


EYFS Intent and Implementation Planning


Week 9, 10 & 11 Spring Term 2026: Mothers' Day, Spring, Easter, sorting for colour and type

Plans in black- for all the children

Plans in green- for 2-3 year olds (approximately)

Plans in blue- for 3-4 year olds (approximately)

Intention	Implementation	Language and Vocabulary Development
<ul style="list-style-type: none"> • What do we want your children to learn? • What skills and knowledge do we want them to acquire? 	<ul style="list-style-type: none"> • Which activity or activities are we 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? • What questions and prompts could be helpful?
<p>To enjoy sharing a book with an adult</p> <p>To pay attention to a story and respond to the pictures or words</p> <p>To understand what is happening with the help of the pictures</p> <p>To be able to repeat words and phrases from this familiar story</p> <p>Learn new vocabulary</p>	<p>Share the stories 'Fluffy Chick' and 'A Walk in Spring' and 'There's a Bunny in your book.'</p>	<p>Farm animal names, flower names</p>
<p>To develop 'effortful control'- wait for a turn, not grab a toy from others</p> <p>To sort for colour</p>	<p>Adults to work closely with the children in small group sharing games like rolling a ball to each other, taking it in turns to roll a car down a ramp</p> <p>Use different coloured bowls and objects. Can the children put the correct coloured objects in each bowl?</p>	<p>Model useful phrases like 'Can I have a turn...my turn next.'</p> <p>Colour names, 'yes those are the same'</p>
		

<p>To complete simple inset puzzles and put together a simple puzzle- 2-8 pieces</p> <p>To use a wheelbarrow to move objects outside</p> <p>To use a collection of different tools and paint to create a spring flower picture, Mother's Day card and to decorate Easter egg pictures</p> <p>To notice and talk about natural things in the environment- signs of spring</p> <p>Learn some new action songs</p>	<p>Offer a collection of different puzzles</p> <p>Offer wheelbarrows and different natural objects to fill them with. Can the children push the barrow up and down the path?</p> <p>Offer different coloured paints and tools- brushes, dabbers, potato mashers, whisks, toothbrushes, forks</p> <p>Explore the forest school and look for signs of spring.</p> <p>Practise our collection of spring songs- 'A Tiny Seed', 'April showers' and 'I'm a Spring Chicken.'</p>	<p>Turn it round Can you find the piece that goes here?</p> <p>Daffodil, crocus, primrose, buds</p>
<p>To listen and respond to a familiar story</p> <p>To repeat phrases from the story</p> <p>To ask questions about the story, make comments and share their own ideas.</p> <p>To understand the sequence of a familiar story.</p> <p>To explore non-fiction books</p> <p>To learn new vocabulary</p> <p>To understand 'why' questions</p>	<p>Read the focus stories- 'One Springy Day,' 'The Tiny Seed' and 'We're Going on an Easter Egg Hunt'</p>	<p>Key vocabulary from the stories and repeated refrains</p> <p>Numerals 1-10</p>
		

<p>To develop their sense of responsibility and membership of a community</p>	<p>Give children small jobs to do- clearing the plates and cups away after snack, being in charge of tidying the kitchen. Lots of praise of helpful and kind behaviour- use the reward rocket display to support this. Talk about good manners- please, thank you, excuse me... Practise using these words at snack time</p>	<p>Thank you, please, excuse me Adults to model positive language- 'Can I help? Thank you for tidying those away, please sit on the carpet'</p>
<p>To sort for type</p>	<p>Offer a selection of small objects- dinosaurs, vehicles, fruit, insects, farm animals and ask the children to sort them into different bowls for type initially and then in other ways- things with wheels, things that can fly, things with 4 legs etc</p>	<p>Can you put all the things that fly in the red bowl and all the things that can't in the yellow...that have 4 legs...that you can eat?</p>
<p>To draw/paint a vase of daffodils</p>	<p>Look closely at the vase of daffodils and offer green, yellow and orange paint to copy it in a picture</p>	<p>Still Life, vase, petal, leaf, bud, stem, stalk</p>
<p>To understand the lifecycle of a flower</p>	<p>Share the story 'A Tiny Seed.' Look closely at some seeds and talk about what they need to grow. Plant seeds in compost</p>	<p>What does this seed need to grow? Bud, roots, shoot, stem, sunshine, water, watering can</p>