


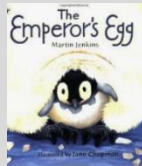







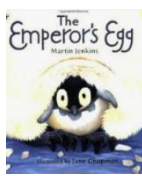


EYFS PLANNING: 2025 – 2026

Spring 1 2026 – Frozen World

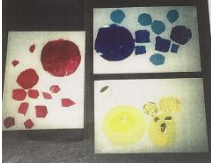







Date/ Subjects	Week 1 05.01-09.01	Week 2 12.01-16.01	Week 3 19.01-23.01	Week 4 26.01-30.01	Week 5 02.02-06.02	Week 6 09.02-13.02
Key texts						
PSED Links to 'SCARF' & We Thinkers	SCARF Keeping safe What's safe to go onto my body	SCARF Keeping safe What's safe to go into my body	SCARF Keeping safe Safe indoors and outdoors	SCARF Keeping safe Listening to my feelings	SCARF Keeping safe Keeping safe online	SCARF Keeping safe People who help to keep me safe
	We Thinkers Book 2 Use yellow teaching book. Introduce summary of the story and concept (p68) Read story up to p19 using	We Thinkers Book 2 Use yellow teaching book. Remind children of summary and concept (p68) Re-read story up to p19, briefly discussing	We Thinkers Book 2 Use yellow teaching book. In two small groups. Apple Scramble (yellow book p71) Discuss how we all stuck to the group plan and how it felt	We Thinkers Book 2 Use yellow teaching book. In two small groups. Milk Pail Obstacle Course (yellow book p72) How did it feel to be part of a team	We Thinkers Book 2 Use yellow teaching book. In two small groups. Egg Pass (yellow book p73)	We Thinkers Book 2 Use yellow teaching book. In two small groups. Cooking Mix-Up (yellow book p74) Encourage children to show

	teaching prompts from the book as you go. Keep bringing back to the concept of 'the group plan'	previous teaching points. Read the rest of the story, using teaching prompts from the book again.	once the task was completed. Did anyone go on to their own plan?	that all had the same goal?	How did it feel to see all of your team working together? How do you feel when a task is complete?	on their faces how they are feeling throughout the activity. What do people's facial expressions tell us?
	Activities to be planned to meet children's needs throughout the term. Links to '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.					
Oracy Focus	Tracking To use facial expression, eye contact and posture to support meaning in play.					
CL	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	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	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	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.	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.	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

		and stable in different positions?	and pass a ball into a target?	different ways with control?	you have learned to play a game?	you have learned to play a game?
Literacy	RWI Phonics Phonic Sounds: RWI Set 1 / 2 Ditties Reading: Help children to become familiar with Set 1 special friends and begin to learn Set 2 sounds. Reading words containing digraphs.					
	Incy wincy spider	5 little speckled frogs	Ring a ring a roses	Polly put the kettle on	Wheels on the bus	Down at the station
	Writing some of the RED words such as I, me, my, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Labels and simple captions, CVC words / simple sentence writing					
	 <p>Key Vocabulary: Winter, seasons, fun filled, shiver, fluttered, blanket of snow</p> <p>Character: Winter (cold)</p> <p>Setting: The seasons tree (fun)</p>	 <p>Key Vocabulary: Criminal, snowfall, acorns, snowflake, thief, drift</p> <p>Character: The squirrel (nuts)</p> <p>Setting: The woods (he is sad)</p> <p>Adventure Time: What would you</p>	 <p>Key</p> <p>Vocabulary: floating tumbling drifting chilly determined exhausted tangled reunited</p> <p>Character: Stickman (stick man)</p> <p>Setting: The Family Tree (not a bat)</p>	 <p>Key Vocabulary: Antarctic, splash, gripping, isolated, blizzard, cascading, reunited</p> <p>Character: penguin chick (chick)</p> <p>Setting: Antarctic (his egg)</p>	 <p>Key vocabulary: Confused Accompany Dejected Misplaced Consulted Miniature Constructed</p> <p>Character: The Penguin (is sad)</p>	 <p>Key Vocabulary: Cosy, miserable, snuggled, shivering, shoved, scraping, fierce, chuckle</p> <p>Character: Percy Park keeper (socks)</p> <p>Setting: The house (it is fox)</p>

	Adventure Time: What winter element would you introduce? (it is fun)	make in the snow? (it is fun)	Adventure Time: What else could you use stickman for? (not a pen)	Adventure Time: What would you eat if you were a baby penguin? (fish)	Setting: The Boat (lost) Adventure Time: The boat is broken. How can we get the penguin across the sea? (set off)	Adventure Time: Where would you hide? (in the bed)
Maths	White Rose – Alive in 5	White Rose – Alive in 5	White Rose – Mass and capacity	White Rose – Growing 6, 7, 8	White Rose – Growing 6, 7, 8	White Rose – Length and height
UTW	Seasonal change – winter. What can we see? What is different? Frozen nature walk	Frozen objects – how can we set them free? Freezing and melting	Arctic and Antarctic A Walk in the Arctic for Kids Educational Video for Early Learners What animals live in Antarctica/ the Arctic? How do they keep warm?	Penguins – life cycle Food, habitat, young BBC One - Frozen Planet, Spring, Criminal penguins Meet the Bravest Animal Parents - the King Penguin	Explorers – reach the polar regions What Do Antarctic Explorers Wear? (Then and Now!) Maddie Moate - YouTube Northern Lights	Shrove Tuesday Ash Wednesday

				Frozen Planet II BBC America		
UTW opportunities to be taken when appropriate	Winter walk Frozen morning Ice and frost Dressing for the cold Season spotting Journey around the village - maps					
Cooking opportunities		Juice to ice lollies	Polar bear biscuits	Marshmallow penguins	Soup	Pancakes
RE linked to UTW	Being special: Where do we belong? What makes us feel special? What makes many Christians feel that they are special to God?	Being special: Where do we belong? Why do many Christians believe that children are special to God?	Being special: Where do we belong? Where do you belong? Which groups do some religious people belong to?	Being special: Where do we belong? How do we show people they are welcome? How are babies welcomed into the Christian family?	Being special: Where do we belong? How are some babies welcomed in the Muslim tradition?	Being special: Where do we belong? How do Hindu brothers and sisters show their love for each other at a festival? Shrove Tuesday / Ash Wednesday
EAD	Art Scottish Boarder Scheme: Collage – design using circles 	Art Scottish Boarder Scheme: Collage – design using rectangles 	Art Scottish Boarder Scheme: Collage – large animal fabric collage 	Art Scottish Boarder Scheme: Collage – large animal fabric collage 	Art Scottish Boarder Scheme: Collage – fantasy bird using textured paper 	Art Scottish Boarder Scheme: Collage – fantasy bird using textured paper 

	Music: Charanga: Everyone					
	Ice painting Winter themed pictures Creating igloos					
Forest Friday	Icicles	Frozen balloons	Stick man	Penguin levers	Winter colours	Nature frames
Outside enhancements / provocations	Ice trays Fake snow Frozen nature tray					