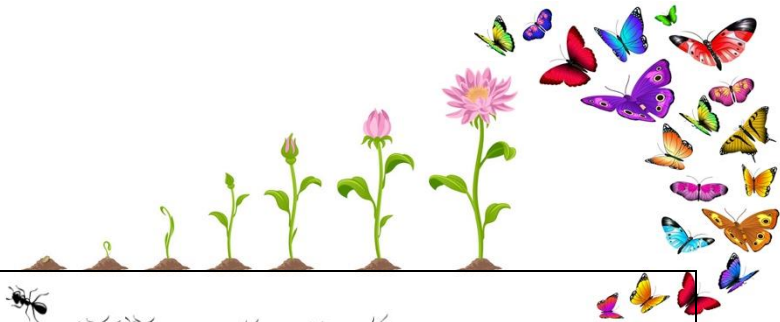
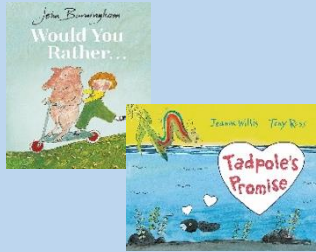
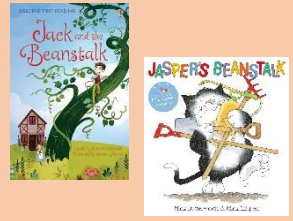



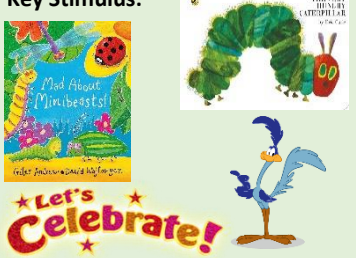


# Curriculum Overview: EYFS Spring Term 2



Come Outside

WOW moment: Pond visit, Ant Farm, Reading visitors

Week 1 19 <sup>th</sup> February Establishing week Frogs, Newts & Ponds	Week 2 26 <sup>th</sup> February Plants	Week 3 4 <sup>th</sup> March Minibeasts – Spiders & Ants	Week 4 11 <sup>th</sup> March Minibeasts – Ladybirds & Worms	Week 5 18 <sup>th</sup> March Minibeasts - Bees, Slugs & Snails	Week 6 25 <sup>th</sup> March Minibeasts – Caterpillars & Butterflies
		Mother's Day World Book Day			Easter
Key Stimulus: 	Key Stimulus: 	Key Stimulus: 	Key Stimulus: 	Key Stimulus: 	Key Stimulus: 
Nursery Rhyme/Song: 5 Little Speckled Frogs Little Green Frog	Nursery Rhyme/Song: The Seed Song	Nursery Rhyme/Song: Incy Wincy Spider The Ants Go Marching	Nursery Rhyme/Song: What the Ladybird Heard Song There's a Worm at the Bottom of the Garden	Nursery Rhyme/Song: The Bees go Buzzing	Nursery Rhyme/Song: There's a Tiny Caterpillar on a Leaf
Role Play: garden centre, role play changed based on children's votes					

## Curriculum Overview: EYFS Spring Term 2

**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.



**Listening, Attention & Understanding:**  
 Reminder of carpet rules – legs crossed, lips closed, hands up, good looking, good listening.  
 Reminder of wiggly fingers when bell/ tambourine is rung.

**Listening, Attention & Understanding:**  
  
 Covered throughout other areas of learning.

**Speaking:**  
 Reminders to speak in full sentences with our friends and familiar adults. ask somebody if we can play with them.

**Speaking:**  
  
 Covered throughout other areas of learning.

## Curriculum Overview: EYFS Spring Term 2

**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 I need to exercise to keep my body health.
- I understand how moving and resting are good for my body.
- I know which foods are healthy and not so healthy and can make healthy eating choices.
- I know how to help myself go to sleep and understand why sleep is good for me.
- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.
- I know who my safe adults are and how to stay safe if they are not close by me.



Reminders of 'The Golden Rules' Link to looking after resources inside and out  Reminder of zones of regulation  Introduce value of the half term	PSED:  Covered throughout continuous provision and other areas of learning.
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PSHE- Healthy Me  1. Everybody's body	PSHE- Healthy Me  2. We like to Move it, Move it	PSHE- Healthy Me  3. Food Glorious Food	PSHE- Healthy Me  4. Sweet Dreams	PSHE- Healthy Me  5. Keeping Clean	PSHE- Healthy Me  6. Safe Adults
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**Key Vocab:** Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare



## Curriculum Overview: EYFS Spring Term 2

**PD:**

**Gross Motor Skills:**

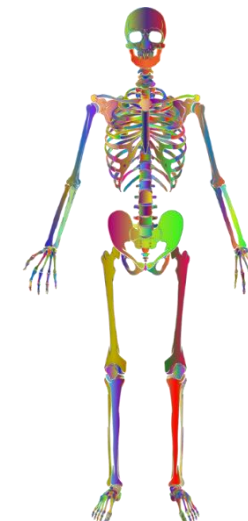
- Demonstrates the ability to roll, crawl, walk, jump, run, hop, skip and climb.
- Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.
- Develop the overall body strength, co-ordination, balance and agility
- Begins to move with control and grace.
- Can describe 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:**

- Know to look at the target when sending a ball.
- Know to have hands out ready to catch.
- Know to watch the ball as it comes towards me and scoop it with two hands.
- Know that keeping the ball close will help with control



**Gross Motor:**  
Covered in PE lessons and through continuous provision and independent access to resources.

**Fine Motor:**  
Children have access funky fingers area. Daily Fine Motor interventions

<p>PE: Ball Skills Unit 1 Theme: Beetles To develop rolling a ball to a target.</p>	<p>PE: Ball Skills Unit 1 Theme: Busy Bees To develop stopping a rolling ball. target.</p>	<p>PE: Ball Skills Unit 1 Theme: Ladybirds &amp; Butterflies To develop accuracy when throwing to a target.</p>	<p>PE: Ball Skills Unit 1 Theme: Grasshoppers To develop bouncing and catching a ball.</p>	<p>PE: Ball Skills Unit 1 Theme: Caterpillars To develop dribbling a ball with your feet.</p>	<p>PE: Ball Skills Unit 1 Theme: Spiders To develop kicking a ball.</p>
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## Curriculum Overview: EYFS Spring Term 2

**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:**




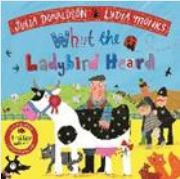


- Form lower-case and capital letters correctly.
- Spells words by identifying the sounds and then writing the sounds with letters.



<p><b>Word Reading:</b></p> <p><b>Monster Phonics Assessment Week</b></p> 	<p><b>Word Reading:</b></p> <p>Monster Phonics</p> <p>oa Miss Oh No</p> <p>HFWs: come, some, were, one</p>	<p><b>Word Reading:</b></p> <p>Monster Phonics</p> <p>er Tricky Witch</p> <p>HFWs: come, some, were, one</p>	<p><b>Word Reading:</b></p> <p>Monster Phonics</p> <p>igh Yellow I air Tricky Witch</p> <p>HFWs: like, when, little, what, by.</p>	<p><b>Word Reading:</b></p> <p>Monster Phonics</p> <p>oi Tricky Witch</p> <p>HFWs: day, away, play, children.</p>	<p><b>Word Reading:</b></p> <p>Monster Phonics</p> <p>ear, ure Tricky Witch</p> <p>HFWs: day, away, play, children.</p>
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Comprehension: Covered through story times

<p><b>Writing:</b></p> <p>Children to write their name for their learning space</p>	<p><b>Writing:</b></p> <p>Label planting area</p>	<p><b>Writing:</b></p> <p>Write Mother's Day Cards</p>	<p><b>Writing:</b></p> <p>Draw and label map</p>	<p><b>Writing:</b></p> <p>Writing opportunities available throughout provision</p>	<p><b>Writing:</b></p> <p>Minibeast fact book</p> <p>Life Cycles</p>
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<p><b>Drawing Club:</b></p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>DANGER</p> <p>FOOLISH</p> <p>DECISION</p> <p>FREEZING</p> <p>BOILING</p> <p>EMBARRASSED</p> <p>REVOLTING</p> <p>BRAVE</p> 	<p><b>Drawing Club:</b></p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>CLAMBERING</p> <p>BOOMING</p> <p>DESCENDING</p> <p>GLITTERING</p> <p>GINORMOUS</p> <p>SHOCKING</p> <p>SLINKING</p> <p>CHOPPING</p> 	<p><b>Drawing Club:</b></p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>STALKING</p> <p>SMUGGLE</p> <p>MINIATURE</p> <p>EVADE</p> <p>GRASP</p> <p>FOE</p> <p>DOZING</p> <p>SLINK</p> 	<p><b>Drawing Club:</b></p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>THIEVES</p> <p>WHISPER</p> <p>CUNNING</p> <p>SPLOSH</p> <p>TEAMWORK</p> <p>SNEAKY</p> <p>HEFTY</p> <p>LANKY</p> 	<p><b>Drawing Club:</b></p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>BOILING</p> <p>ESCAPE</p> <p>CACOPHONY</p> <p>DISCUSSION</p> <p>GINORMOUS</p> <p>KNEADING</p> <p>EXPAND</p> <p>HOVERING</p> 	<p><b>Drawing Club:</b></p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p>SPEEDY</p> <p>ZOOMING</p> <p>ACCIDENT</p> <p>SLINKING</p> <p>AMBUSH</p> <p>ESCAPE</p> <p>PATIENT</p> <p>BOULDER</p> 
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## Curriculum Overview: EYFS Spring Term 2

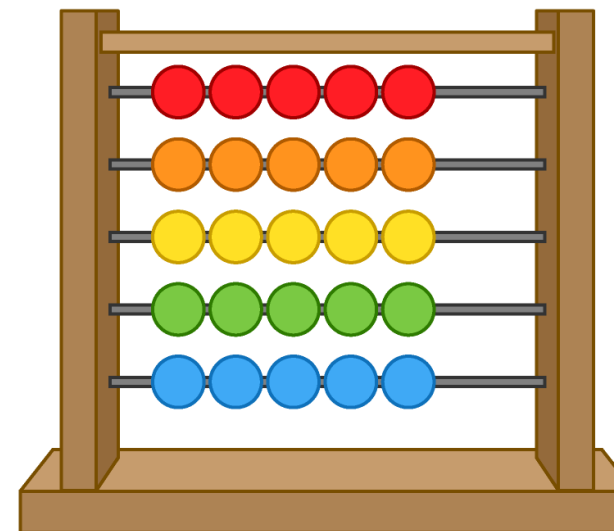
### Maths:

#### Number:

- Count objects, actions and sounds up to 10.
- Can subitise first and then count to check.
- Understands one more than/one less than up to 10.
- Explore the composition of numbers to 10.
- Can automatically recall number bonds to 10.
- Compare numbers up to 10.
- Links the number symbol (numeral) with its cardinal number value 1-10.
- Find numbers to 10.
- Explore conceptual subitising to 10.
- Represent numbers to 10.
- Explore odd and even numbers.
- Find and make doubles to 10.

#### Shape, Space & Measures:

- Make comparisons between objects relating to size, length, weight and capacity.
- Talk about and explore '3D' shapes using informal and mathematical language e.g. sides, corners, straight, flat, round.
- Can notice and correct an error in a repeating pattern.
- Can extend and create ABAB patterns.
- Can explore and compare length and height.
- Talk about, order and sequence time.
- Find 2D shapes within 3D shapes.
- Use 3D shapes.
- Identify more complex patterns.
- Is able to continue, copy and create repeating patterns.
- Observe patterns in the environment.



### Maths:

#### Block 10 – Length, Height & Time

- Explore length
- Compare length
- Explore height
- Compare height
- Talk about time
- Order and sequence time

### Maths:

#### Block 11 – Building 9 and 10

- Find 9 and 10
- Compare numbers to 10
- Represent 9 and 10
- Conceptual subitising to 10
- 1 more
- 1 less
- Composition to 10
- Bonds to 10 (2 parts)
- Make arrangements of 10
- Bonds to 10 (3 parts)


### Maths:

#### Block 12 – Explore 3-D Shapes

- Recognise and name 3-D shapes
- Find 2-D shapes within 3-D shapes
- Use 3-D shapes for tasks
- 3-D shapes in the environment
- Identify more complex patterns
- Copy and continue patterns
- Patterns in the environment



## Curriculum Overview: EYFS Spring Term 2

	<ul style="list-style-type: none"> <li>• Doubles to 10 (find a double)</li> <li>• Doubles to 10 (make a double)</li> <li>• Explore even and odd</li> </ul>	
<p><b>Linked Texts:</b></p> <ul style="list-style-type: none"> <li>• Superworm by Julia Donaldson</li> <li>• Actual Size by Steve Jenkins</li> <li>• Jim and the Beanstalk by Raymond Briggs</li> <li>• I Can Only Draw Worms by Will Mabbitt</li> <li>• Titch by Pat Hutchins</li> <li>• Tall by Jez Alborough</li> <li>• Jack and the Beanstalk</li> <li>• The Giraffe Who Got in a Knot by Paul Geraghty and John Bush</li> <li>• Five Minutes' Peace by Jill Murphy</li> <li>• Mr Wolf's Week by Colin Hawkins</li> <li>• A Dark, Dark Tale by Ruth Brown</li> <li>• Jasper's Beanstalk by Nick Butterworth</li> </ul> <p><b>Linked Rhymes:</b></p> <ul style="list-style-type: none"> <li>• Days of the Week</li> </ul>	<p><b>Linked Texts:</b></p> <ul style="list-style-type: none"> <li>• Nine Naughty Kittens by Linda M. Jennings</li> <li>• Ten Little Fingers and Ten Little Toes by Mem Fox</li> <li>• Cockatoos by Quentin Blake</li> <li>• How Do Dinosaurs Count to Ten? by Jane Yolen</li> <li>• The 'Ten Little ...' series by Mike Brownlow</li> <li>• Anno's Counting Book by Mitsumasa Anno</li> <li>• One Duck Stuck by Phyllis Root</li> <li>• Mouse Count by Ellen Stoll Walsh</li> <li>• Ten in the Bed by Penny Dale</li> <li>• One Gorilla by Anthony Browne</li> <li>• Mr Willy-Nilly and Zoey's Dream by Ji-yun Shin</li> <li>• Pete the Cat and the Missing Cupcakes by Kimberly and James Dean</li> <li>• Ten Black Dots by Donald Crews</li> <li>• Two of Everything by Babette Cole</li> <li>• Double the Ducks by Stuart J. Murphy</li> <li>• One Odd Day by Doris Fisher and Dani Sneed</li> </ul> <p><b>Linked Rhymes:</b></p> <ul style="list-style-type: none"> <li>• Ten Currant Buns</li> <li>• One potato, two potato</li> <li>• Ten Green Bottles</li> <li>• Ten Little Men in a Flying Saucer</li> <li>• Five Eggs and Five Eggs</li> <li>• Chuck Chuck</li> <li>• Doubling Rhyme</li> </ul>	<p><b>Linked Texts:</b></p> <ul style="list-style-type: none"> <li>• Circle! Sphere! by Grace Lin</li> <li>• Changes, Changes by Pat Hutchins</li> <li>• Naughty Bus by Jan Oke</li> <li>• Rapunzel</li> <li>• Kitten Castle by Ellen Weiss and Mel Friedman</li> <li>• Shapes, Shapes, Shapes by Tana Hoban</li> <li>• Pattern Fish by Trudy Harris</li> <li>• Pattern Bugs by Trudy Harris</li> <li>• Busy, Busy, Busy by Haneul Ddang</li> <li>• The Leopard's Drum by Jessica Souhami</li> <li>• Jamil's Clever Cat by Fiona French with Dick Newby</li> </ul> 
<p><b>Key Vocab:</b> Long(est), short(est), tall, height, minute, tomorrow, yesterday</p>	<p><b>Key Vocab:</b> 9, 10, how many, altogether, more, fewer, same, whole, part, 1 more, after, before, less, double,</p>	<p><b>Key Vocab:</b> Shape, face, curved, flat, same, different, 2-d, 3-d, pattern,</p>

## Curriculum Overview: EYFS Spring Term 2

**UOW:**

**People, Culture and Communities:**

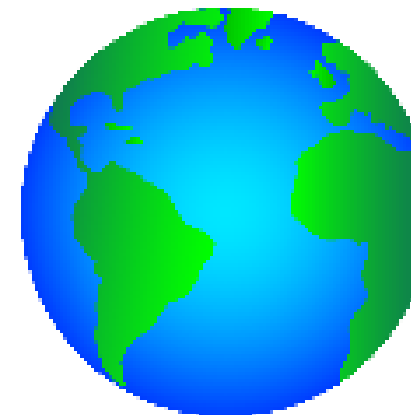
- Learn about Lent
- Learn about Easter
- Recognise that people have different beliefs and celebrate special times in different ways.
- Draw information from a simple map

**Past and Present:**

- Is able to organise events using basic chronology using words linked to the passage of time.

**The Natural World:**

- Is able to plant seeds and care for growing plants.
- Understands the key features of a life-cycle of a plant and an animal.
- 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 draw a map from imaginary story settings.



<p><b>UOW:</b> Visit the pond. Pond dipping and observing</p>	<p><b>UOW:</b> Planting beans and plants outside</p>	<p><b>UOW:</b> Observing Ant Farm Time lapse video of spider weaving it's web</p>	<p><b>UOW:</b> Drawing Maps – from story or their own</p>	<p><b>UOW:</b> Spring walk. Looking for signs of spring around the school grounds</p>	<p><b>UOW:</b> Learning the Easter Story Looing at time lapse video of caterpillar-butterfly</p>
<p><b>RE: What can we learn from stories?</b>  Engage</p>	<p><b>RE: What can we learn from stories?</b>  Engage Enquire and Explore</p>	<p><b>RE: What can we learn from stories?</b>  Enquire and Explore</p>	<p><b>RE: What can we learn from stories?</b>  Evaluate</p>	<p><b>RE: What can we learn from stories?</b>  Express</p>	

**Key Vocab:** Jesus, God's son , Miracle , Easter, Communion, Remember, Resurrection/came alive again, Spring, new life, blossom, daffodils, frogspawn, birds eggs etc. cross, tomb, Good Friday, Easter Sunday, Resurrection, hot cross buns & Easter eggs Qur'an Prophet Muhammad (pbuh) Laylatal-Qadr



## Curriculum Overview: EYFS Spring Term 2

**EAD:**

**Creating with Materials:**

- Refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively sharing ideas, resources and skills.
- Discusses and draws what they want to make.

**Being Imaginative and Expressive:**

- Can develop storylines in their pretend play.

**Charanga Music:**

- Enjoy listening to the music and responding to music through dancing or other movement.
- Enjoy listening to the music and responding to different speeds through dancing or other movement.
- Find the pulse in different ways and show this through actions eg marching, jumping, moving.
- Copy back the rhythms of phrases in the song
- Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.
- Play a 1-note pattern in time with the pulse.
- Learn to sing or rap the songs in unison with support.
- Add actions or substitute a word in some sections.
- Learn to sing songs in unison with support.
- Perform songs with actions.



Creating with Materials: Covered throughout indoor and outdoor provision	Creating with Materials: Spider web weaving	Creating with Materials: Ladybird pebble painting	Creating with Materials: Drawing favourite minibeast-copying from photos	Creating with Materials: Butterfly symmetry painting
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Being Imaginative: Covered throughout indoor and outdoor provision.
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Music: Charanga Our World Step 1	Music: Charanga Our World Step 2	Music: Charanga Our World Step 3	Music: Charanga Our World Step 4	Music: Charanga Our World Step 5	Music: Charanga Our World Step 6
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Key Vocab: paint, weave, texture, colour, pastel, shading, material, pulse, rhythm, pitch, high sounds, low, sounds, tempo, perform, rap, unison.

