

EYFS PLANNING: 2024 – 2025

SPRING 2 2025 – Ready, steady, grow



Date/ Subjects	Week 1 24.02-28.02	Week 2 03.03-07.03	Week 3 10.03-14.03	Week 4 17.03-21.03	Week 5 24.03-28.03	Week 6 31.03-04.04
Key texts	Jack and the Beanstalk , Jasper's Beanstalk, Oliver's Vegetables, Tree, The Tiny Seed, A Stroll Through The Seasons, The Enormous Turnip, The Very Hungry Caterpillar					
Links to 'SCARF'	Rights and Respect Looking after my special people	Rights and Respect Looking after my friends	Rights and Respect Being helpful at home and caring for our classroom	Rights and Respect Caring for our world	Rights and Respect Looking after money (1) recognising, spending, using.	Rights and Respect Looking after money (2); saving money and keeping it 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: Feelings; Learning about qualities and 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; Oral health					
CL	Activities to be planned to meet children's needs throughout the term. Half Termly themes: Talk it through! Describe events in detail – time connectives; Discovering Passions; Understand how to listen carefully and why listening is important; Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story. Use talk to organize and solve problems; Make connections between ideas; Begin to listen to and understand non-fiction. 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.					

<p style="text-align: center;">PD</p> <p style="text-align: center;">Arena PE planning</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. Pen disco Finger fit</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. Pen disco Finger Fit</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. Pen disco Finger Fit</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. Pen disco Finger fit</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. Pen disco Finger Fit</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. Pen disco Finger Fit</p>
	<p>Daily activities : forming letters accurately, dressing for PE, fine motor provision, using cutlery during lunchtime</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors Dough disco</p>					
	<p>Dance Can you show basic travelling steps to move in different ways like a toy?</p>	<p>Dance Can you repeat movements in character using the theme of Toys?</p>	<p>Dance Can you move in character as a toy emerging from a wrapping, including changes of levels?</p>	<p>Dance Can you move in character to tell a movement story about a toy in a toy box linking</p>	<p>Dance Can you move in character to tell a movement story about a puppet as a duet?</p>	<p>Dance Can you move in character to tell a movement story motif about a toy of your choice?</p>

				movements together fluently?		
Literacy	Phonics – RWI	Phonics – RWI World Book Day	Phonics – RWI	Phonics – RWI	Phonics – RWI	Phonics – RWI
	<p>Jack and the Beanstalk</p> <p><u>TfW</u> Imitate – learning the story, drama games, creating own story maps.</p> <p><u>Drawing Club</u> Character descriptions (giant) <i>He is big.</i></p> <p>Setting description (The castle) <i>The old castle.</i></p> <p>Key vocabulary :clambering, booming, descending,</p>	<p>Jack and the Beanstalk</p> <p><u>TfW</u> Innovate - change the characters, learn new text, learn beginning, middle, end, storyboard / story mountain</p> <p><u>Drawing Club</u> Adventure Time (new treasure, how to catch Jack, What did he buy?)</p> <p><i>The black cat. In a net. Lots of food.</i></p> <p>Finger space and Fred fingers focus</p>	<p>Finger fit <i>Oliver's Vegetables</i></p> <p>Read the story. Each day focus on 'code words/phrases'.</p> <p>Day 1: chips Day 2: Peel them. Day 3: Cut them up.</p> <p>Finger space and Fred fingers focus</p>	<p>Finger fit <i>Tree</i></p> <p>Day 1: In the tree. Day 2: The sun is high. Day 3: The grass is damp.</p> <p>Fred finger focus – using the correct sounds when writing longer words.</p>	<p>Finger fit <i>The Tiny Seed</i></p> <p>Day 1: A big seed. Day 2: Up and up. Day 3: It is hot.</p> <p>Begin to look at capital letters and full stop.</p>	<p>Finger fit <i>The Enormous Turnip</i></p> <p>Day 1: It is big. Day 2: It is too big. Day 3: Pull it up.</p> <p>Continue to look at capital letters and full stops.</p>

	glittering, ginormous, shocking, slinking, chopping.					
	Finger space and Fred fingers focus					
	<u>Talk Through Stories / Poetry</u> Where the wild things are	<u>Talk Through Stories / Poetry</u> Where the wild things are	<u>Talk Through Stories / Poetry</u> The Extraordinary Gardener	<u>Talk Through Stories / Poetry</u> The Extraordinary Gardener	<u>Talk Through Stories / Poetry</u> Five minutes peace	<u>Talk Through Stories / Poetry</u> Five minutes peace
Maths	White Rose Length, height & time / Building 9 & 10 1. Can I talk about time? 2. Can I order and sequen ce time? 3. Can I find 9?	White Rose Building 9 & 10 1. Can I represent 9 & 10? 2. Can I represent 9 & 10? 3. Can I conceptu ally subitise to 10? 4. Can I find 1 more of numbers to 10?	White Rose Building 9 & 10 1. Can I combine numbers to make 10? 2. Can I combine numbers to make 10? 3. Can I find bonds to make 10? 4. Can I find bonds to make 10?	White Rose Building 9 & 10 1. Can I find bonds to 10? 2. Can I find bonds to make 10? 3. Can I find a doubl	White Rose Explore 3D shapes 1. Can I recognise and name 3D shapes? 2. Can I recognise and name 3D shapes? 3. Can I find 2D shapes within 3D shapes?	White Rose Explore 3D shapes 1. Can I identify more complex patterns? 2. Can I copy and continue pattern? 3. Can I find pattern in the environme nt?

	<p>4. Can I find 10? 5. Can I compare numbers to 10?</p> <p>Number sense</p>	<p>5. Can I find 1 less of numbers to 10?</p> <p>Number sense</p>	<p>5. Can I make arrangements of 10?</p> <p>Number sense</p>	<p>e to 10? 4. Can I make a double to 10? 5. Can I explore odd and even numbers to 10?</p> <p>Number sense</p>	<p>4. Can I use 3D shapes for tasks? 5. Can I find 3D shapes in the environment?</p> <p>Number sense</p>	<p>Number sense</p>
<p>UTW</p>	<p>Recycling Looking after the environment Caring for our local area</p>	<p>Changes in the seasons - <i>Tree: Seasons Come Seasons Go</i> Recording the weather Pancake Day Decorating / making pancakes</p>	<p>Developing experts – Discover that plants are living things.</p>	<p>Developing experts - Learn about plants and where they come from</p>	<p>Growing – beans Developing experts – Explore how to look after plants Mother's Day</p>	<p>Easter story Easter egg hunt Can the BeeBot find the Easter Bunny?</p>

<p>Outdoor Learning opportunities</p>	<p>Spring hunt – signs of Spring What signs of Spring can we see already?</p>	<p>Nature bookmarks – creating bookmarks using natural items from our outdoor area. <i>Link to World Book Day</i></p>	<p>Colour hunt – what do we notice about the colours in our natural world? Are they changing?</p>	<p>Nature butterflies – Can we spot butterflies in our outdoor environment? Using daisies and other items create butterflies on the field.</p>	<p>Spring flower printing - using flowers from the natural environment create prints on fabric.</p>	<p>Easter egg trail – can children follow the clues/directions to find the eggs.</p>
<p>RE linked to UTW</p>	<p>Why do Christians put a cross in an Easter Garden? Why did Christians shout Hosanna when Jesus entered Jerusalem?</p>	<p>Why do Christians put a cross in an Easter Garden? Why do some Christians make palm crosses at Easter?</p>	<p>Why do Christians put a cross in an Easter Garden? What events took place in the Easter story?</p>	<p>Why do Christians put a cross in an Easter Garden? What symbols represent new life at Easter?</p>	<p>Why do Christians put a cross in an Easter Garden? What are Easter celebrations like for some Christians?</p>	<p>Why do Christians put a cross in an Easter Garden? Why do some Christians put a cross in their Easter gardens?</p>
<p>EAD</p>	<p>Music with CJ</p>	<p>Music with CJ</p>	<p>Music with CJ</p>	<p>Music with CJ</p>	<p>Music with CJ Mother's Day cards</p>	<p>Music with CJ Easter treats</p>
	<p>Printing</p>	<p>Printing Finger printing</p>	<p>Printing</p>	<p>Printing</p>	<p>Printing Transfer printing</p>	<p>Printing</p>

	Exploring Pablo Picasso and his print work		Repeating patterns using print	Printing with card		Printing with polystyrene
	Music – with Mrs Judge					