## **EYFS PLANNING: 2024 – 2025**

SPRING 1 2025 – Amazing Animals



Date/ Subjects	Week 1 6.01-10.01	Week 2 13.01.17.01	Week 3 20.01-24.01	<b>Week 4</b> 27.01-31.01	Week 5 03.02-07.01	Week 6 10.02-14.01	
Key texts	<b>Owl Babies</b> The Tiger Who Came for Tea, The Emperor's Egg, The Hungry Caterpillar, Farmer Duck, Rumble in the Jungle, Dear Zoo						
Links to 'SCARF'	Keeping Safe What is safe to go on to my body?	Keeping Safe What is safe to go into my body?	Keeping Safe How do I stay safe indoors and outdoors?	Keeping Safe Can I listen to my feelings?	Keeping Safe How do I stay safe online?	Keeping Safe Which people can help keep me safe?	
PSED	Activities to be planned to meet children's needs throughout the term. Links to focussed 'SCARF' 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. Half termly themes: Tell me why! Using language well Ask's how and why questions Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs Continue to build new vocabulary						
CL	Activities to be planned to meet children's needs throughout the term. Half Termly themes: Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others, gaining other perspectives. Links to focussed 'SCARF' Consistent weekly activities: Circle time, weekend news, show & tell, story language, following instructions, talk through stories, rhymes, songs, daily story time, Talk for Writing.						
PD	Dough disco, threading,	Dough disco, threading,	Dough disco, threading,	Dough disco, threading,	Dough disco, threading,	Dough disco, threading,	

	weaving, pencil	weaving, pencil	weaving,	weaving, pencil	weaving, pencil	weaving,
	control, cutting,	control, cutting,	pencil control,	control, cutting,	control, cutting,	pencil control,
Arena PE	playdough,	playdough,	cutting,	playdough,	playdough,	cutting,
planning	buttons,	buttons,	playdough,	buttons,	buttons,	playdough,
plaining	paintbrushes,	paintbrushes,	buttons,	paintbrushes,	paintbrushes,	buttons,
	letter and	letter and	paintbrushes,	letter and	letter and	paintbrushes,
	number	number	letter and	number	number	letter and
	formation	formation	number	formation	formation	number
			formation			formation
	Daily activities :	forming letters acc	urately, dressing fo	or PE, fine motor pro	vision, dough disco	, using cutlery
		0	during lu			с ,
			C C			
	Threading, cutti	ng, weaving, playd	ough, Fine Motor (	activities. Begin to fo	orm letters correctly	Handle tools,
	objects, constru	uction and malleab	le materials with ir	creasing control En	courage children to	o draw freely.
		Holding Small Items	/ Button Clothing	/ Cutting with Scisso	ors / Dough disco	
	Games 1-6 (See	Games 1-6 (See	Games 1-6	Games 1-6 (See	Games 1-6 (See	Games 1-6
	Arena Planning)	Arena Planning)	(See Arena	Arena Planning)	Arena Planning)	(See Arena
			Planning)			Planning)
	Can you stop	Can you stay		Can you listen to	Can you use the	
	and start with	balanced	Can you	instructions and	skills	Can you use
	control?	and stable in	bounce a ball	move in	you have	the skills
		different	and pass a ball	different ways	learned to play	you have
		positions?	into a	with	a game?	learned to
			target?	control?		play
						a game?
	Phonics – RWI	Phonics – RWI	Phonics – RWI	Phonics – RWI	Phonics – RWI	Phonics – RWI
	Owl Babies	Finger	Finger	Finger	Finger	Finger Fit
Literacy	TfW & Finger Fit	Fit/Drawing club	Fit/Drawing	Fit/Drawing club	Fit/Drawing club	/Drawing club
Literacy		– Farmer Duck	club - The	– Dear Zoo	– Rumble in the	– The
	Imitate –		Tiger Who		Jungle	Emperor's Egg
	learning the	CVC words	Came for Tea	CVC words		
	story, drama				CVC words	CVC words

	games, creating	CVCC /CCVC	CVC words	CVCC /CCVC	CVCC /CCVC	CVCC /CCVC
	own story maps	words	CVCC /CCVC	words	words	words
		Red words	words	Red words	Red words	Red words
		Finger spaces	Red words	Finger spaces	Finger spaces	Finger spaces
		Short phrases	Finger spaces	Short phrases	Short phrases	Short phrases
			Short phrases			
	Talk Through	Talk Through	Talk Through	Talk Through	Talk Through	Talk Through
	Stories	Stories	Stories	Stories	Stories	Stories
	Owl Babies	Owl Babies	Gecko's Echo	Gecko's Echo	The Lion Inside	The Lion Inside
	White Rose –	White Rose –	White Rose –	White Rose –	White Rose –	White Rose –
	Alive in 5	Alive in 5	Mass and	Growing 6, 7, 8	Growing 6, 7, 8	Length and
			capacity	0	0	height
	1. Dol	1. Can I find		1. Can I find	1. Can I	-
	understa	one more	1. Canl	6, 7, 8?	make	1. Can I
	nd the	of	compar	2. Can I	pairs and	explore
	concept	numbers	e mass?	represent	find odd	length?
	of zero?	to 5?	2. Canl	6, 7, 8?	and even	2. Can I
	2. Can I find	2. Can I find	find	3. Can I find	numbers?	compar
	numbers	one less of	balance	one more	2. Can I find	е
	0-5?	numbers	Ś	of	doubles	length?
Maths	3. Can I	to 5?	3. Canl	numbers	to 8?	3. Can I
	subitise 0-	3. Canl	explore	6, 7, 8?	3. Canl	explore
	5?	explore	capacit	4. Can I find	make	height?
	4. Can I	the	λŚ	one less of	doubles	4. Can I
	represent	compositi	4. Canl	numbers	to 8?	compar
	0-5?	on of	compar	6, 7, 8?	4. Canl	е
	5. Canl	numbers	е	5. Can I	combine	height?
	represent	to 5?	capacit	explore	two	5. Can I
	0-5?	4. Canluse	λś	compositi	groups?	explore
		my	5. Can I	on of	5. Canluse	and
	Number Sense	knowledg	explore	numbers	conceptu	compar
		e of	and	6, 7, 8?		е

		compositi on to support subitising? 5. Can I use my knowledg e of compositi on to support subitising? Number Sense	compar e mass and capacit y? Number Sense	Number Sense	al subitising? Number Sense	length and height? Number Sense
UTW	What do we already know about animals? Developing Experts – Do we know that animals are living things?	Nocturnal animals vs day animals Animals that come out at night – owl babies Developing experts – Can I name farm animals?	Different animal habitats Where do different animals live? Where can they live? Hot habitats, cold habitats	Jungle animals – name animals, label body parts Developing experts – What do animals need to survive?	Types of animals Life cycle of a jungle animal Animal babies Developing experts – Discover where birds live and what they need to survive.	Comparing jungle animals and farmyard animals Similarities and differences Developing experts – learn about dinosaurs that lived on Earth.
Outdoor Learning	Winter checklist – hunt, how do	Leaf printing – explore different types of trees,	Colour matching & nature hunt - to	Bug hotel building – link to habitat learning	Bug/Animal Hunt – what animals can we find at	Leaf animals – using fine motor skills,

opportuniti	we know it is	leaves and	learn about the		this time of year?	creativity,
oppononini	winter?	textures.	seasons and		Where would be	exploring
es			features of		a good place to	surroundings.
			winter, naming		look for bugs?	Ū
			colours,		-	
			promote talk			
			and discussion.			
	Being special:	Being special:	Being special:	Being special:	Being special:	Being special:
	where do we	where do we	where do we	where do we	where do we	where do we
	belong?	belong?	belong?	belong?	belong?	belong?
RE linked to	What makes us	Why do many	Where do you	How do we show	How are some	How do Hindu
	feel special?	Christians believe	belong? Which	people that they	babies	brothers and
UTW	What makes	that children are	groups do	are welcome?	welcomed into	sisters show
	Christians feel	special to God?	some religious	How are babies	the Muslim	their love for
	that they are		people belong	welcomed into	tradition?	each other at
	special to God?		to?	the Christian		a festival?
				family?		
	Song and rhyme	Song and rhyme	Song and	Song and rhyme	Song and rhyme	Song and
	time	time	rhyme time	time	time	rhyme time
	Painting – Can I	Painting – Can I	Painting – Can I	Painting – Can I	Painting – Can I	Painting – Can
	mix two primary	mix two primary	mix two	mix two primary	mix two primary	I mix two
	colours to	colours to create	primary colours	colours to create	colours to	primary
EAD	create a	a secondary	to create a	a secondary	create a	colours to
	secondary	colour? Can I	secondary	colour? Can I	secondary	create a
	colour? Can I	control shape	colour? Can I	control shape	colour? Can I	secondary
	control shape	with a brush?	control shape	with a brush?	control shape	colour? Can I
	with a brush?		with a brush?		with a brush?	control shape
						with a brush?
	Music – Charanga Unit					
	See lesson plans on webpage and in EYFS Planning folder					