

# Curriculum Overview: EYFS Spring Term 1



## Our World and Beyond

WOW moment: Visiting local church, Superhero day



Week 1 2nd January	Week 2 8th January	Week 3 15th January	Week 4 22nd January	Week 5 29th January	Week 6 5th February
Our Local Area	Space	Superheroes	Superheroes	Superheroes	
Establishing Week	Visit to St Jude's Church	Planetarium?	Superhero dress up day		Chinese New Year
Healthy Body, Healthy Mind Day					Shrove Tuesday
Key Stimulus:  	Key Stimulus:   	Key Stimulus:  	Key Stimulus:   	Key Stimulus:  	
Nursery Rhyme/Song: 3 little Pigs rap	Nursery Rhyme/Song: 5 little men in a flying saucer	Nursery Rhyme/Song: 1-10 Super Song	Nursery Rhyme/Song: 5 superheroes song	Nursery Rhyme/Song: If you're super and you know it	

Role Play: House set up for weeks 1-3. Superhero Headquarters

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### C&L:

#### Listening, Attention & Understanding:

- Understands how to listen carefully and why listening is important.
- Learns new vocabulary
- Listens carefully to rhymes and songs, paying attention to how they sound
- Engages in non-fiction books
- Uses new vocabulary through the day.

#### Speaking:

- Engages in storytimes.
- Articulates their ideas and thoughts into well-formed sentences.
- Connects one idea or action to another using a range of connectives.
- Describes events in some detail.
- Uses talk to help work out problems and organise thinking and activities.
- Uses problem-solving words and phrases e.g. 'so that...', 'because...', 'I think it is...', 'you could...', 'it might be...'
- Uses talk to explain how things work.
- Uses talk to explain why things might happen.
- Retells stories once they've developed familiarity with the text.
- Listens to and talks about stories to build familiarity and understanding.



<p>Listening, Attention &amp; Understanding: Reminder of carpet rules – legs crossed, lips closed, hands up, good looking, good listening. Reminder of wiggly fingers when bell/ tambourine is rung.</p>	<p>Listening, Attention &amp; Understanding:  Covered throughout other areas of learning.</p>	
<p>Speaking: Reminders to speak in full sentences with our friends and ask somebody if we can play with them. Reminders of when and how to say please and thank you e.g. when getting our lunch.</p>	<p>Speaking:  Children to retell the story of 'The 3 Little Pigs', using actions to support</p>	<p>Speaking:  Covered throughout other areas of learning.</p>

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**PSED:**

**Self-Regulation:**

- Build constructive and respectful relationships
- Think about the perspectives of others

**Managing Self:**

- Shows resilience and perseverance in the face of challenge.
- Manages their own needs- personal hygiene
- Knows and talks about the importance of regular physical activity, healthy eating and tooth brushing.

**Building Relationships:**

- Consider the feelings of others

**Jigsaw PSHE:**

- I understand that if I persevere I can tackle challenges
- I can tell you about a time I didn't give up until I achieved my goal
- I can set a goal and work towards it
- I can use kind words to encourage people
- I understand the link between what I learn now and the job I might like to do when I'm older
- I can say how I feel when I achieve a goal and know what it means to feel proud



Reminders of 'The Golden Rules' Link to looking after resources inside and out  Reminder of zones of regulation  Introduce value of the half term  Reminders of steps when going to the toilet and when washing hands.  Healthy Body, Healthy Mind Day	PSED:  Covered throughout continuous provision and other areas of learning.	PSED:  Healthy Eating discussion	PSED:  Covered throughout continuous provision and other areas of learning.		
PSHE- Dreams and Goals  1. Challenge	PSHE- Dreams and Goals  2. Never Giving Up	PSHE- Dreams and Goals  3. Setting a Goal	PSHE- Dreams and Goals  4. Obstacles and Support	PSHE- Dreams and Goals  5. Flight to the Future	PSHE- Dreams and Goals  6. Footprint Awards

**Key Vocab:** Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage



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PD:

**Gross Motor Skills:**

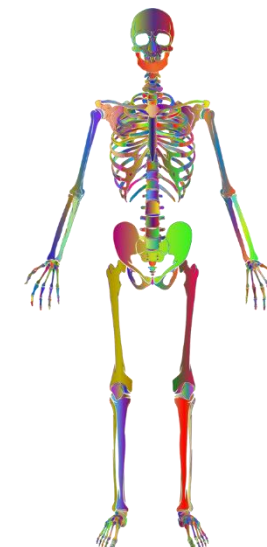
- Demonstrates the ability to roll, crawl, walk, jump, run, hop, skip and climb.
- Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.
- Develop the overall body strength, co-ordination, balance and agility
- Begins to move with control and grace.
- Can describe movement and directionality using vocabulary.
- Can confidently and safely use a range of large and small apparatus both inside and outside.
- Develop a range of ball skills including throwing and catching

**Fine Motor Skills:**

- Can use a range of tools competently, safely and confidently.
- Writes using print letter formation which is fast, accurate and efficient.
- Is able to use a knife safely to cut fruit

**Get Set 4 P.E:**

- Understand that I can move my body in different ways to create interesting actions.
- Understand that I can change my action to show an idea.
- Know that if I move into space it will help to keep me and others safe.
- Know that when watching others I sit quietly and clap at the end.
- Know that if I use lots of space, it helps to make my dance look interesting



Gross Motor: Introduce balance bikes into outdoor area.	Gross Motor: Covered in PE lessons and through continuous provision and independent access to resources.				
Fine Motor: Continue teaching how to do zip on our coat	Fine Motor: Add Pasta and threading to funky fingers area	Fine Motor: Children have access funky fingers area. Fine Motor interventions			
PE: Dance Unit 2 Theme: At the Seaside To copy, repeat and explore actions in response to a theme.	PE: Dance Unit 2 Theme: Under the Sea To explore and remember actions considering level, shape and direction.	PE: Dance Unit 2 Theme: At the Fireworks Display To explore movement using a prop with control and coordination.	PE: Dance Unit 2 Theme: At the Fireworks Display To move with control and co-ordination, expressing ideas through movement.	PE: Dance Unit 2 Theme: At the Farm To remember and repeat actions moving in time with the music.	PE: Dance Unit 2 Theme: At the Farm To explore actions in response to a theme and begin to use counts.
Key vocab: actions, beat, counts, direction, fast, finish position, high, low, quickly, shape, slowly, start position, travel					



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**Literacy:**

**Word Reading:**

- Reads some digraphs
- Reads some CEWs matched to Monster Phonics
- Recognises sounds and reads words in line with what has been taught in Monster Phonics

**Comprehension:**

- Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

**Writing:**

- Form lower-case and capital letters correctly.
- Spells words by identifying the sounds and then writing the sounds with letters.



<b>Word Reading:</b>  <b>Monster Phonics Assessment Week</b>	<b>Word Reading:</b> Monster Phonics oo Tricky Witch HFWs: look, now, down.	<b>Word Reading:</b> Monster Phonics ow Brown owl HFWs: : look, now, down.	<b>Word Reading:</b> Monster Phonics ee Green Froggy HFWs: see, going, just, have.	<b>Word Reading:</b> Monster Phonics ur Black Cat HFWs: see, going, just, have	<b>Word Reading:</b> Monster Phonics ai Angry Red A HFWs: it's, do, so
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Comprehension: Covered through daily story times



<b>Writing:</b> Children to write their name for their learning space	<b>Writing:</b> Label features of the church	<b>Writing:</b> Space themed writing available in continuous provision	<b>Writing:</b> Writing opportunities added to Superhero HQ role play	<b>Writing:</b> Writing opportunities in continuous provision	<b>Writing:</b> Look at Chinese writing and compare
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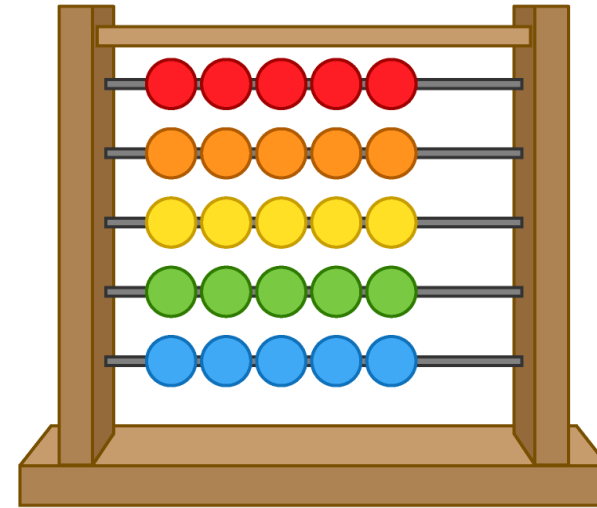
	<p><b>Drawing Club:</b> Key Stimulus:</p> <p><b>Vocabulary:</b> CONSTRUCT STURDY FLIMSY TAUNTING OBLITERATE SCARPER CELEBRATE EXHALE</p>	<p><b>Drawing Club:</b> Key Stimulus:</p> <p><b>Vocabulary:</b> NEVER DREADFUL DISTANT SCOWLING SUSPICIOUS DIVIDED UNITED SNEAKY</p>	<p><b>Drawing Club:</b> Key Stimulus:</p> <p><b>Vocabulary:</b> HERO VILLAIN VANISHED ENEMIES DECEIVE ESCAPE CONIVING TRAPPED</p>	<p><b>Drawing Club:</b> Key Stimulus:</p> <p><b>Vocabulary:</b> GLOOMY UNCONVINCING TRANSFORMATION GULP MUSCULAR SEARCHING BEFUDDLED VICTORIOUS</p>	<p><b>Drawing Club:</b> Key Stimulus:</p> <p><b>Vocabulary:</b> ZOOMING SUPERHUMAN TIMID HEROIC CALAMITY WRIGGLING INDESTRUCTIBLE ALTER</p>
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**Maths:**

**Number:**

- Count objects, actions and sounds up to 8.
- Can subitise first and then count to check.
- Understands one more than/one less than up to 8.
- Explore the composition of numbers to 8.
- Compare numbers up to 8.
- Links the number symbol (numeral) with its cardinal number value 1-8.
- Introduce zero.
- Find numbers to 8.
- Explore conceptual subitising to 8.
- Represent numbers to 8.
- Explore odd and even numbers.
- Find and make doubles to 8.
- Combine 2 groups to find the total.



**Shape, Space & Measures:**

- Make comparisons between objects relating to size, length, weight and capacity.
- Can explore and compare mass and capacity.
- Find a balance.

	<p><b>Maths:</b> Block 7 – Alive in 5</p> <ul style="list-style-type: none"> <li>• Introduce zero</li> <li>• Find 0 to 5</li> <li>• Represent 0 to 5</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition</li> <li>• Conceptual subitising to 5</li> </ul>	<p><b>Maths:</b> Block 8 – Mass and Capacity.</p> <ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Find a balance</li> <li>• Explore capacity</li> <li>• Compare capacity</li> </ul>	<p><b>Maths:</b> Block 9 – Growing 6,7,8</p> <ul style="list-style-type: none"> <li>• Find 6, 7, and 8</li> <li>• Represent 6, 7 and 8</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 6, 7 and 8</li> <li>• Make pairs – odd and even</li> <li>• Double to 8 (find a double)</li> <li>• Double to 8 (make a double)</li> <li>• Combine 2 groups</li> <li>• Conceptual subitising</li> </ul>
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	<p><b>Linked Texts:</b></p> <ul style="list-style-type: none"> <li>• Zero is the Leaves on the Tree by Betsy Franco</li> <li>• None the Number by Oliver Jeffers</li> <li>• Anno’s Counting Book by Mitsumasa Anno</li> <li>• I Spy Numbers by Jean Marzollo</li> <li>• The Ugly Five by Julia Donalson</li> <li>• Five Small Stars by Elizabeth Matterson and Madge Bugden</li> <li>• Room on the Broom by Julia Donaldson</li> </ul> <p><b>Linked Rhymes:</b></p> <ul style="list-style-type: none"> <li>• Five Little Monkeys Jumping on the Bed</li> <li>• Alice the Camel</li> <li>• One Birthday Candle</li> <li>• Crocodile Splash</li> <li>• Five Little Snowmen</li> <li>• Five Little Peas</li> <li>• Five Crispy Pancakes</li> </ul>	<p><b>Linked Texts:</b></p> <ul style="list-style-type: none"> <li>• Who Sank the Boat? By Pamela Allen</li> <li>• Balancing Act by Ellen Stoll Walsh</li> <li>• A Beach for Albert by Eleanor May</li> </ul> <p><b>Linked Rhymes:</b></p> <ul style="list-style-type: none"> <li>• There’s a Hole in My Bucket</li> </ul>	<p><b>Linked Texts:</b></p> <ul style="list-style-type: none"> <li>• Handa’s Surprise by Eileen Browne</li> <li>• Sidney the Silly Who Only Eats 6 by M.W Penn</li> <li>• Six Dinner Sid by Inga Moore</li> <li>• 1,2,3 to the Zoo by Eric Carle</li> <li>• Kipper’s Toybox by Mick Inkpen</li> <li>• Quack and Count by Keith Baker</li> <li>• Simon Sock by Sue Hendra and Paul Linnet</li> <li>• Missing Mittens by Stuart J. Murphy</li> <li>• Noah’s Ark</li> <li>• Double Dave by Sue Hendra</li> <li>• Minnie’s Diner by Doyle Ann Dodds</li> <li>• Two of Everything by Lily Toy Hong</li> <li>• Don’t Forget the Bacon by Pat Hutchins</li> <li>• The Snail and the Whale by Julia Donaldson</li> </ul> <p><b>Linked Rhymes</b></p> <ul style="list-style-type: none"> <li>• One Potato, Two Potato</li> <li>• I Can Sing a Rainbow</li> <li>• One Man Went to Mow</li> <li>• Eight in the Bed</li> </ul>
	<p><b>Key Vocab:</b> Zero, numeral, how many, counted, how many, altogether, subitise</p>	<p><b>Key Vocab:</b> Heavier, lighter, balance, float, sink, balance scale, more, fewer, mass, less, capacity</p>	<p><b>Key Vocab:</b> Altogether, different, one more, one less, part, whole, pair, odd, even, double, group</p>

## Curriculum Overview: EYFS Spring Term 1

UOW:

People, Culture and Communities:

- Recognise that people have different beliefs and celebrate special times in different ways.
- Draw information from a simple map.
- Learn about Chinese New Year
- Learn about Lent

Past and Present:

- Comment on images, stories, artefacts and accounts from the past.
- Is able to organise events using basic chronology using words linked to the passage of time.

The Natural World:

- Can talk about the features of the current season.
- Recognise some environments are different from the one in which they live.
- Can describe what they see, hear and feel whilst outside.
- Can recognise buildings, open spaces and roads from an aerial view of around school.

Guildford Diocese:

- Know that some people have spaces that are special to them and there are special buildings where some people go to think and learn about God
- Know that some people feel close to God anywhere or in their own special places.



<p>UOW: Remind about reflection area and how we can use it. Reminders of lunchtime and hometime prayer</p>	<p>UOW: Look at an aerial view of around school. Identify local buildings, roads and open spaces</p>	<p>UOW: Look at the planets in our solar system and compare to Earth</p>	<p>UOW: Talk about real life superheroes and the jobs they do</p>		<p>UOW: Learn about Chinese New Year</p>
<p><b>RE: What makes a place special?</b>  Engage</p>	<p><b>RE: What makes a place special?</b>  Enquire and Explore: Visit to church</p>	<p><b>RE: What makes a place special?</b>  Enquire and Explore: Discussion</p>	<p><b>RE: What makes a place special?</b>  Evaluate</p>	<p><b>RE: What makes a place special?</b>  Express</p>	

**Key Vocab:** Church, Worship, Pray, Service, Names and roles of visitors from local church/place of worship, Festival names, Parish, St Jude's church, Sukkot, Sukkah





## Curriculum Overview: EYFS Spring Term 1

**EAD:**  
**Creating with Materials:**


- Understands how to use the woodwork bench safely.
- Refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively sharing ideas, resources and skills.

**Being Imaginative and Expressive:**

- Can play instruments with increasing control.
- Plays instruments to express their feelings and ideas.
- Can develop storylines in their pretend play.

**Charanga Music:**

- Listening and responding to different styles of music.
- Embedding foundations of the interrelated dimensions of music.
- Learning to sing or sing along with nursery rhymes and action songs.
- Improvising leading to playing classroom instruments.
- Singing and learning to play instruments within a song.
- Share and perform the learning that has taken place.



<p><b>Creating with Materials:</b></p> <p>Covered throughout indoor and outdoor provision.</p>	<p><b>Creating with Materials:</b></p> <p>Create a house for the pigs using a variety of materials</p>	<p><b>Creating with Materials:</b></p> <p>Papier mâché planets</p>	<p><b>Creating with Materials:</b></p> <p>Design and create their own Supertato</p>	<p><b>Creating with Materials:</b></p> <p>Make superhero masks</p>	<p><b>Creating with Materials:</b></p> <p>Create Chinese lanterns, dragon, fan</p>
<p><b>Being Imaginative:</b></p> <p>Covered throughout indoor and outdoor provision.</p>			<p>Superhero HQ role play area</p>		
<p><b>Music: Charanga</b></p> <p>Everyone! Step 1</p>	<p><b>Music: Charanga</b></p> <p>Everyone! Step 2</p>	<p><b>Music: Charanga</b></p> <p>Everyone! Step 3</p>	<p><b>Music: Charanga</b></p> <p>Everyone! Step 4</p>	<p><b>Music: Charanga</b></p> <p>Everyone! Step 5</p>	<p><b>Music: Charanga</b></p> <p>Everyone! Step 6</p>
<p>Key Vocab: create, build, design, balance, mix, papier mâché, pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase</p>					

