore different modes of transport and when you might use different types (e.g. plane, train, car, boat etc)</p>	<p>Transport and maps – how and why do we use maps?</p> <p>Understand simple map symbols</p> <p>Draw maps of the school and local environments.</p>	<p>Space Travel – links to Developing Experts.</p> <p>How do people travel to space? What is space like? Who has been there?</p>
Outdoor Learning opportunities	<p>Two coloured daisy experiment – daisy picking, food colouring, what happens to the petals?</p>	<p>What's in your circle?</p> <p>Hoops – throw out on the field, what do they spot, draw, write, caption.</p>	<p>I Spy – cardboard tubes, different areas of the environment, draw, write, caption</p>	<p>Journey sticks – string, what do they find on their nature walk, collect and tie to their stick. Discuss findings.</p>	<p>Natures art work – can use wooden frames, show examples before leaving the classroom, children create their own works of art.</p>	<p>Seasonal signs – What do you notice about the natural world around us? How is it changing? Which season are we in and</p>

						how do you know?
RE linked to UTW	<p>Why is the word 'God' so important to Christians?</p> <p>See Cornwall Agreed syllabus & Understanding Christianity</p>	<p>Why is the word 'God' so important to Christians?</p> <p>See Cornwall Agreed syllabus & Understanding Christianity</p>	<p>Why is the word 'God' so important to Christians?</p> <p>See Cornwall Agreed syllabus & Understanding Christianity</p>	<p>Why is the word 'God' so important to Christians?</p> <p>See Cornwall Agreed syllabus & Understanding Christianity</p>	<p>Why is the word 'God' so important to Christians?</p> <p>See Cornwall Agreed syllabus & Understanding Christianity</p>	<p>Why is the word 'God' so important to Christians?</p> <p>See Cornwall Agreed syllabus & Understanding Christianity</p>
EAD	<p>Music – Charanga</p> <p>Listen to music from around the world</p>	<p>Music – Charanga</p> <p>Learn an African dance</p>	<p>Music – Charanga</p> <p>Create their own movement to music from around the world.</p>	<p>Music – Charanga</p> <p>Junk modelling transport vehicle – car, boat, plane etc. etc. Design</p>	<p>Music – Charanga</p> <p>Junk modelling transport vehicle – car, boat, plane etc. Make</p>	<p>Music – Charanga</p> <p>Junk modelling transport vehicle – car, boat, plane etc. Evaluate</p>