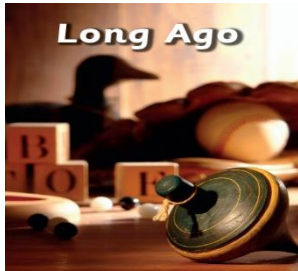



The EYFS Spring Term Curriculum Overview - LTP

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Autumn Term		
Key Theme	Spring1 - History	Spring 2 – Geography/Science
	<p>This project teaches children about how they have grown and changed since they were babies and how different the past was from today.</p>	<p>This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy life style.</p>
Cornerstones Theme		
C & L Communication & Language	<ul style="list-style-type: none"> • Build up vocabulary that reflects knowledge and experience e.g., children can talk about • space, what they know about it, what an astronaut does, how we know about space • Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. 	<ul style="list-style-type: none"> • This project teaches children about food and farming and explores themes, including; • Where food comes from • What plants and animals need to grow and survive • What constitutes a healthy lifestyle • Looking at the person who is speaking makes it easier to listen to them.

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	<ul style="list-style-type: none"> • Ask relevant questions to find out more information e.g. when sharing a non-fiction text • children can say 'I wonder why...' • Share opinions, explaining preferences e.g. My favourite planet is... because... 	<ul style="list-style-type: none"> • There are different ways to start a conversation, such as sharing your thoughts or ideas with others. • Conversations can be continued in many ways, such as by adding to what has been said, asking or answering a question. • Hearing your name can mean that important information will follow. • at the person who is speaking makes it easier to listen to them. • There are different ways to start a conversation, such as sharing your thoughts or ideas with others. • Conversations can be continued in many ways, such as by adding to what has been said, asking or answering a question. • Hearing your name can mean that important information will follow
<p>PSED Personal, Social & Emotional Development</p>	<ul style="list-style-type: none"> • All families are special and different. They are different sizes and have different family members. 	<ul style="list-style-type: none"> • Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean including oral hygiene.
<p>Ten:Ten RHE Programme</p>	<p align="center">Relationship and Health Education for Catholic primary schools A fully-resourced scheme of work in Relationships and Health Education (RHE) for primary schools. Links to the PHSE/UTW – P&C Aol in the EYFS Curriculum Module 2: Created to Love Others</p>	

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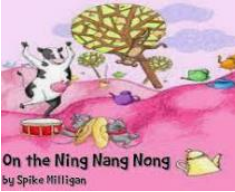

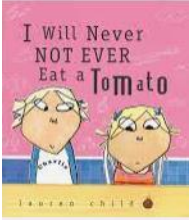

	<p>Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.</p>	
<p>PD Physical Development Gross Motor</p>	<p>Unit 1: Religious Understanding Unit 2: Personal relationships REAL PE Approach</p> <div data-bbox="510 657 1182 880"> </div> <ul data-bbox="479 944 1196 1184" style="list-style-type: none"> • Follow simple instructions • Exploring dynamic balance and static balance positions • Walking forwards and backwards on a line without wobbling • stand on a line with a good stance for 10 seconds. 	<p>Unit 3: Life online – Internet Safety Unit 4: NSPCC – Pants Rule REAL PE Approach</p> <div data-bbox="1308 651 1998 880"> </div> <ul data-bbox="1285 944 2033 1264" style="list-style-type: none"> • Being aware of the changes we feel when we exercise • Being aware why exercise is important for good health • Roll a ball, chase and collect it • Roll a ball and collect it – Ball chasing skills • Floor work balance movements – hold a mini-front support position • Reach around and point to the ceiling
<p>Children have a range of opportunities for Physical development throughout the school day and week. They are able to experiment moving in a range of ways, safely and with control and co-ordination</p>		

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	<p>Big Bikes, Outdoor Physical Equipment – rope swing, logs, tyres crates planks etc are available during CP for children to follow own interests.</p>	
<p>Fine Motor</p>	<ul style="list-style-type: none"> • Small tools; cutlery, tweezers, pipettes, scissors • Drawing and painting 	<ul style="list-style-type: none"> • Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals • Drawing and painting plants and flowers, leaf rubbings, pencil control
<p>Literacy Key Texts:</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>The Tiger Who Came to Tea Judith Kerr</p> </div> <div style="text-align: center;">  <p>GRANDAD'S ISLAND</p> </div> <div style="text-align: center;">  <p>On the Ning Nang Nong by Spike Milligan</p> </div> <div style="text-align: center;">  <p>The Little Red Hen</p> </div> <div style="text-align: center;">  <p>I Will Never NOT EVER Eat a Tomato</p> </div> <div style="text-align: center;">  <p>What the Ladybird Heard</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="432 919 1227 1241"> <p>Additional Suggestions</p> <ul style="list-style-type: none"> • The gingerbread Man • Chapatti Moon • A range of non-fiction books showing things from the past • History books of what familiar places in Rawmarsh used to look like – Children can talk about similarities, differences and what features they recognise </div> <div data-bbox="1240 919 2036 1209"> <p>Additional Suggestions</p> <ul style="list-style-type: none"> • The very hungry caterpillar • Rosie's Walk • Handa's Surprise • Oliver's vegetables • The Tiny Seed • Non-fiction books about being healthy and keeping fit </div> </div>	

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Word Reading	<ul style="list-style-type: none"> Blend sounds to read words read short Ditty stories 	<ul style="list-style-type: none"> Read Red Storybooks
Comprehension	<ul style="list-style-type: none"> Fiction is a story or book about imaginary events and characters. Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them. 	<ul style="list-style-type: none"> A story is an account of something that happened that can be true or made up. Stories can be retold using simple words and props. Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabular
Opportunities for Mark making/Writing	<ul style="list-style-type: none"> Writing simple CVC words containing set 1 sounds Use initial sounds to label characters / images. Writing Names and Labels. Writing messages Practising correct letter formation. 	<ul style="list-style-type: none"> Writing simple CVC words containing set 1 sounds Use at least initial sounds to label characters / images. Writing first name independently from memory Writing messages Practising correct letter formation.
Mathematics	<p>WRM Units:</p> <ul style="list-style-type: none"> Alive in 5! Growing 6,7,8 <p>Other links:</p> <ul style="list-style-type: none"> Quantity; more and less in different contexts including physical objects such as counters, capacity of containers, 	<p>WRM Units:</p> <ul style="list-style-type: none"> Building 9 & 10 Consolidation of Spring term skills <p>Other links:</p> <ul style="list-style-type: none"> Seasons in a year Counting to 20 and beyond i.e. children in a line

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	<p>money and numbers e.g. how many cubes can fit in this box? Can we fit more in this bigger box? How many more can we fit?</p> <ul style="list-style-type: none"> • Numbers within 20; automatic recall of number bonds to 10, secure understanding of numbers between 10 and 20, recognise the value of 10. 	<ul style="list-style-type: none"> • Positional language; games where children move objects around and describe their position. • Verbally count to 20 and beyond. • Time to the hour and beyond; make clocks with cardboard and a split pin. • Addition and Subtraction with numbers to 20 using concrete objects to support understanding. • Odd and even numbers; using concrete objects such as numicon to support understanding.
<p>Understanding the World – UTW</p>		
<p>Past and Present - History</p>	<ul style="list-style-type: none"> • Recognise and begin to talk about how their lives have changed as they have grown. • Then and Now – Who's who? What is different? What is the same? How have you changed over time? • Shops, toys, vehicles from the past • Looking at different sources i.e. black and white photographs 	<ul style="list-style-type: none"> • Put familiar events in chronological order, using pictures and discussion. • Encourage use of language relating to time, such as 'first', 'then', 'next' and 'after that' as they talk about their experience and favourite activities from the observations made.

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<p>People and Communities – Geography & RE</p>	<ul style="list-style-type: none"> • All families are special and different. They celebrate different events in different ways. • Describe ways to look after the immediate environment. • Discuss how the local environment has changed over time using photographs and first-hand experiences. 	<ul style="list-style-type: none"> • This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world. • Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. • Identify where the fruit and vegetables we eat come from. Including but not limited to: <ul style="list-style-type: none"> • Oranges: Spain • Bananas: Central America • Lemons: South Africa • Pineapples: Costa Rica • Apples: France • Onions: The Netherlands • Cauliflower: Spain • Broccoli: The UK
<p>The Natural World</p> <ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • People change as they grow and have changed since they were babies, both in their appearance and what they are able to do. • Human lifecycle – baby, toddler, infant, teenager, adult, being elderly 	<ul style="list-style-type: none"> • Describe, predict and sort things that float and sink and talk about the forces that they can feel. • Describe some ways that plants or animals should be cared for in order for them to survive. • Many plants grow from seeds. • Plants need water, sunlight, air and warmth to grow

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		<ul style="list-style-type: none"> Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings 	
Come and See – Catholic Primary Religious Education Programme	Local Church - Community	Eucharist - relating	Lent/Easter - giving
	<ul style="list-style-type: none"> What a celebration is? How the family parish celebrate? 	<ul style="list-style-type: none"> How and why people gather together? The joy of gathering together to celebrate at mass 	<ul style="list-style-type: none"> Spring is a time when things begin to grow Lent – Is a time to grow in love to be more like Jesus and to look forward to Easter
Expressive Arts and Design- EAD	<ul style="list-style-type: none"> Mixing shades of grey using black and white paint Sewing – using buttons and hessian Explore, build and play with a range of resources and construction kits with wheels and axles. 	<ul style="list-style-type: none"> Naming primary colours Mixing primary colours Fruit and vegetable printing technique 	
Festivals and Celebrations	<ul style="list-style-type: none"> Chinese New Year St Valentine's Day Shrove Tuesday 	<ul style="list-style-type: none"> Easter Lent 	
Potential Trips/visitors	<ul style="list-style-type: none"> A significant person from History talk i.e. Florence Nightingale Old Toy/new toy workshop 	<ul style="list-style-type: none"> Visit a farm or Mobile farm in to school 	

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	<ul style="list-style-type: none">• Visit a museum	<ul style="list-style-type: none">• Eggs/frog spawn/caterpillars to show the lifecycle of a living creature
Other special events	<ul style="list-style-type: none">• Valentines Day• St Patricks Day	<ul style="list-style-type: none">• St Patricks Day• Mothering Sunday