



EYFS: Spring Term 2023

**Visit: Theatre company to come into school.
World Book Day – Traditional Tales dress up day**

Community Links: Having a visit from a local theatre company to perform a traditional tale 24.1.24

**Enterprise Activity
Moneywise**

The pupils will learn how to recognise coins.
The pupils will learn how to use money.

**Traditional Tales
Under the Sea
Poetry
The Chinese New Year celebrations
The Easter Story
Mother's Day**

Key Learning

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**Writing -
See reading for key texts**

The children are exposed to writing through all our areas of provision; both adult led and child initiated. Active mark making and writing will be influenced by our chosen theme throughout this term. This will be achieved through children leading their own learning throughout continuous provision and teacher led inputs which will develop children's understanding of narrative and non-fiction texts.

Children will start to use letters that they know when mark making to communicate meaning using transcript and spoken word.

Children will be able to write their first name using the correct letter formation and will start to form some other letters using Little Wandle letter formation rhymes.

Throughout this term the children will focus on various writing genres: narrative (fictional stories), information books (non-fiction and poetry). Narrative writing will focus on the following three stories; Goldilocks, Little Red Riding Hood and The Three Little Pigs and poetry will focus on Humpty Dumpty. Through our understanding of the world topics, children will be writing facts and sea animals and materials. During this term we will be also be writing about The Great Race linked to the Chinese New Year. Children will be exposed to poetry as we focus on developing their understanding of rhyme, they will be writing the rhyme of Humpty Dumpty. The main focus on the children's writing will be to develop children's skills in hearing and writing initial, middle and final sounds in words which will enable them to develop as an independent writer and to write simple captions and sentences.

Reading

**Little Red Riding Hood x3
Three Little Pigs X 3 weeks
Humpty Dumpty x2 weeks
The Great Race x1 week
Non-fiction texts – sea-life/Chinese New Year/seasons- winter and spring.**

Reading: Children will continue to read their practice book three times a week in school and will focus on decoding, prosody and comprehension, children will be allocated the same book they have read at school that week to read fluently at home. Children who are not yet on word books will continue with their keep-up/catch-up sessions to support their ability to blend.

Whole class reading:

The children will focus on retrieval, prediction, vocabulary, sequencing, using their phonological awareness to decode and to be able to identify and discuss similarities and differences between familiar stories

The children will know:

That print carries meaning.
To hold books the right way up and turn the pages.
Understand and use books correctly and for purpose.
They will know the difference between a word and a sentence. They will know what an author is, a book cover, title
They will have an understanding of the beginning, middle and end

Mathematics

Number: Children will know the meaning of zero and will compare numbers to 5 and know the compositions of numerals up to 10. Children will use their skill of subitising to support their understanding of the composition of numbers. They will know when an amount is more than, the same as or fewer than another quantity. Children will know to continue to apply the counting principles when counting to 6- 10 and will represent numbers in different ways, noticing the one more/less pattern as they count on and back to 10. The children will make comparisons by lining items up with 1-1 correspondence to compare them directly or by counting each set and comparing their position in the counting order. The children know that a pair is two and they will arrange small quantities into pairs and notice that some quantities will have an odd one left over. They will look at addition and subtraction within 5, including zero too. They will learn about number bonds to 5 and then number bonds to 10 using tens frames and part-part-whole method. The children will know that you combine two groups to find whole.

Measure, shape and spatial thinking: The children will make direct comparisons holding items to estimate weight and then use the balance scales to check.

The children will build on their understanding of full and empty to show half full, nearly full and nearly empty using a variety of materials. The children will begin to use language to describe length and height and will be encouraged to use specific mathematical language when making a

<p style="text-align: center;"><u>Communication and language</u></p> <p>Our routines and environment promote high quality communication and language development. Children will be encouraged to ask questions and contribute to group and whole-class discussion whenever possible.</p> <p>Listening, attention and understanding: The children will understand spoken instructions and will be able to listen without stopping what they are doing. They will learn to wait for the person talking to stop before responding. During story time, the children will be encouraged to make comments and engage in conversations about the text, talking about what might happen next, linking to own experiences. E.g. 'I have a bike too. I went to the park. They might go to the park.'</p> <p>Speaking: The children will be encouraged to speak using longer sentences and link ideas. They will have the opportunities to repeat new vocabulary in a context of a story, retell stories simply and make up their own stories. The children will know that you talk in either the past, present or future and use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</p>	<p>of a book. Be able to distinguish between a word, a letter and a space . Identify full stops in text. Identify capital letters within in text. Know to read from left to right, top to bottom and to only turn one page at a time. When talking about a story, the children will learn to use language from the text. Children will be encouraged to independently read stories and look at non-fiction books both inside and outside of the classroom. They will be able to talk about the pictures in books and make predictions. Some children will recite familiar stories that have been read to them many times.</p> <p>Phonics: The children will continue to follow Little Wandle, starting phase 3. These are the graphemes they will learn during this term: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er. They will also learn the following tricky words: was, you, they, my, by, all, are, sure, pure and words with double letters, words with – s / z/ in the middle, es /z/ at the end and -s /s/ and /z/ at the end. Children will know that a digraph is made up of two letters and make one sound. They will know that a trigraph consists of three letters which make one sounds. Children will be actively sound talking words in order to blend to read and spell. They will also be attempting to spell simple words and sentences. Children's progress will be assessed during week 6 of the LW phonic programme.</p>	<p>comparison. The children will continue to order and sequence important times in their day and recognise regular and significant events in their lives. The children will explore and manipulate 3-D shapes through their block play and modelling will be prompted to consider which shapes stack and which shapes roll and why that is. They will be introduced to the names of shapes and will be given opportunities to explore similarities and differences between them as they play.</p> <p>Pattern The children will explore patterns which use items more than once in each repeat for example ABB, AAB, AABB, AABBB.</p>
<p style="text-align: center;"><u>Understanding the World</u></p> <p>Past and Present: The children will know the past and present in relation to what they did yesterday and what they are doing today. They will talk about their Christmas, spent with family and tell each other about their gifts and celebrations. They will also look at characters and ways of life in traditional tales and be able to talk about what happened at the beginning, middle and end of a story using the past tense.</p> <p>People, culture and communities: This term the children will be learning about and discussing special times e.g. special to me- birthdays and other times that are special to others. They will know that there are special places to visit e.g. special to me – my home, my classroom, my favourite place, special to others – places of worship. The children will know that China is another country, and that Chinese people celebrate their New Year at a different time to us in the UK. They will be looking at how Chinese people celebrate their New Year and compare it to ours. The children recognise some similarities and differences between life in England and life in China. The</p>	<p style="text-align: center;"><u>Character Education</u></p> <p>Ambitious Children will develop their understanding of being ambitious through the Jigsaw 'Dreams & Goals' unit where the focus involves tackling a new challenge and celebrating their successes. Children will be encouraged to foster self-motivation as they start to become more independent in taking responsibility for more structured work during challenge time. Children will show social responsibility during their Global Enterprise project-finance. Children will be encouraged to take risks this term as they become more confident and comfortable in the provision and abilities to produce more work in all areas of learning. Children will learn about what it means to be ambitious and set their own goals for individual challenges</p>	<p style="text-align: center;"><u>Personal, social and emotional development</u></p> <p>Self-regulation: The children will link events (in books or real life) to feelings and discuss them. They will know how to solve small conflicts using restorative practice and will be taught to control their impulses when waiting their turn through the use of turn taking games. They will be asked to follow two step instructions and show understanding of simple instructions.</p> <p>Managing self: The children will know that rules are there to keep us safe and to make things fair for all. The children will be independently dress themselves for PE and zip their coats up for outdoor play. They will begin to understand the effects of activity on their bodies and know that exercise strengthens their heart and makes them fitter. They will understand the need for a healthy diet and try fruit they may not have tried before. They will be able to say why some food is better for us than others.</p> <p>Building relationships: Children will be encouraged to play in a group,</p>

<p>children will enjoy a range of activities such as creating their own Chinese money envelopes and acting out the story The Great Race and learn about the Chinese zodiac.</p> <p>The Natural World: The children will look at and describe a variety of everyday materials. They will observe and interact with natural processes such as ice melting, an object casting a shadow, a magnet attracting an object and experimenting with materials seeing which objects float and which sink.</p> <p>The children will know that earth is made up of water and land. They will be looking at a selection of animals (farm animals) and learn about their habitats. They will name common land and seas animals through non-fiction texts and the stories such as Rainbow Fish and Old MacDonald had a Farm.</p>		<p>ensuring they wait patiently for their turn, sharing their ideas and listening to their peers. They will be encouraged to hold back and forth conversations with their peers, listening to their ideas and responding appropriately. The children will learn to recognise the impact of their choices and behaviours/actions on others and know that some actions and words can hurt others. They will know that others may not like things they like, and all children are different.</p> <p>In our weekly Jigsaw lessons, we will be teaching the children about 'Dreams and Goals' through the following lessons: challenge, never giving up, setting a goal, obstacles and support, flight to the future and an award ceremony. We will teach this using the following texts: Love Monster, Don't worry, Hugless Douglas, The Hare and The Tortoise, Aesop's Fables, The Jungle Run</p> <p>Our second Jigsaw topic is 'Healthy Me' and the children will cover the following lessons: everybody's body, we like to move it move it, food glorious food, sweet dreams and keeping clean.</p>
<p style="text-align: center;">Physical Development</p> <p>Gross motor: This term the children will be undertaking Multi Skills for their PE lesson focusing on throwing and catching and kicking and passing. Throughout their lessons they will focus on; spatial awareness; traveling with increasing control and co-ordination; know how to use a range of small games equipment safely and with increasing control; develop their agility and balance skills, through the use of floor spots and agility ladders; practice locomotion techniques; practice and link basic movement techniques with the addition of vision; develop hand-eye co-ordination, footwork and reaction times; develop hand-eye co-ordination, throwing accuracy, catching and reaction time; develop locomotion skills and ability to move at pace including acceleration.</p> <p>Fine motor skills: Children will continue their daily handwriting sessions and writing opportunities are always available within the provision. They will also have a funky finger station within the provision to promote fine motor development, this includes threading beads, using tweezers and a range of other tools like scissors. Children will continue their journey through 'squiggle time' sessions to develop their hand-eye co-ordination.</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p>Creating with materials. Construction materials will be available for children to construct, and stack, build, balance and join using various methods such as glue, tape, and joining.</p> <p>The children will learn how to draw circles and will be shown how to use drawing to represent ideas. This will be shown through learning to draw themselves. Paying attention to detail of limbs. The children will learn to join different materials together and explore different textures to design and construct a house suitable for The Three Little Pigs. Children will learn to collage and look at Eric Carle art to create textures using different shades of colour.</p> <p>Being Imaginative – The children will capture experiences and responses through a range of media, such as music, dance and paint and other materials and words. The children will listen to music from around the world, China, with a focus on music used for dragon dancing. They will listen and respond to different styles of music, embedding foundations of the interrelated dimensions of music, listen and learn to sing or sing along with nursery rhymes and complete actions to songs. Children will have access to variety of instruments to share ideas and perform to their peers.</p>	