

EYFS Intent, Implementation and Impact Planning

Weeks 12-13 summer term 2025- The Farm

<ul style="list-style-type: none"> • What do we want the children to learn? • What skills and knowledge do we want them to acquire? 	<ul style="list-style-type: none"> • Which activity or activities are you planning to develop these skills and knowledge? 	<ul style="list-style-type: none"> • What language structures will be developed in this activity? • What key vocabulary will be developed?
<p>To be able to listen to a simple story in a small group</p> <p>To say some of the words in stories, songs and rhymes- counting rhymes (Literacy, Communication & Language, Mathematics)</p> <p>To use positional language (Communication & Language, Mathematics)</p> <p>To join in with songs and rhymes, say some of the words in rhymes, sing rhymes independently (Literacy, communication & Language, Mathematics, Expressive Art & Design)</p>	<p>Share simple stories and rhymes in the quiet room in small groups. Use lift the flap stories and use props to support the story or rhyme- Rosie's Walk, Around the Farm (noisy book)</p> <p>Share the book Rosie's Walk and use positional language to describe her journey</p> <p>Sing nursery rhymes and simple songs with the children- Five Little Ducks, 5 Currant buns, Incy Wincy Spider, Humpty Dumpty. Act the rhymes out and miss out key words for the children to fill in. Use finger puppets as props</p>	<p>Language from the story- hay, rake, pond, splash, fence, beehive, mill, flour</p> <p>Over, under, behind, in, through</p> <p>The language of nursery rhymes</p>
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<p>To name farm animals (Communication & Language, Understanding of the World)</p> <p>To run, jump, climb and crawl through tunnels To wait for the word 'go' before we run and to wait for their turn as we explore simple obstacle courses and other races (Physical Development, Mathematics, Personal & Emotional Development)</p>	<p>Explore the farm animal small world sets</p> <p>Practise simple races and obstacle courses outside- balance on beams and crawl through tunnels</p>	<p>Cow, sheep, pig, horse, goat, donkey, chicken, goose</p> <p>Ready, steady go...</p>
<p>To listen to more detailed & longer stories and understand what an author and illustrator are. To learn new vocabulary. To repeat words and phrases from familiar stories and to ask questions about the book. To follow and understand the sequence of a story. To understand 'what' and 'why' questions. Understands that print has meaning. (Literacy, Communication & Language, Understanding of the World)</p> <p>To remember and sing entire songs (Expressive Art & Design, Communication and Language, Mathematics)</p>	<p>Read the story 'The Little Red Hen and the Grains of Wheat' -adult to talk about who wrote the story, the author, and who illustrated it, the illustrator. Has this author written any other stories?</p> <p>Learn new songs- Down in the Farmyard, The Train song, Number Nine song, Penguin Song, Five Currant Buns in a Baker's Shop</p>	<p>New vocabulary used in the story- wheat, grains, sickle, thresh, grind, flour, mill, miller baker, yeast</p>

To understand position through words alone-for example-'the bag is under the table' with no pointing (Mathematics, Communication & Language)

To learn the names of baby animals

To run, jump, balance, climb and crawl
To wait for their turn and to work together in a team (Physical Development, Personal, Social & Emotional Development)

Use lots of positional language as we explore the small world farm

Share the story Rosie's Walk- can you describe her journey?

Share the positional language animal cards- where is the bear...?

Explore the farm sets, matching up adult and baby animals and naming them

Race practise including an obstacle course

in...on...under...up...down...besides...
between...underneath...over...behind

Foal, lamb, calf, gosling, kitten, puppy, duckling, piglet

Ready, steady go
