

Whinless Down Academy
EYFS Planning

TOPIC:	How can I make it?	TERM:	Term 2
FOCUS TEXT:	Whatever Next!	HOOK:	Big range of construction materials for children to make whatever they want with e.g. junk modelling, construction etc. Or have the same objects from the text and see what they make.
THE BIG PICTURE:	Through playing and exploring children learn to construct with a purpose. They develop the use of a range of materials and tools and can begin to use them in different and unusual ways. Communication and language lies at the heart of the learning, talking, or maybe even recording, what they are going to make, sharing resources with their peers as well as beginning to evaluate how successful they have been.		
COMMUNICATION & LANGUAGE		PHYSICAL DEVELOPMENT	
Can make plans Ask questions about events & objects Answer simple questions Describe how they have carried something out Listen and attend to a dialogue in a small group Able to retell simple stories	Use of Plan, Do and Review to explain learning to a friend or small group. Listen to and discuss the story Whatever Next! Making comments on their favourite parts, and characters feelings. Sequencing the story Whatever Next! Using simple language to retell key parts of the text.	Aware of safety and can begin to manage a range of risks Moves with confidence Use a range of tools safely and with control	Sequencing a dance routine to the story of We're Going on a Bear Hunt (Dance PE) Use scissors to cut and manipulate materials for construction e.g. cut orange flame like shapes to add to a rocket.

PSED:		LITERACY:	
<p>Develop good relationships with others</p> <p>Initiate conversations with others</p> <p>Begin to compromise</p> <p>Take turns</p> <p>Select and use own resources</p>	<p>Exploring a range of ways of making new things e.g. building, attaching, junk modelling etc...</p> <p>Use plans to have an idea of what materials are needed and selects them independently e.g. a box to build a rocket.</p>	<p>Engages in making messages</p> <p>Ascribe meaning to the marks they make</p> <p>Write some letters in their name</p> <p>Recognise familiar signs and labels</p> <p>Rhyming words and alliteration</p> <p>Hears and says some letter sounds</p>	<p>Give meaning to the marks I make by drawing objects to use as a rocket to fly to the moon.</p> <p>Nursery Rhyme Week- Looking at rhymes in stories and poems.</p> <p>Finding words that sound similar.</p> <p>Recognising some sounds in words and using them to record some sounds in ingredients and colours.</p> <p>Write Christmas card messages to families and to people who help us at school i.e. cleaners, teachers, dinner ladies etc...</p>
MATHS:		UNDERSTANDING THE WORLD	
<p>Recite & order numbers to 10</p> <p>1-to-1 correspondence with up to</p>	<p>Making amounts by using star stamps to represent given numbers.</p>	<p>Begin to understand why things happen and how things work</p>	<p>Linking to The Day the Crayons Quit, melt wax and make crayons to</p>

<p>10 objects Use vocab more & less Find 1 more Use graphic representation Language to describe pattern Positional language Name and talk about shapes</p>	<p>Using numicon to explore counting by using one to one correspondence. Beginning to use positional language by using an image related to our key text, Whatever Next! Listening carefully to the positions described and placing stickers in their correct places e.g. place the sticker next to the star.</p> <p>Exploring patterns using the story, Aliens Love Underpants, to create patterned pants, including repeating patterns.</p> <p>Using the story, The Day The Crayons Quit, add one more crayon each time to explore finding one more.</p> <p>Relating to Elmer, create a tally chart to make marks that represent the amounts of our favourite colours.</p>	<p>Know and talk about a range of different festivals Use technologies to support and find out more about the world around them <u>RE</u> – Which people are special & why? Online safety</p>	<p>explore changes and effects.</p> <p>Exploring the celebration of Bonfire Night. Create a remembrance picture using paint/ 2simple to explore the day of celebration.</p> <p>Use Google Earth to explore and understand the place they live in.</p> <p><u>RE-</u> Exploring special objects, e.g. photographs, and stories to us and recognising that Christians have special stories too. Focus on The Christmas Story.</p> <p>Online safety- learning what to do in the event of something happening that shouldn't be. Exploring ways to keep ourselves safe online e.g. turn the device off and telling a grown up.</p>
<p>EXPRESSIVE ARTS & DESIGN</p>		<p>VOCABULARY</p>	
<p>Constructs with a purpose in mind using a variety of resources to create a model, dance or composition Using a resource or material in a</p>	<p>Exploring a range of ways of making new things- Hook Day. For example, den building, arts and crafts, large construction etc..</p>	<p>Construct Build Resources Tools Make</p>	<p>more less shapes names rhyme alliteration phoneme</p>

<p>different or unusual way showing intent as they do so</p>	<p>Manipulating materials to achieve a planned effect- Remembrance crafts e.g. playdough/ paper poppies and small loose parts.</p> <p>Linking to The Day The Crayons Quit, exploring what happens when we mix colours. Mix colours to make new colours.</p>		
<p>OTHER TEXTS</p>	<p>Elmer Christmas Story The Day The Crayons Quit</p>	<p>CELEBRATIONS:</p>	<ul style="list-style-type: none"> • Bonfire Night • Remembrance Day • Hannukah • Christmas