

The World's Wonders

Penguins, Hot and cold climates clothes, Antarctic, People in history -**Edward Wilson** Chinese New Year Dinosaurs and all that Rubbish

EYFS: Reception 2024-2025 - Spring I

Theme Intent: This term we will be demonstrating **courage** and **forgiveness** towards others whilst we ask big questions to find out about other people and places in the wider world. We will share our wisdom when discussing what we already know and understand and show our **creativity** when experimenting with colour mixing and materials.

Enrichment, parents as partners and community links

Balanceability with Move More to start, Forest School, Cooking (see dates on EYFS December Scoop Extra), Chinese New Year celebration, Story Telling Week (1st-9th February 25) – Mystery readers (parents and school staff), Internet Safety Day, Year 5 Buddies, Wow Vouchers, Mid-term reports

Area of learning

Knowledge and Skills (Know how, know that, know the)



Listen attentively in a range of situations.

Maintain attention in new situations e.g., whole school assembly or PE sessions in the

Maintain attention during appropriate activity

Make relevant comments when listening to a story and can answer 'why' questions.

Link events in a story to their own experiences.

Ask questions to find out more and to check they understand what has been said to

Respond to others appropriately in play.

Engage in story times.

Engage in poetry and non-fiction texts.

Follow instructions or a question with 2 parts in familiar situations.

Use intonation to make meaning clear to others.

Start a conversation with peers and familiar adults and continue it for many turns.

Consider the listener and take turns.

Begin to use past tense.

Begin to recount past events.

Use talk to organise/stand for something else in play.

Learn new vocabulary

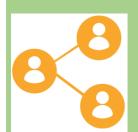
Use new vocabulary in different contexts.

Use new vocabulary through the day in discussions and conversations.

Learn new rhymes, poems, and songs.

Listen to and talk about stories to build familiarity and understanding.

Personal, Social and Emotional



Know how to show concern for others and show awareness of how their actions may

Express their feelings and consider the feelings of others. Can show pride in achievements by showing work to others.

Know and follow the behavioural expectations of the setting.

Take pride in themselves, their work, and their achievements.

Can explain right from wrong and try to behave accordingly.

Know how to and can independently manage their own needs; eating, drinking, accessing

snack when hungry and communicate own needs in relation to

being thirsty, hungry, tired, using the toilet.

Know some foods that are healthy and unhealthy, and can talk about these.

Knows how to consider the listener and takes turns to listen and speak in different

Can identify kindness and considerate behaviour of others.

Seek others to share activities and experiences.

Know familiar adults and peers to engage in conversations and ask for help.

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.

SCARF Curriculum: Keeping Myself Safe

Development



Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

REAL DANCE FOCUS

Dance Focus: Artistry, Partnering, Circles, Shapes



Start of Balanceability – learning to ride a pedal bike with Move More

COMPREHENSION

Use picture clues to help read a simple text.

Know how to make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.

Show understanding of some words and phrases in a story that is read aloud to them.

Know how to express a preference for a book, song or rhyme, from a limited selection.

Experience of books influences and support play (small world, role play).

Continue to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Continue to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Enjoy joining in with rhyme, songs, and poems.

Wind The Bobbin Up

- Rock-a-bye Baby
- Five Little Monkeys Jumping On The Bed
- If You're Happy And You Know It
- Head, Shoulders, Knees And Toes



WORD READING

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words/captions and simple sentences made up of known letter-sound correspondences.

Read a growing number of harder to read and spell (common exception words) matched to our phonic programme.

WRITING

Knows and uses appropriate letters for initial sounds.

Knows how to orally compose a sentence and hold it in memory before attempting to write it and begin to use simple conjunctions.

Knows how to orally spell VC and CVC words by identifying the sounds and using graphemes learnt.

Knows how to write own name.

Knows how to form letters from their name correctly.

Knows that after a word there is a space.

Knows writing is written from left to right and top to bottom.

Know how to form a growing number of recognisable letters.

Possible Focus Books

Lost and Found

The Great Race

Dinosaurs and all that Rubbish





Linguistic: To use talk in play to practice new vocabulary.



Cognitive: To describe events that have happened to them in detail.

To make relevant contributions.

Phase 3

Reception Spring 1 and 2

- Oral blending
- Sounding out and blending with 29 new GPCs

Re-read books to build up their confidence in word reading,

their fluency and their understanding and enjoyment. Read

books consistent with their phonic knowledge.

- 32 new HRS words
- Revision of Phase 2

Ongoing - develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.

Mathematics



Phase: Alive in 5! Introducing zero

Finding, subitising and representing numbers 0 to 5

Composition of 4 & 5 1 more and 1 less

Mass and Capacity -

Measure, Shape and Spatial Thinking:

Comparing Mass

Exploring and Comparing Capacity

White Rose Maths

Phase: Growing 6, 7 & 8

Number: 6, 7 & 8

Finding and representing 6, 7 & 8 Making pairs – odd and even numbers Double to 8 (finding and making doubles)

Combining 2 groups . more and 1 less



Begin to know that they can compare characters from stories to themselves and their own experiences.

Know how to use the language of time when talking about past/present.

Know they can visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)

Know how to use technology and IT equipment to make observations or find information about different locations and places.

Recognise, know, and describe features of different places. Look closely at similarities and differences.

Unit F6 Which stories are special and why?

Understand the value of being curious and interested in finding out about people within their own community and in other countries – including people from the past, special events or objects – through non-fiction texts, stories, visitors, celebrations.

Explore the morals in the story Dinosaurs and all that rubbish – greed, looking after things and sharing the planet. Discuss issues around environmentalism, conservation and recycling

Know how to program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Recognise some environments that are different to the one in which they live e.g., Antarctica.

Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside.

Explore the natural world around them by taking part in weekly forest school sessions.

Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things. Cooking sessions – exploring change

Perseverance-We keep trying our hardest even when things are difficult.

Expressive Arts and



Skill: observational drawing – penguins

Know how to create closed shapes with continuous lines and begin to use these shapes to represent objects.

Exploring cool colour palettes

Songs and Rhyme Knowledge

- Wind The Bobbin Up
- Rock-a-bye Baby
- Five Little Monkeys Jumping On The Bed
- If You're Happy And You Know It
- Head, Shoulders, Knees And Toes

Explore, use, and refine a variety of artistic effects to express their ideas

Take part in simple, pretend play often based on familiar experiences, e.g., making dinner.

Painting.

Explore primary colours and colour mixing using a variety of paints
Artist study: Mondrian

Printing

Know how to print with sponges and rollers, shapes. - Inspiration Mondrian (primary colours)

ion

Materials

Know how to use different materials for Junk modelling. Junk modelling will continue to be offered in continuous provision.

3D Work

Know how to use simple joins when using different materials to create 3D work, e.g., Sellotape, masking tape, stick glue.

Cutting Skills

Know how to use scissors to cut in a straight line.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Uses available resources to create props or creates imaginary ones to support play, including story maps, props, puppets and story bags that will encourage children to retell, invent and adapt stories.

Develop storylines through small-world or role-play

Listen to music and make their own dances in response.