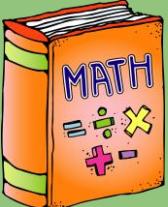


## EYFS Half-Termly Overview - Spring 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Communication and Language</b> 	<b>Focus:</b> Discuss how they would deal with certain conflicts with their friends.	<b>Focus:</b> Hot seating various characters from the story and discuss what they saw/what happened on the farm using key vocabulary.	<b>Focus:</b> Retell/act out/ order the key events in the story using key vocab and phrases from the story.	<b>Focus:</b> Discuss 'belonging' and the different communities that we belong to i.e school, church etc using full sentences.	<b>Focus:</b> Linked to PSED- Ask questions to find out why children might feel that way i.e what happened etc.	<b>Focus:</b> Children to express their point of view on their favourite book this half term. Children speak in full sentences.
<b>Personal, Social And Emotional Development</b> 	<b>Focus:</b> Discuss how they would deal with certain conflicts with their friends.  <b>SCARF:</b> Keeping Safe - What is safe to go onto my body?	<b>Focus:</b> Think about how the characters from the story overcome the challenge and how they might be feeling.  <b>SCARF:</b> Keeping Safe - What is safe to go into my body?	<b>Focus:</b> Discuss healthy eating and exercise and the importance of this on our bodies.  <b>SCARF:</b> Keeping Safe - Indoors and outdoors	<b>Focus:</b> Discuss 'belonging' and the different communities that we belong to i.e school, church etc.  <b>SCARF:</b> Keeping Safe - Listening to my feelings.	<b>Focus:</b> How did the Lion feel in the story? Give the children various scenarios and discuss how they would feel in that situation.  <b>SCARF:</b> Keeping Safe - keeping safe online.	<b>Focus:</b> To see themselves as an individual talking about their interests and things they dislike and accepting that not everyone likes the same things as you, but that's okay.  <b>SCARF:</b> Keeping Safe - people who help to keep me safe.

<b>Physical Development</b>	<b>PE Unit:</b> Gymnastics	<b>PE Unit:</b> Gymnastics	<b>PE Unit:</b> Gymnastics	<b>PE Unit:</b> Gymnastics	<b>PE Unit:</b> Gymnastics	<b>PE Unit:</b> Gymnastics
	<b>Focus:</b> The focus of learning is to introduce, 'champion gymnastics' by moving in a highway and explore making high shapes.	<b>Focus:</b> The focus of learning is to apply, 'champion gymnastics' by moving in a low way and explore making low shapes.	<b>Focus:</b> The focus of learning is to apply, 'champion gymnastics' while exploring how to move safely using apparatus.	<b>Focus:</b> The focus of learning is to apply 'champion gymnastics' to explore movements and shapes in high and low ways on the apparatus.	<b>Focus:</b> The focus of learning is to apply 'champion gymnastics' to explore movements and shapes in high, low, over and under ways on the apparatus.	<b>Focus:</b> The focus of learning is to apply 'champion gymnastics' to explore movements and shapes in high, low, over and under ways on the apparatus.
<b>Literacy</b>	<b>Text:</b>  I am a Tiger.	<b>Text:</b> What the Ladybird Heard at the Farm.	<b>Text:</b> We're Going on a Bear Hunt.	<b>Text:</b> Handa's Surprise.	<b>Text:</b> Giraffes Can't Dance.	<b>Text:</b> The Lion Who Wanted to Love.
	<b>Key learning:</b> To spell words by identifying the sounds and then writing the words.	<b>Key learning:</b> To be able to form lowercase letters correctly.	<b>Key learning:</b> To be able to form lowercase and capital letters correctly.	<b>Key learning:</b> Children to be able to retell the story once they have developed a deep familiarity.	<b>Key learning:</b> To spell words by identifying the sounds and then write the words.	<b>Key learning:</b> To begin to write short phrases using a capital letter at the beginning.
<b>English-Phonics</b>	<b>Reading Skill:</b> To blend cvc words and read short captions.	<b>Reading Skill:</b> To blend cvc words and read short captions.	<b>Reading Skill:</b> To blend cvc words and read short captions.	<b>Reading Skill:</b> To blend cvc words and read short captions.	<b>Reading Skill:</b> To blend cvc words and read short captions.	<b>Reading Skill:</b> To blend cvc words and read short captions.

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<b>Mathematics</b> 	<b>Maths unit:</b> Numbers within 10.  <b>Key Learning:</b> To Represent, order and explore numbers to ten. To know one more or fewer, one greater or less.	<b>Maths unit:</b> Calendar and Time.  <b>Key Learning:</b> To sequence daily events,	<b>Maths unit:</b> Addition and subtraction within 10.  <b>Key Learning:</b> To explore addition as counting on and subtraction as taking away.	<b>Maths unit:</b> Grouping and sharing.  <b>Key Learning:</b> Counting and sharing in equal groups.	<b>Maths unit:</b> Grouping and sharing.  <b>Key Learning:</b> Grouping into fives and tens and knowing the relationship between grouping and sharing.	<b>Maths unit:</b> Consolidation week  <b>Key Learning:</b> Children to re-cap learning from this half term. Teacher to address any misconceptions.
<b>Understanding the World</b> 	<b>Focus:</b> Understand the key features of the life cycle of a plant and an animal  <b>Key Learning:</b> To order large pictures of the life cycle of an animal i.e chicken or frog.	<b>Focus:</b> Begin to understand the need to respect and care for the natural environment and all living things and to explore the natural world around them (habitats).  <b>Key Learning:</b> To sort animals into their different habitats and talk about the difference between the environment.	<b>Focus:</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  <b>Key Learning:</b> To talk about different houses and communities.	<b>Focus:</b> To continue to develop positive attitudes about the differences between people.  <b>Key Learning:</b> To have a discussion about differences between people and communities and how we should treat each other as equals.	<b>Focus:</b> To name and describe people who are familiar to them and begin to make sense of their own life story and family history.  <b>Key Learning:</b> Circle time to discuss family and everyone's family history.	<b>Focus:</b> Explore and talk about forces they can feel.  <b>Key Learning:</b> Children discuss what different materials are being used and use full sentences to explain the forces they observe.

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<b>Expressive Arts and Design</b> 	<b>Focus:</b> Painting and Mixed Media  <b>Key Learning:</b> To create a picture of an animal using paint.	<b>Focus:</b> Painting and Mixed Media  <b>Key Learning:</b> To explore mixing primary colours.	<b>Focus:</b> Painting and Mixed Media  <b>Key Learning:</b> To create animal masks.	<b>Focus:</b> Painting and Mixed Media  <b>Key Learning:</b> To respond to music through mixed media.	<b>Focus:</b> Painting and Mixed Media  <b>Key Learning:</b> To create a collage inspired by Megan Coyle.	<b>Focus:</b> Painting and Mixed Media  <b>Key Learning:</b> Create a large piece of group artwork based around fireworks.
<b>Computing</b> 	<b>Focus:</b> Computing Unit: All About Instructions.  <b>Key Learning:</b> To follow and respond to instructions.	<b>Focus:</b> Computing Unit: All About Instructions.  <b>Key Learning:</b> To give clear and precise instructions.	<b>Focus:</b> Computing Unit: All About Instructions  <b>Key Learning:</b> To know that an algorithm is a set of instructions.	<b>Focus:</b> Computing Unit: All About Instructions  <b>Key Learning:</b> To be able to debug (correct) algorithms.	<b>Focus:</b> Computing Unit: All About Instructions  <b>Key Learning:</b> To predict the outcome of an algorithm correctly.	<b>Focus:</b> Computing Unit: All About Instructions  <b>Key Learning:</b> To review the key learning of the half term.
<b>Music</b> 	<b>Focus:</b> Music and Movement  <b>Key Learning:</b> Action Songs	<b>Focus:</b> Music and Movement  <b>Key Learning:</b> Action Songs	<b>Focus:</b> Music and Movement  <b>Key Learning:</b> Finding the Beat	<b>Focus:</b> Music and Movement  <b>Key Learning:</b> Exploring Tempo	<b>Focus:</b> Music and Movement  <b>Key Learning:</b> Exploring Tempo and Pitch through Movement/Dance	<b>Focus:</b> Music and Movement  <b>Key Learning:</b> Music and Movement Performance