

Whinless Down Academy

EYFS Planning

Topics are a broad plan for the adult directed teaching that takes place each term. Our planning is flexible and fluid in order to follow the children's interests and meet individual children's needs.

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| TOPIC: | Can you read me a story? | | TERM: | 1 |
| FOCUS TEXT: | The Tiger Who Came For Tea | | HOOK: | Host a tiger tea party – children to make invitations, create party hats, watch The Tiger who came for tea and experience a tiger in the classroom through Google VR. |
| THE BIG PICTURE: | Within the warm and supportive confines of their new classroom, children will listen to and engage with a range of stories. Children to share their own favourite story with their new friends, and begin to explain why they like them. Children to explore their new environment and talk about a range of stories through role-play, small world and imaginary play. | | | |
| MATHS: | | | LITERACY: | |
| Matching objects and amounts to a number (4/5) | Exploring how old we are by looking at the number of candles needed to add to a birthday cake that matches our age. | Write some or all of their name. | Rainbow writing, and copying letter shapes from name cards, using them independently to support name writing. | |
| Counting actions, sounds and objects. | Through nursery rhyme, 10 Little Dinosaurs, count to 10, including sounds, actions and ten dinosaur figures. | Understand concepts of print e.g. meaning. | Finding print in the environment by engaging in a print hunt. | |
| Compare height. | Exploring height by making a class chart, looking at who is the tallest/shortest. | Engage in extended conversations about stories, learning new vocabulary. | Sequence pictures to order the process of bread making. | |
| Select, rotate and manipulate shapes. | Solve jigsaw puzzles, of the tiger who came to tea, with increasing challenge. | | Exploring our favourite stories and sharing them with our friends. | |

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| <p>Compare quantities, using language 'more than' and 'fewer than'.</p> <p>Link objects to their value.</p> <p>Composition of numbers to 0-2.</p> <p>Making comparisons in relation to capacity.</p> | <p>Explore groups of different sizes, comparing if there are more or fewer.</p> <p>Explore the value of numicon, looking closely at the shapes of the tiles, colours and amount of holes.</p> <p>Exploring 0,1 and 2 in different contexts e.g. numberblocks, 5/10 frames, dice etc...</p> <p>Measuring and comparing the ingredients to make bread rolls for Harvest.</p> | | <p>Focusing on The Tiger Who Came to Tea, use props for story retelling, including using new language.</p> <p>Use actions and pictures in order to retell the story of The Tiger Who Came to Tea.</p> <p>Use props, pictures and Judith Kerr stories to retell events.</p> |
| <p>EXPRESSIVE ARTS & DESIGN</p> | | <p>UNDERSTANDING THE WORLD</p> | |
| <p>Draw with increasing complexity and detail such as representing a face with a circle and details.</p> <p>Explore different materials freely and decide what to make.</p> | <p>Drawing an initial self-portrait, then looking closely at attention for details, using a mirror, in order to increase our skillset for adding complexity and detail.</p> <p>Using The Tiger Who Came To Tea as a stimulus, children examine the details of a tiger and choose a range of materials to use for tiger mask making.</p> | <p>Begin to make sense of their own life story and families history.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about differences between materials and changes they notice.</p> | <p>Exploring family history, looking at the people who live in their home and their relation to them.</p> <p>Explore some Dover routes e.g. the way to a local café. Compare this environment to that of which a tiger may live, looking closely at comparing the two.</p> <p>Explore the changes that happen during the process of bread making.</p> |

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| <p>Listen with increasing attention to sounds and play instruments with increasing control.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Remember and sing entire songs.</p> | <p>Listen and play along to instruments, tuning into the sounds they make.</p> <p>Enjoy listening and making dance moves to, Hey Tiger!</p> <p>Sing along to some harvest themed songs.</p> | <p>RE- Which stories are special and why?</p> | <p>Begin by exploring the word 'special'. What does this mean to us? Look at special objects and discuss what makes them special.</p> <p>Explore our favourite books- what do we like about them? What makes them special?</p> <p>Explore the book that is special to Christians.</p> |
| <p>TRIPS & VISITORS</p> | | <p>VOCABULARY</p> | |
| <p>Family visit to celebrate Harvest.</p> | | <p>One day Suddenly Who Once upon a time Tiger Tea Party Family Introduce school values</p> | |
| <p>OTHER TEXTS</p> | <p>Mog's Birthday Each Peach Pear Plum Spot the dog Elmer Hairy MacLary Dear Zoo Shark in the Park</p> | <p>CELEBRATIONS</p> | <p>Starting school Harvest</p> |