

**Whinless Down Academy**  
**EYFS Planning**

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| <b>TOPIC:</b>  | What am I?  | <b>TERM:</b>   | 3  |  |
| <b>FOCUS TEXT:</b>   | The Gruffalo  | <b>HOOK:</b>   | <p>Have some flour footprints on the floor for when the children come in. Ask the children to think about where they have come from and how they got there. Leave a trail of clues for them to investigate e.g.</p> <ul style="list-style-type: none"> <li>- Have some purple pricks scattered.</li> <li>- Black paint marks on the table, from his tongue.</li> <li>- Gruffalo fur.</li> <li>- Black background slide with orange eyes looking at the screen.</li> </ul> <p>Leave clipboards out for the children to investigate who has been into the classroom- can they discover what it is?</p> |  |
| <b>THE BIG PICTURE:</b>  | Children are going to be provided with real life opportunities to explore changes and life cycles, making observations by being involved and concentrating. They are going to develop their creative and critical thinking skills by making comparisons when exploring similarities and differences within the environment. A wide range of reading experiences, with a focus on Julia Donaldson, will help the children to foster a love of reading. |  |  |  |
| <b>COMMUNICATION &amp; LANGUAGE</b>  |   | <b>PHYSICAL DEVELOPMENT</b>  |  |  |
| Is able to respond to stories, asking questions and making comments. Listen to the opinions of others when in a small group. Is able to retell simple stories. Understand simple who, what and where questions. Understands how and why questions. | <p>Reading the Gruffalo and The Gruffalo's Child - retell</p> <p>Sharing lots of Julia Donaldson stories (The Smed's and the Smoo's, The Snail and the Whale, A Squash and a Squeeze). Retell the stories and talk about the creatures/animals in them using describing words.</p>  | <p>Move confidently in a range of ways, negotiating space and is able to use one handed equipment with control.</p> <p>Shows an awareness and an understanding of the effect of physical activity.</p> | <p>PE – Gym. Balancing, moving, crawling, and travelling.</p> <p>Under the sea and Farmyard Yoga. Discuss its impact on the body.</p> <p>Using scissors correctly to make masks and puppets for retelling.</p>   |  |

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| <p>Use past, present and future tenses appropriately in speech.<br/>Ask questions about events that have happened or are to happen in the future.</p>  | <p>Describing creatures (The Gruffalo, aliens, and animals) and creating their own using the right features.<br/>Describe the features to a friend.</p> <p>Make predictions in stories:<br/>What will happen next?<br/>What do you think?<br/>Why does he feel sad/happy?</p> |   |   |
| <p><b>PSED:</b></p>  |   | <p><b>LITERACY:</b></p>   |   |
| <p>Select and use own resources, ask for help and is confident to interact with others.<br/>Confident to talk about their own needs, wants, interests and opinions and when they do or don't need help. Is willing to try something new.<br/>Confidently initiate conversations with unfamiliar adults and is able to compromise in social situations.<br/>Is able to take turns, accepts the needs of others and is aware of the consequences of their actions.<br/>Is able to negotiate with peers, working as part of a group/understanding and following rules, adapting their behaviours to different situations.</p> | <p>Choosing our own resources when making and creating. Ask for help if needed.</p> <p>Read the Colour Monster and discuss different feelings and why we may feel like that.</p> <p>Linking our feelings to different characters.</p>   | <p>Talks about what they have read showing some understanding and emotional engagement with the content.<br/>Hears and says initial sounds in words.<br/>Links sounds to letters when segmenting and blending CVC words.<br/>Uses groups of letters or letter like shapes when writing.<br/>Segment CVC words and uses appropriate letters to represent sounds in their writing.<br/>Begin to write for different purposes.</p> | <p>Sharing Julia Donaldson books through-out the term<br/>Stick puppet story retelling (The Three Little Pigs)<br/>Story map (The Gruffalo)<br/>Journey innovation (The Snail and the Whale)</p> <p>Weekly phonics sessions - writing words and labels<br/>Writing phase 2 tricky words</p> |
| <p><b>MATHS:</b></p>   |   | <p><b>UNDERSTANDING THE WORLD</b></p>   |   |

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| <p>Recognises and places in order from 0-10<br/>Begin to recite numbers from 0-20.</p> <p>Find 1 less than a given number.<br/>Find total by counting and combining groups of objects.</p> <p>Uses comparative language to describe and compare measures. (size, weight, capacity and time)</p> | <p>Jack Hartman- count to 20.<br/>Looking at teen numbers, their representative value and how they are formed.<br/>Removing one object to find one less.<br/>Gruffalo number line jumping back to find one less.<br/>The Snail and The Whale comparison of size.<br/>A Squash and a Squeeze exploration of capacity- how much can we fit inside?<br/>Exploring weight by hunting to find heavy and light objects.</p> | <p>Uses technology to enhance, change or recreate with a learning experience.<br/>Responds to experiences and explorations of why things happen and how things work in the natural and 'made' world.<br/>Know and talk about a range of different festivals.</p> | <p>Purple Mash activities – create a Gruffalo, resign a rocket, decorate a chick.<br/>Purple Mash phonics and maths games<br/>Exploring the Farm on Simple City Phonics Play games<br/>Esafety- Smartie the Penguin.</p> <p>Celebrate Valentine's Day</p> <p>Watch eggs hatch into baby chicks and observe the changes</p> |
| <p><b>EXPRESSIVE ARTS &amp; DESIGN</b></p>  |   | <p><b>VOCABULARY</b></p>   |  |
| <p>Uses simple tools and techniques competently and appropriately to create something new.<br/>Plays co-operatively as part of a group to develop and act out a narrative.</p>  | <p>Julia Donaldson crafts- masks, animals, potions, pictures.</p> <p>Making a Gruffalo feast</p> <p>Listening to and making up music linked to Tabby McTat and Walking through the jungle.</p> <p>Retell The Gruffalo</p>   | <p>phoneme<br/>grapheme<br/>digraph<br/>The Gruffalo<br/>claws<br/>prickles<br/>love<br/>feelings</p>  | <p>teeth<br/>whiskers<br/>wood<br/>life cycle<br/>changes<br/>turn into<br/>add<br/>less</p>   |
| <p><b>OTHER TEXTS</b></p>   | <ul style="list-style-type: none"> <li>- The Smed and the Smoos</li> <li>- The Gruffalo's Child</li> <li>- A Squash and a Squeeze</li> <li>- The Snail and the Whale</li> <li>- Walking Through the Jungle</li> </ul>   | <p><b>CELEBRATIONS:</b></p>  | <p>Valentine's day</p>   |

