

# EYFS PLANNING: 2023 – 2024

## AUTUTM 1 2023 – All about me



Date/ Subjects	Week 1 4.9-8.9	Week 2 11.9-15.9	Week 3 18.9-22.9	Week 4 25.9-29.9	Week 5 2.10-6.10	Week 6 9.10-13.10	Week 7 16.10-20.10
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 'Jigsaw'		<b>Who... me?</b> I understand how it feels to belong and that we are similar and different	<b>How am I feeling today?</b> I can start to recognise and manage my feelings	<b>Being at school</b> I enjoy working with others to make school a good place to be	<b>Gentle hands</b> I understand why it is good to be kind and use gentle hands	<b>Our rights</b> I am starting to understand children's rights and this means we should all be allowed to learn and play	<b>Our responsibilities</b> I am learning what being responsible means
	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. Helicopter stories/story scribing	Circle time, storytelling, weekend news, listening to stories.	Circle time, storytelling, weekend news, listening to stories.	Circle time, storytelling, weekend news, listening to stories.	Circle time, storytelling, weekend news, listening to stories.	Circle time, storytelling, weekend news, listening to stories.



Arena PE planning							
	N/A	Fundamental Movement Skills – Gym See Arena Planning	Fundamental Movement Skills – Gym See Arena Planning	Fundamental Movement Skills – Gym See Arena Planning	Fundamental Movement Skills – Gym See Arena Planning	Fundamental Movement Skills – Gym See Arena Planning	Fundamental Movement Skills – Gym See Arena Planning
Literacy	N/A	Re-telling stories, sequencing stories, songs, and rhymes.  <b>Ordering the letters in name.</b>  Name writing	Re-telling stories, sequencing stories, songs, and rhymes.  <b>Ordering the letters in name.</b>  Name writing  TfW: Little Miss Muffet	Re-telling stories, sequencing stories, songs, and rhymes.  <b>Name writing</b>  Initial sounds  TfW: Little Miss Muffet	Re-telling stories, sequencing stories, songs, and rhymes.  <b>Name writing</b>  Initial sounds / CVC words  <b>Rosie's walk</b>	Re-telling stories, sequencing stories, songs, and rhymes.  <b>Name writing</b>  Initial sounds / CVC words  <b>Rosie's walk</b>	Re-telling stories, sequencing stories, songs, and rhymes.  <b>Name writing</b>  Initial sounds / CVC words  <b>Rosie's walk</b>
	RWI Set 1 sounds	RWI Set 1 sounds	RWI Set 1 sounds	RWI Set 1 sounds	RWI Set 1 sounds	RWI Set 1 sounds	RWI Set 1 sounds
Maths	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	Consolidate
UTW	Starting school	<b>Our school family</b> Introduction to school staff and how we are all part of the Crowan school family.	<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	<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	<b>My body</b> Using the book 'Funny Bones' talk to the children about how they start as babies and will	<b>When I grow up</b> What do the children want to be when they grow up?	<b>Key Workers</b> Hero Day Children come dressed up as their hero.  Key worker discussion

		Where do we go in the school? How do the adults at school help us? What is their role?	their family, who they live with etc. Can they talk about how everyone's family is different?	important to keep it tidy. What helps us to do this?	one day become adults.  Can they talk about how they change as they grow?  Can they name their body parts? Draw around themselves on big paper and label parts.  Compare heights etc too.	What occupations do they know?  What are their aspirations?	around how these people can help us.  How do they help us?  Safe stranger discussion.  Possible visit from emergency services or key worker
<b>RE linked to UTW</b>	N/A	<b>Being special: where do we belong?</b>  What makes us special? What makes many Christians believe they are special to God?	<b>Being special: where do we belong?</b>  Why do many Christians believe that children are special to God?	<b>Being special: where do we belong?</b>  Where do you belong? How do you know you belong? What groups do religious people belong to?	<b>Being special: where do we belong?</b>  How do we show people they are welcome? How are babies welcomed into the Christian family?	<b>Being special: where do we belong?</b>  How are some babies welcomed in the Muslim tradition?	<b>Being special: where do we belong?</b>  How do Hindu brothers and sisters show their love for each other at a festival?
<b>EAD</b>	N/A	Self-portraits using paint and paper plates	Family portraits Houses made out of lolly sticks with family drawing inside.	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

			(Hang in home corner)				
		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	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.	Bug Hotel – where would we find bugs in our school environment? What materials do they enjoy being around?	Colour matching & nature hunt - to learn about the seasons and features of autumn, naming colours, promote talk and discussion.