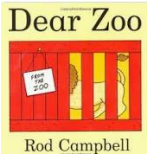
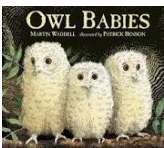
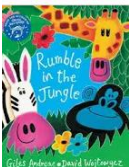
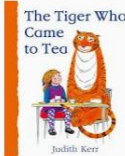
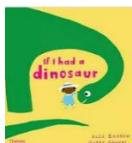


EYFS PLANNING

Summer 1 – Animals Through Time




Date/ Subjects	Week 1 20.04-24.04	Week 2 27.04-01.05	Week 3 05.05-08.05 (No Mon)	Week 4 11.05-15.05	Week 5 18.05-22.05
Key texts					
'SCARF'	Being My Best Bouncing back when things go wrong	Being My Best Yes, I can!	Being My Best Healthy Eating	Being My Best My healthy mind and move your body	Being My Best A good night's sleep
'We Thinkers'	Story Book 3 – Thinking with your eyes Introduce storybook concept (p.85 yellow book) Read story book using teaching moments to pause and reflect.	Story Book 3 – Thinking with your eyes What am I looking at? (p.88 yellow book)	Story Book 3 – Thinking with your eyes Thinking with your eyes high fives (p.89 yellow book)	Story Book 3 – Thinking with your eyes Think with your eyes – music activity (p.89 yellow books)	Story Book 3 – Thinking with your eyes What am I thinking about? (p.90 yellow book)

Big Brush Club	Daily Big Brush Club				
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.				
Oracy Focus	Questioning To make relevant contributions and ask questions appropriate to the topic at hand.				
CL	Activities to be planned to meet children's needs throughout the term. Half Termly themes: What happened? Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Use non-fiction to develop vocabulary. Re-tell own stories using story language. Listen attentively to others and respond appropriately. Share in group and 1-1 situations. Introduce weekend news. Express own ideas and feeling use a range of tenses and conjunctions.				
PD Arena PE planning	Obstacle activities children moving over, under, through and around equipment. Dance / moving to music. Races / team games involving gross motor movements. Dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Further develop ball skills, catching throwing, striking, hitting, kicking Exploring tactics Sports day Big Brush Club.				
	Daily activities : wake and shake, forming letters accurately, dressing for PE, fine motor provision, using cutlery during lunchtime Weekly activities: bikes and scooters				
	Arena – Net & Wall Games <i>Can you bound & jump?</i>	Arena – Net & Wall Games <i>Can you run?</i>	Arena – Net & Wall Games <i>Can you move sideways?</i>	Arena – Net & Wall Games <i>Can you move in different directions while being agile?</i>	Arena – Net & Wall Games <i>Can you stay balanced and stable in different positions?</i>

Pen Disco	Mountains in boxes (6) Prokofiev: Cinderella, Op. 87: 3. Cinderella	Circles in boxes (6) Ed Sheeran - Bad Habits	Lines (portrait / landscape) in boxes (6) Five-Keep On Moving Lyrics	Zig zags in boxes (6) Elton John - Rocket Man (Lyrics)	Waves in boxes (6) ABBA - Dancing Queen (Lyrics)
Literacy	I hear thunder	Hickory Dickory dock	Down in the jungle	5 cheeky monkeys	Old MacDonald
	Handwriting Focus Letter li	Handwriting Focus Letter li	Handwriting Focus Letter Tt	Handwriting Focus Letter Kk	Handwriting Focus Letter Jj
	RWI Set 2 sounds	RWI Set 2 sounds	RWI Set 2 sounds	RWI Set 2 sounds	RWI Set 2 sounds
	Drawing Club Dear Zoo Key vocab: Surprising Concealed Dispatched Gigantic Slithering Mischievous Adorable Unwanted Day 1: It is my pet. Day 2: I sent him back. Day 3: I kept him. Focus: letter formation, use of	Drawing Club Owl Babies Key vocab: Nocturnal, glimmer, nestled, apprehensive, vulnerable, relieved, timid Day 1: I feel sad. Day 2: Up in the tree. Day 3: I want my mummy. Focus: letter formation, use of Fred Fingers to spell	Drawing Club Rumble in the Jungle Key vocab: Rustling, rumble, chattering, munch, shudders, gangly, ravenous. Day 1: The zebra is big. Day 2: I mooch in the mud. Day 3: I jump up high. Focus: letter formation, use of Fred Fingers to	Drawing Club The Tiger Who Cam for Tea Key vocab: SLURPING FEAST CAUTIOUS SUDDENLY TOTAL CROUCH FAREWELL ARRIVE Day 1: The door bell rang. Day 2: Sit on the chair. Day 3: All of the food.	Drawing Club If I had a Dinosaur Key vocab: favourite, unusual, extinct, gigantic, train, smashing, exceptional Day 1: A big pet. Day 2: Fill up the bath. Day 3: If I had a... Focus: letter formation, use of Fred Fingers to spell words, finger spaces & full stops.

	<p>Fred Fingers to spell words, finger spaces & full stops.</p>	<p>words, finger spaces & full stops.</p> <p>EXT: Introduce capital letter and using 'and' to join sentences.</p>	<p>spell words, finger spaces & full stops.</p> <p>EXT: Introduce capital letter and using 'and' to join sentences.</p>	<p>Focus: letter formation, use of Fred Fingers to spell words, finger spaces & full stops.</p> <p>EXT: Introduce capital letter and using 'and' to join sentences.</p>	<p>EXT: Introduce capital letter and using 'and' to join sentences.</p>
Maths	<p>White Rose Summer Block 1</p> <ol style="list-style-type: none"> 1. Build numbers beyond 10 (10 -13) (step 1) 2. Build numbers beyond 10 (10 -13)(step 1) 3. Continue patterns beyond 10 	<p>White Rose Summer Block 1</p> <ol style="list-style-type: none"> 1. Build numbers beyond 10 (14-20)(step 3) 2. Continue patterns beyond 10 (14-20)(step 4) 3. Continue patterns beyond 10 	<p>White Rose Summer Block 2</p> <ol style="list-style-type: none"> 1. Add more (step 1) 2. How many did I add? (step 2) 3. Take away (step 3) 4. How many did I take away? (step 4) 	<p>White Rose Summer Block 3</p> <ol style="list-style-type: none"> 1. Select shapes for a purpose (step 1) 2. Rotate shapes (step 2) 3. Manipulate shapes (step 3) 4. Explain shape arrangements (step 4) 	<p>White Rose Summer Block 3</p> <ol style="list-style-type: none"> 1. Compose shapes (step 5) 2. Decompose shapes (step 6) 3. Copy 2-D shape pictures (step 7) 4. Find 2-D shapes within 3-D

	(10-13)(step 2) 4. Continue patterns beyond 10 (10-13)(step 2) 5. Build numbers beyond 10 (14-20)(step 3)	(14-20)(step 4) 4. Verbal counting beyond 20 (step 5) 5. Verbal counting patterns (step 6)			shapes (step 8)
UTW	What do we already know about animals? Can I name a range of animals? Are all animals alive today?	Nocturnal animals vs day animals Animals that come out at night – owl babies Visit from small animals	Different animal habitats Where do different animals live? Where can they live? Hot habitats, cold habitats	What do animals need to survive? Types of animals Life cycle of a jungle animal Animal babies	Animals that are no longer alive Dinosaurs and other extinct animals
Outdoor Learning opportunities	Two coloured daisy experiment – daisy picking, food colouring, what happens to the petals?	What's in your circle? Hoops – throw out on the field, what do they spot, draw, write, caption.	I Spy – cardboard tubes, different areas of the environment, draw, write, caption	Journey sticks – string, what do they find on their nature walk, collect and tie to their stick. Discuss findings.	Natures art work – can use wooden frames, show examples before leaving the classroom, children create their own works of art.

<p>RE linked to UTW</p>	<p>Which places are special and why? Where is a special place to me?</p>	<p>Which places are special and why? Where is a special place for a Christian to go? Church visit</p>	<p>Which places are special and why? What makes a church so special to Christians?</p>	<p>Which places are special and why? Where is a holy place for Muslims to go?</p>	<p>Which places are special and why? What makes a Mosque holy for Muslims? What is important in a Church and a Mosque? How are buildings similar and different?</p>
<p>EAD</p>	<p>Art - Exploring 3D techniques and materials - Alberto Giacometti</p> 	<p>Art - Exploring 3D techniques and materials – explore sculpture</p>	<p>Art - Exploring 3D techniques and materials- explore junk box modelling</p>	<p>Art - Exploring 3D techniques and materials – make 3D shapes with clay</p>	<p>Art - Exploring 3D techniques and materials – create clay models</p>
<p>Animal music</p>			<p>Junk modelling animals</p>	<p>Animal prints</p>	<p>Clay animals</p>