

A Sample EYFS Week

Weather, sounds, and patterns | A practical five-day example for early-years teams

Age band: Mixed ages 3-5 years

For: Nursery, childminder, and Reception settings in England

Use: Adapt the invitations, timing, and resources to your children and setting

WEEKLY OVERVIEW

A flexible thread from noticing feelings, to moving and listening, to close observation and pattern-making. There are no fixed timings; revisit an invitation when it is useful to the children.

Monday: Feelings Weather Board - Noticing feelings and what can help.

Tuesday: Move Like the Weather - Movement, rhythm, sequence, and pace.

Wednesday: Sound Hunt Story Map - Listening, representation, and shared stories.

Thursday: Seasonal Change Observer Jars - Careful observation and change over time.

Friday: Pattern Paths with Natural Parts - Repeating patterns, pathways, and careful collecting.

HOW TO USE THIS EXAMPLE

Begin with what children already notice and can do. Choose a small group or an open invitation, model language without taking over, and use the observable learning cues to decide what to offer next. Keep activities optional and follow your setting procedures for supervision, access, allergies, and safe materials.

Monday | Feelings Weather Board

Focus: Noticing feelings and what can help

Learning-area links: Personal, Social and Emotional Development; Communication and Language

Invitation: At arrival or in a small group, invite children to choose, point to, draw, or name a weather symbol for how they feel. They may return to it later; feelings can change.

Setup and materials: Place simple sun, cloud, wind, and rain symbols beside feeling words or faces on an accessible board. Offer removable markers, paper, and pencils, plus a private check-in with a trusted adult.

Adult prompts: "What would you like me to know?" "Would you like to show, tell, or keep it private?" "What might help right now?" "Would you like to check in again later?"

Observable learning: Notice whether children communicate a feeling in a way that works for them, choose or revisit a symbol, notice that feelings can change, or listen and respond to another person.

Inclusive adaptations or next step: Use home languages, photos, objects, gesture, or AAC, and never require a child to disclose a feeling. Keep the board as a supportive invitation rather than a record or judgement.

Next, add a simple "what helps" choice or explore how a story character might feel.

Tuesday | Move Like the Weather

Focus: Movement, rhythm, sequence, and pace

Learning-area links: Physical Development; Expressive Arts and Design; Mathematics

Invitation: Offer children a choice of ways to move like sunshine, rain, wind, or a passing cloud. Invite them to make a short sequence, then change its order or pace.

Setup and materials: Clear a safe movement space and mark a simple pathway with floor spots or tape. Prepare picture prompts and optional quiet rhythm cues; check the space and equipment for the children using it.

Adult prompts: "How could a breeze move your body?" "Can you travel slowly, then pause?" "Which movement could come next?" "What changes when the rhythm gets quicker or slower?"

Observable learning: Look for balance, coordination, spatial awareness, controlled starts and stops, and

children repeating, ordering, counting, or changing a movement pattern.

Inclusive adaptations or next step: Offer seated, standing, small, or supported movements and visual or tactile rhythm cues. Keep sound optional and make a quiet space available. Next, invite a child to choose two or three movements for someone else to follow.

Wednesday | Sound Hunt Story Map

Focus: Listening, representation, and shared stories

Learning-area links: Communication and Language; Literacy; Understanding the World; Expressive Arts and Design

Invitation: Choose three sounds from a familiar picture book. Explore where those sounds can be heard or made, then make a shared map that shows the sounds in story order.

Setup and materials: Gather a short picture book, a large sheet of paper, chunky pencils, and optional safe sound-makers. Choose an accessible route and supervise children throughout the sound hunt.

Adult prompts: "What can you hear nearby?" "How could we show that sound on our map?" "Which sound came first in the story?" "What might happen next?"

Observable learning: Notice listening and turn-taking, descriptive words or gestures, questions about sounds and places, marks or symbols that carry meaning, and attempts to retell events in order.

Inclusive adaptations or next step: Keep the route short and offer an indoor, seated, or quiet alternative.

Children who do not access sound in the same way can map visible actions, vibrations, or chosen story events; accept drawing, objects, symbols, dictated words, or AAC. Next, revisit the map and let children add a new ending.

Thursday | Seasonal Change Observer Jars

Focus: Careful observation and change over time

Learning-area links: Understanding the World; Mathematics; Expressive Arts and Design

Invitation: Invite children to choose one safe natural find and observe it again later. Compare details such as colour, shape, size, or texture and represent what they notice.

Setup and materials: Set out clear observation jars or trays, clipboards, paper, pencils, and magnifiers. Use suitable found materials from the setting, check for allergies and choking risks, and return natural finds respectfully. Do not collect or seal living creatures.

Adult prompts: "What do you notice first?" "How could we describe or compare these two finds?" "What looks the same or different from before?" "What do you wonder might happen next?"

Observable learning: Look for close attention to detail, comparison language, sorting or measuring choices, questions about living and non-living things, and drawings or models that represent an observation.

Inclusive adaptations or next step: Offer large, safe materials and photographs or tactile alternatives when handling is not suitable. Let children observe from a comfortable distance and record with marks, talk, gesture, or adult scribing. Next, revisit the same item and compare the two representations.

Friday | Pattern Paths with Natural Parts

Focus: Repeating patterns, pathways, and careful collecting

Learning-area links: Mathematics; Physical Development; Understanding the World; Expressive Arts and Design

Invitation: Make a short path with a repeating arrangement, such as leaf, stone, leaf, stone. Invite children to notice the rule, continue it, change it, or invent their own.

Setup and materials: Use a tray or clear floor space and a small selection of large, safe natural parts. Collect only where permitted and in a way that respects the setting; washable wooden pieces can be a substitute.

Adult prompts: "What do you notice repeating?" "Which part might come next?" "How could you make the path longer or change its rule?" "Can you follow the path carefully and describe what you made?"

Observable learning: Notice children copying, continuing, or inventing a pattern; using same, different, repeat, and next; moving along a pathway with control; and representing or explaining a design.

Inclusive adaptations or next step: Offer larger objects, a tabletop tray, a seated route, or a tactile pattern strip. Begin with two contrasting materials and accept an emerging pattern without demanding a correct

answer. Next, invite children to draw the pattern or make a route for a toy to follow.

SEVEN-AREA CROSSWALK

The links below show where the week creates opportunities to notice learning. They are prompts for professional observation, not a checklist or a claim that one activity covers an area in full.

Communication and Language: Monday, Wednesday.

Personal, Social and Emotional Development: Monday.

Physical Development: Tuesday, Friday.

Literacy: Wednesday.

Mathematics: Tuesday, Thursday, Friday.

Understanding the World: Wednesday, Thursday, Friday.

Expressive Arts and Design: Tuesday, Wednesday, Thursday, Friday.

This is an illustrative example, not statutory guidance. Adapt it to the children, context, and professional judgement in your setting.