

# EYFS PLANNING: 2024 – 2025

AUTUMN1 2024 – All about me



Date/ Subjects	Week 1 3.9-6.9	Week 2 9.9-13.9	Week 3 16.9-20.9	Week 4 23.9-27.9	Week 5 30.09-4.10	Week 6 7.10-11.10	Week 7 21.10-25.10
Key texts	<b>Rosie's Walk; The Colour Monster Goes to School; Harry and his bucket of dinosaurs goes to school; Funny Bones; The Leaf Thief; Little Goose's Autumn; Happy in our Skin</b>						
PSED Links to 'SCARF'		All About Me	What makes me special	Me and my special people	Who can help me?	My feelings	My feelings (2)
	Activities to be planned to meet children's needs throughout the term. Links to 'Jigsaw'. Weekly activities: circle time, sharing weekend news, discussions around the school rules, show and tell SG to be supporting children in provision with managing conflicts and resolving issues, turn taking etc.						
CL	Listening to stories and learning basic class rules	Circle time, storytelling, weekend news, listening to stories.  What do I like to do? What am I good at? Play projects	Circle time, storytelling, weekend news, listening to stories.  Play projects Talking about our families	Circle time, storytelling, weekend news, listening to stories.  Play projects  The importance of listening	Circle time, storytelling, weekend news, listening to stories.  Play projects  Looking at familiar print. Do we recognise logos?	Circle time, storytelling, weekend news, listening to stories.  Play projects  Harvest - Read children a selection of stories based on Harvest time. Can they re-tell	Circle time, storytelling, weekend news, listening to stories.  Play projects  Rhyming and alliteration activities

[illegible]

<b>Literacy</b>	N/A	Re-telling stories, sequencing stories, songs, and rhymes.  <b>Ordering the letters in name.</b>  <b>Name writing</b>	Re-telling stories, sequencing stories, songs, and rhymes.  <b>Ordering the letters in name.</b>  <b>Name writing</b>  <b>TfW:</b> <b>Little Miss Muffet</b>	Re-telling stories, sequencing stories, songs, and rhymes.  <b>Name writing</b>  <b>Initial sounds</b>  <b>TfW:</b> <b>Little Miss Muffet</b>	Re-telling stories, sequencing stories, songs, and rhymes.  <b>Name writing</b>  <b>Initial sounds / CVC words</b>  <b>Rosie's walk</b>	Re-telling stories, sequencing stories, songs, and rhymes.  <b>Name writing</b>  <b>Initial sounds / CVC words</b>  <b>Rosie's walk</b>	Re-telling stories, sequencing stories, songs, and rhymes.  <b>Name writing</b>  <b>Initial sounds / CVC words</b>  <b>Rosie's walk</b>
	<b>RWI</b> Set 1 sounds	<b>RWI</b> Set 1 sounds	<b>RWI</b> Set 1 sounds	<b>RWI</b> Set 1 sounds	<b>RWI</b> Set 1 sounds	<b>RWI</b> Set 1 sounds	<b>RWI</b> Set 1 sounds
<b>Maths</b>	Number games	Number games	<b>White Rose</b>  Match, sort and compare	<b>White Rose</b>  Match, sort and compare	<b>White Rose</b>  Talk about measure and patterns	<b>White Rose</b>  Talk about measure and patterns	<b>White Rose</b>  It's Me 1, 2, 3
<b>UTW</b>	Starting school	<b>Our school family</b> Introduction to school staff and how we are all part of the Crowan school family. Where do we go in the school? How do the adults at school help us? What is their role?	<b>My Family</b> Ask parents to send in photos of their child's family via dojo or Tapestry. Children talk about who is in their family, who they live with etc. Can they talk about how everyone's family is different?	<b>Our environment</b> Talk about our classroom and how it is our safe place to learn. Talk about how we keep it tidy and why that is important to keep it tidy. What helps us to do this? Developing experts: My body (learn about your body	<b>My body</b> Using the book 'Funny Bones' talk to the children about how they start as babies and will one day become adults.  Can they talk about how they change as they grow?	<b>When I grow up</b> What do the children want to be when they grow up?  What occupations do they know?  What are their aspirations?  Developing experts: My body (discover	<b>Key Workers</b> Hero Day Children come dressed up as their hero.  Key worker discussion around how these people can help us.  How do they help us?

		Developing experts: My body (learn about your body parts, arms, legs and chest)	Developing experts: My body (learn about your body parts: the hands and feet)	parts: the eyes and nose)	Can they name their body parts? Draw around themselves on big paper and label parts.  Compare heights etc too.  Developing experts: My body (learn about your body parts: the ears, mouth and hair)	how our bodies change)	Safe stranger discussion.  Possible visit from emergency services or key worker  Developing experts: My body (discover our similarities and differences and how we are all unique)
<b>RE linked to UTW</b>	N/A	Why is the word 'God' so important to Christians?  NATRE RE Primary Curriculum	Why is the word 'God' so important to Christians?  NATRE RE Primary Curriculum	Why is the word 'God' so important to Christians?  NATRE RE Primary Curriculum	Why is the word 'God' so important to Christians?  NATRE RE Primary Curriculum	Why is the word 'God' so important to Christians?  NATRE RE Primary Curriculum	Why is the word 'God' so important to Christians?  NATRE RE Primary Curriculum
<b>EAD</b>	N/A	Self-portraits using paint and paper plates	Family portraits Houses made out of lolly sticks with family drawing inside. (Hang in home corner)	Mixing colours – one hand one primary colour, one the other and then mix.	Junk modelling	Harvest song practise and art work	Harvest song practise and art work
		Music – Charanga Unit Me! See lesson plans on webpage and in EYFS Planning folder 1 lesson per week					

<b>Forest Friday</b>	N/A	Magnifying glasses and explore the world around us	Chalking – can the children write their names? Can they draw patterns, pictures?	Natural paintbrushes – explore natural materials, see what prints and what makes marks, comparing brushes and evaluating.	Leaf printing – explore different types of trees, leaves, and textures.	Leaf animals – using fine motor skills, creativity, exploring surroundings.	Colour matching & nature hunt - to learn about the seasons and features of autumn, naming colours, promote talk and discussion.
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