EYFS PLANNING: 2023 – 2024

SUMMER 2 2024 – Under the sea



Date/ Subjects	Week 1 03.06-07.06	Week 2 10.06-14.06	Week 3 17.06-21.06	Week 4 24.06-28.06	Week 5 01.07-05.07	Week 6 08.07-12.07	Week 7 15.07-19.07 +22.07 + 23.07		
Key texts	The Lighthc	The Lighthouse Keeper's Lunch, Tiddler, Rainbow fish, The fish who could wish, The Snail and the Whale, Sharing a shell, Under the sea non-fiction							
	Changing me	Changing me	Changing me	Changing me	Changing me	Changing me	Moving On - Transition		
Links to 'Jigsaw'	My body	Respecting my body	Growing up	Fun and fears	Fun and fears	Celebrations	ITCHSHION		
PSED	Activities to be planned to meet children's needs throughout the term. Links to focussed 'Jigsaw' and 'We Thinkers' sessions (see above). Weekly activities: winning and losing (link to sports day), changing me, look how far I've come, model positive behaviour and highlight exemplary of behaviour of children in class, narrating what was kind and considerate about the behaviour, confidently manage own needs and manage hygiene.								
CL	knowledge of example, plac Give expla	hemes: Time to s the world and ill ces in different w inations for why weekly activities	hare: Discoverin lustrate a curren eather condition things happen. I s: Circle time, we	meet children's og passions, reac it topic. Select b ns and seasons. Express own ideo <u>conjunctions.</u> eekend news, sh , rhymes, songs,	l aloud books to ooks containing Hold conversation as and feelings u ow & tell, word o	children that wi photographs ar ons with adults a using a range of of the day, story	nd pictures, for nd their peers. tenses and language,		

	Form letters	Form letters	Form letters	Form letters	Form letters	Form letters	Form letters
	correctly and	correctly and	correctly and	correctly and	correctly and	correctly and	correctly and
	develops	develops	develops	develops	develops	develops	develops
	own	own	own	own	own	own	own
	handwriting	handwriting	handwriting	handwriting	handwriting	handwriting	handwriting
	style. Copy a	style. Copy a	style. Copy a	style. Copy a	style. Copy a	style. Copy a	style. Copy a
	square. Begin	square. Begin	square. Begin	square. Begin	square. Begin	square. Begin	square. Begin
	to draw	to draw	to draw	to draw	to draw	to draw	to draw
	diagonal	diagonal	diagonal	diagonal	diagonal	diagonal	diagonal
	lines, like a	lines, like a	lines, like a	lines, like a	lines, like a	lines, like a	lines, like a
	triangle / start	triangle / start	triangle / start	triangle / start	triangle / start	triangle / start	triangle / start
	to colour	to colour	to colour	to colour	to colour	to colour	to colour
	inside the	inside the	inside the	inside the	inside the	inside the	inside the
	lines of a	lines of a	lines of a	lines of a	lines of a	lines of a	lines of a
PD							
	picture. Start to draw	picture. Start	picture. Start to draw	picture. Start	picture. Start to draw	picture. Start to draw	picture. Start to draw
		to draw		to draw			
Arena PE	pictures that	pictures that	pictures that	pictures that	pictures that	pictures that	pictures that
planning	are	are	Ore	are	Ore	are	are
plaining	recognisable,	recognisable,	recognisable,	recognisable,	recognisable,	recognisable,	recognisable,
	build things	build things	build things	build things	build things	build things	build things
	with smaller	with smaller	with smaller	with smaller	with smaller	with smaller	with smaller
	linking blocks	linking blocks	linking blocks	linking blocks	linking blocks	linking blocks	linking blocks
	such as duplo	such as duplo	such as duplo	such as duplo	such as duplo	such as duplo	such as duplo
	or lego.	or lego.	or lego.	or lego.	or lego.	or lego.	or lego.
	Daily activiti	es: forming leffe	rs accurately, dr	-		n, dough disco,	using cutlery
			C	during lunchtime			
	Ihreading, cu	0 0	playdough, Fine			,	ntortable grip
		F	Forms recognisal	ole letters most c	correctly tormed	•	
	Arena	Arena	Arena	Arena	Arena	Arena	Arena
	Planning	Planning	Planning	Planning	Planning	Planning	Planning

	Sports Day	Sports Day	Can you take	Can you	Can you	Can you	Can you run,
	Practise	Practise	part in a	demonstrate	demonstrate	jump further	jump and
			simple relay	a	a	than you	throw
			race?	developing	developing	have done	independentl
				awareness of	awareness of	before?	γş
			Sports Day	distance	distance		
			Practise	& weight?	& weight?		
				Can you	Can you		
				throw in a	throw a		
				coordinated	variety of		
				way for	items in		
				accuracy?	а		
					coordinated		
					way for		
					distance?		
	Phonics – RWI	Phonics – RWI	Phonics – RWI	Phonics – RWI	Phonics – RWI	Phonics – RWI	Phonics – RWI
	Tiddler	Tiddler	The Fish Who	The Fish Who	The	The	Final Writing
	<u>Tiddler</u>	<u>Tiddler</u>	<u>The Fish Who</u> <u>Could Fish</u>	<u>The Fish Who</u> <u>Could Fish</u>	<u>The</u> Lighthouse	<u>The</u> Lighthouse	Final Writing assessment
	<u>Tiddler</u> Finger Fit:	<u>Tiddler</u> Finger Fit					
					<u>Lighthouse</u>	<u>Lighthouse</u>	assessment
	Finger Fit:	Finger Fit	<u>Could Fish</u>	<u>Could Fish</u>	<u>Lighthouse</u> <u>Keeper's</u>	<u>Lighthouse</u> <u>Keeper's</u>	assessment
	Finger Fit: Day 1: It is a	Finger Fit Day 1: Yes he	<u>Could Fish</u> Finger Fit	<u>Could Fish</u> Finger Fit	<u>Lighthouse</u> <u>Keeper's</u>	<u>Lighthouse</u> <u>Keeper's</u>	assessment
Literacy	Finger Fit: Day 1: It is a fish. (Cutting	Finger Fit Day 1: Yes he is. (Fish and	Could Fish Finger Fit Day 1: In the	<u>Could Fish</u> Finger Fit Day 1: It is a	<u>Lighthouse</u> <u>Keeper's</u> <u>Lunch</u>	<u>Lighthouse</u> <u>Keeper's</u> <u>Lunch</u>	assessment
Literacy	Finger Fit: Day 1: It is a fish. (Cutting out fish template) Day 2: In the	Finger Fit Day 1: Yes he is. (Fish and speech	<u>Could Fish</u> Finger Fit Day 1: In the deep. (Seaweed) Day 2: I can	<u>Could Fish</u> Finger Fit Day 1: It is a shark. (Shark fin cut out and draw	<u>Lighthouse</u> <u>Keeper's</u> <u>Lunch</u> Finger Fit Day 1: It is light.	<u>Lighthouse</u> <u>Keeper's</u> <u>Lunch</u> Finger Fit Day 1: Ham in it. (Sandwich	assessment
Literacy	Finger Fit: Day 1: It is a fish. (Cutting out fish template) Day 2: In the net. (Making	Finger Fit Day 1: Yes he is. (Fish and speech bubble) Day 2: He can swim.	Could Fish Finger Fit Day 1: In the deep. (Seaweed) Day 2: I can wish. (Wishing	<u>Could Fish</u> Finger Fit Day 1: It is a shark. (Shark fin cut out and draw water)	Lighthouse Keeper's Lunch Finger Fit Day 1: It is light. (Lighthouse	Lighthouse Keeper's Lunch Finger Fit Day 1: Ham in it. (Sandwich with strips of	assessment
Literacy	Finger Fit: Day 1: It is a fish. (Cutting out fish template) Day 2: In the net. (Making net by	Finger Fit Day 1: Yes he is. (Fish and speech bubble) Day 2: He can swim. (Under the	Could Fish Finger Fit Day 1: In the deep. (Seaweed) Day 2: I can wish. (Wishing bubble)	<u>Could Fish</u> Finger Fit Day 1: It is a shark. (Shark fin cut out and draw water) Day 2: It is	Lighthouse Keeper's Lunch Finger Fit Day 1: It is light. (Lighthouse and the sun)	Lighthouse Keeper's Lunch Finger Fit Day 1: Ham in it. (Sandwich with strips of paper)	assessment
Literacy	Finger Fit: Day 1: It is a fish. (Cutting out fish template) Day 2: In the net. (Making net by cutting strips)	Finger Fit Day 1: Yes he is. (Fish and speech bubble) Day 2: He can swim. (Under the sea with fish)	<u>Could Fish</u> Finger Fit Day 1: In the deep. (Seaweed) Day 2: I can wish. (Wishing bubble) Day 3: Just for	<u>Could Fish</u> Finger Fit Day 1: It is a shark. (Shark fin cut out and draw water) Day 2: It is fun. (Cut out	Lighthouse Keeper's Lunch Finger Fit Day 1: It is light. (Lighthouse and the sun) Day 2: It is	Lighthouse Keeper's Lunch Finger Fit Day 1: Ham in it. (Sandwich with strips of paper) Day 2: It I yuk.	assessment
Literacy	Finger Fit: Day 1: It is a fish. (Cutting out fish template) Day 2: In the net. (Making net by cutting strips) Additional	Finger Fit Day 1: Yes he is. (Fish and speech bubble) Day 2: He can swim. (Under the sea with fish) Additional	Could Fish Finger Fit Day 1: In the deep. (Seaweed) Day 2: I can wish. (Wishing bubble) Day 3: Just for fun. (Hat on a	<u>Could Fish</u> Finger Fit Day 1: It is a shark. (Shark fin cut out and draw water) Day 2: It is	Lighthouse Keeper's Lunch Finger Fit Day 1: It is light. (Lighthouse and the sun) Day 2: It is dark.	Lighthouse Keeper's Lunch Finger Fit Day 1: Ham in it. (Sandwich with strips of paper)	assessment
Literacy	Finger Fit: Day 1: It is a fish. (Cutting out fish template) Day 2: In the net. (Making net by cutting strips) Additional writing linked	Finger Fit Day 1: Yes he is. (Fish and speech bubble) Day 2: He can swim. (Under the sea with fish) Additional writing linked	<u>Could Fish</u> Finger Fit Day 1: In the deep. (Seaweed) Day 2: I can wish. (Wishing bubble) Day 3: Just for	<u>Could Fish</u> Finger Fit Day 1: It is a shark. (Shark fin cut out and draw water) Day 2: It is fun. (Cut out shapes)	Lighthouse Keeper's Lunch Finger Fit Day 1: It is light. (Lighthouse and the sun) Day 2: It is dark. (Lighthouse	Lighthouse Keeper's Lunch Finger Fit Day 1: Ham in it. (Sandwich with strips of paper) Day 2: It I yuk. (Seagull)	assessment
Literacy	Finger Fit: Day 1: It is a fish. (Cutting out fish template) Day 2: In the net. (Making net by cutting strips) Additional	Finger Fit Day 1: Yes he is. (Fish and speech bubble) Day 2: He can swim. (Under the sea with fish) Additional	Could Fish Finger Fit Day 1: In the deep. (Seaweed) Day 2: I can wish. (Wishing bubble) Day 3: Just for fun. (Hat on a	<u>Could Fish</u> Finger Fit Day 1: It is a shark. (Shark fin cut out and draw water) Day 2: It is fun. (Cut out shapes) Additional	Lighthouse Keeper's Lunch Finger Fit Day 1: It is light. (Lighthouse and the sun) Day 2: It is dark. (Lighthouse and the	Lighthouse Keeper's Lunch Finger Fit Day 1: Ham in it. (Sandwich with strips of paper) Day 2: It I yuk. (Seagull) Additional	assessment
Literacy	Finger Fit: Day 1: It is a fish. (Cutting out fish template) Day 2: In the net. (Making net by cutting strips) Additional writing linked	Finger Fit Day 1: Yes he is. (Fish and speech bubble) Day 2: He can swim. (Under the sea with fish) Additional writing linked	Could Fish Finger Fit Day 1: In the deep. (Seaweed) Day 2: I can wish. (Wishing bubble) Day 3: Just for fun. (Hat on a	<u>Could Fish</u> Finger Fit Day 1: It is a shark. (Shark fin cut out and draw water) Day 2: It is fun. (Cut out shapes)	Lighthouse Keeper's Lunch Finger Fit Day 1: It is light. (Lighthouse and the sun) Day 2: It is dark. (Lighthouse	Lighthouse Keeper's Lunch Finger Fit Day 1: Ham in it. (Sandwich with strips of paper) Day 2: It I yuk. (Seagull)	assessment

	Story plan for own Under the Sea tale.	Write own under the sea story.	Additional writing linked to story: What would I wish for?	I can see (under the sea picture)	Day 3: The lunch is in. (Basket) Additional writing linked to story:	Diary writing from a day at the lighthouse.	
					Post card home		
	<u>Talk Through</u> <u>Stories /</u> <u>Poetry</u> Tiddler	<u>Talk Through</u> <u>Stories /</u> <u>Poetry</u> Tiddler	Talk Through Stories / Poetry The Rainbow Fish	Talk Through Stories / Poetry The Rainbow Fish	<u>Talk Through</u> <u>Stories /</u> <u>Poetry</u> Ruby's Worry	<u>Talk Through</u> <u>Stories /</u> <u>Poetry</u> Ruby's Worry	<u>N/A</u>
Maths	Number sense	Number sense	Number sense	Number sense	Number sense	Number sense	Number sense
Mains	White Rose Sharing and grouping	White Rose Visualise, build & map	White Rose Visualise, build & map	White Rose Visualise, build & map	White Rose Make connections	White Rose Review	White Rose Review
UTW	What can you see under the sea? What do children already know about what lives under the sea? Find	Floating and sinking Explore what objects float and what objects sink. Why do they do that?	The life cycle of a turtle What are the stages of life for a turtle? Discuss reptiles and the fact that	The Seaside Long ago What was the seaside like a long time ago? How is it different? Look at Magic	Rock pools Possible beach trip. Look in detail at rock pools. Do we see rock pools all the time or	Under the sea habitats Reflect on beach trip. What did we find? What do we know about the creatures	Food chains What do sea creatures eat? Discuss herbivores, omnivores and carnivores.
	out their			Grandad.	does the tide	habitat?	

	understandin g and knowledge. Compare sea animals to land animals. How is their habitat different? Sort a range of creatures/ani mals/plants. Do they live under the sea or on land?		they lay eggs. Look at places where turtle lay eggs and the journey they take from hatching to get to the water. What dangers do they face? Etc		expose them? What creatures live in rock pools? How do they hide themselves? How do they protect themselves? What do we think we might see on our trip?	Explore under the sea habitats. Where do larger sea creatures live? What do they need to survive? What about small sea creatures? Look at coral reefs and how they support hundreds of living creatures.	Talk about what a food chain is and how we are all part of a food chain. Discuss words such as producer, consumer and predator. Children create food chains. Can they put the pictures in the correct order?
						<u>the sea -</u> <u>YouTube</u>	
Outdoor Learning opportuniti es	Bird Feeders – make their own bird feeders using natural resources	Nature faces – create face pictures using natural resources	Nature treasure hunt – have a selection of criteria for	What's in your circle? Hoops – throw out on the field, what do they	Den building – using the equipment to create dens. Explore joining and	l Spy – cardboard tubes, different areas of the environment,	Observationa I drawing – finding a quiet spot to draw what they see.

			children to search for	spot, draw, write, caption.	ways to create a shelter	draw, write, caption	
RE linked to UTW	What places are special and why?	What places are special and why?	What places are special and why?	What places are special and why?			
EAD	Star fish with cereals	Father's Day cards	Rainbow fish collages	Under water wax pictures Praze fair show prep	Sand/beach pictures Praze fair show prep	Lighthouse designs Praze fair show prep	Lighthouses out of kitchen roll tubes