

EYFS Intent, Implementation and Impact Planning

Weeks 4-6 autumn term 2025- nursery rhymes, listening skills and mark making

Intention	Implementation	Impact	Language and Vocabulary Development
<ul style="list-style-type: none"> • What do you want your children to learn? • What skills and knowledge do you want them to acquire? 	<ul style="list-style-type: none"> • Which activity or activities are you planning to develop these skills and knowledge? • How will the activity help your children to make progress? • How does it fit into a sequence of learning? 	<ul style="list-style-type: none"> • Has the activity supported your children's learning? • Are your children making good or better progress? 	<ul style="list-style-type: none"> • What language structures will be developed in this activity? • What key vocabulary will be developed? • What questions and prompts could be helpful?
<p>. To be able to make marks on paper and outdoors on the floor with different tools</p> <p>. To begin to give meanings to their marks</p>	<p>Outdoor chalk drawing- can we draw lines and circles?</p> <p>Different mark making tools inside- pencils, felt tips, chinks, paintbrushes, rollers, toothbrushes</p> <p>Playdough and stampers to make marks in the dough with</p>		<p>Can you draw a long line? A big circle?</p> <p>The roller makes a big line!</p> <p>Round and round</p> <p>Up and down</p>
<p>To begin to be able to count out up to 3 objects from a larger group</p> <p>To use number names in order as they count out loud</p>	<p>Offer a tray with a large number of different objects in and ask the children to choose 1, 2 or 3 objects to put in their basket.</p> <p>In the role play kitchen ask the children to pass 1...2...3 plates or cups</p>		<p>Can you put 1...2...3 things in your basket?</p> <p>Yes, you have 3! Let's check together: 1,2,3</p>
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To listen in small and large groups

Read stories and sing rhymes, using props to support engagement, and encourage the children to fill in missing words and join in with repeated refrains
Play a simple version of Simon Says

Circle time- pass the teddy around the circle and only speak when you are holding the teddy- can you tell him your name and your favourite nursery rhyme?

Repeated refrains in stories-
Whose been eating my porridge...we're going on a bear hunt

Nursery rhyme vocabulary