






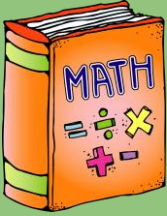

## EYFS Half-Termly Overview - Spring 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Communication and Language</b> 	<p><b>Key learning:</b> I can enjoy listening to stories and remember much of what happens (3-4)</p> <p><b>Focus:</b> Children retell favourite stories with props/ stick puppets to develop their vocabulary.</p>	<p><b>Key learning:</b> I can engage in story times (R)</p> <p><b>Focus:</b> Children listen to stories as part of Literacy lessons and answer questions to develop their understanding.</p>	<p><b>Key learning:</b> I can use new vocabulary in different contexts (R)</p> <p><b>Focus:</b> Children use the key vocabulary from the story in the tuff tray.</p>	<p><b>Key learning:</b> I can listen to and talk about stories to build familiarity and understanding (R)</p> <p><b>Focus:</b> Children talk about the story of the week and ask questions to develop their understanding.</p>	<p><b>Key learning:</b> I can understand 'why' questions (3-4)</p> <p><b>Focus:</b> Show the children a picture on the board and encourage them to find out more about that picture.</p>	<p><b>Key learning:</b> I know many rhymes and can talk about familiar books and tell a long story (3-4)</p> <p><b>Focus:</b> Children to verbally retell their poem as a whole class.</p>
<b>Personal, Social And Emotional Development</b> 	<p><b>Key learning: SCARF:</b> I can look after people that are special to me.</p> <p><b>Focus:</b> Ch draw a picture of their family and discuss different families.</p>	<p><b>Key learning: SCARF:</b> I can look after my friends.</p> <p><b>Focus:</b> Ch create fuzzy feelings and have a circle time talking about this.</p>	<p><b>Key learning: SCARF:</b> I can be helpful at home and care for my classroom.</p> <p><b>Focus:</b> Ch make a caring classroom book.</p>	<p><b>Key learning: SCARF:</b> I can care for our world.</p> <p><b>Focus:</b> Walk round outside spotting areas that might need caring for.</p>	<p><b>Key learning: SCARF:</b> I can look after money and identify how to use it.</p> <p><b>Focus:</b> Set up a role play shop and ch explore money.</p>	<p><b>Key learning: SCARF:</b> I can look after money and understand how to save and keep it safe.</p> <p><b>Focus:</b> Following on from last week, talk to the ch about how to save money.</p>

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<p><b>Physical Development</b></p> 	<p><b>Focus:</b> Dance (Nursery Rhymes)</p> <p><b>PE Unit:</b> The focus of the learning is to explore different movements using different parts of the body.</p>	<p><b>Focus:</b> Dance (Nursery Rhymes)</p> <p><b>PE Unit:</b> The focus of learning is to create their own movement ideas relating to specific words.</p>	<p><b>Focus:</b> Dance (Nursery Rhymes)</p> <p><b>PE Unit:</b> Pupils will add their movements together to form a sequence.</p>	<p><b>Focus:</b> Dance (Nursery Rhymes)</p> <p><b>PE Unit:</b> Children will learn to explore larger scale travelling movements, responding to words or music</p>	<p><b>Focus:</b> Dance (Nursery Rhymes)</p> <p><b>PE Unit:</b> I can respond to words and music using their bodies.</p>	<p><b>Focus:</b> Dance (Nursery Rhymes)</p> <p><b>PE Unit:</b> The focus of learning is to explore character movements with a partner.</p>
<p><b>Literacy</b></p> 	<p><b>Text:</b> Goldilocks and the Three Bears</p> <p><b>Key learning:</b> I can write a few common exception words (R)</p> <p><b>Focus:</b> Children use the common exception words to write about the characters in the story.</p>	<p><b>Text:</b> The Three Little Pigs</p> <p><b>Key learning:</b> I can write simple phrases and sentences (R)</p> <p><b>Focus:</b> Write speech bubbles for the characters from the story.</p>	<p><b>Text:</b> Jack and the Beanstalk</p> <p><b>Key learning:</b> I can write short sentences with words with known letter-sound correspondences, using a capital letter and full stop (R)</p> <p><b>Focus:</b> Children write a sentence to describe their beanstalk ( My beanstalk is magical and green).</p>	<p><b>Text:</b> Little Red Riding Hood</p> <p><b>Key learning:</b> I can sound out words to write short sentences (R)</p> <p><b>Focus:</b> Wanted poster for the wolf.</p>	<p><b>Text:</b> Hansel and Gretel.</p> <p><b>Key learning:</b> I can retell a familiar story (R)</p> <p><b>Focus:</b> Children draw and label a story map and then verbally retell the story.</p>	<p><b>Poems:</b> The Easter Bunny</p> <p><b>Key learning:</b> I can recognise and understand rhyme</p> <p><b>Focus:</b> Children learn an Easter poem and recite it and make up actions.</p>

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<p><b>English- Phonics</b></p> 	<p><b>Reading Skill:</b> To read simple sentences fluently.</p>	<p><b>Reading Skill:</b> To read simple sentences fluently.</p>	<p><b>Reading Skill:</b> To read simple sentences fluently.</p>	<p><b>Reading Skill:</b> To read simple sentences fluently.</p>	<p><b>Reading Skill:</b> To read simple sentences fluently.</p>	<p><b>Reading Skill:</b> To read simple sentences fluently.</p>
<p><b>Mathematics</b></p> 	<p><b>Maths unit:</b> Number Patterns within 15</p> <p><b>Key Learning:</b> I can count and place numbers in order up to 15.</p>	<p><b>Maths unit:</b> Number Patterns within 15</p> <p><b>Key Learning:</b> I can find one more and one fewer with numbers within 15.</p>	<p><b>Maths unit:</b> Doubling and Halving</p> <p><b>Key Learning:</b> I can double and halve quantities.</p>	<p><b>Maths unit:</b> Shape and Pattern</p> <p><b>Key Learning:</b> I can recognise and create patterns using 2D and 3D shapes.</p>	<p><b>Maths unit:</b> Securing, addition and subtraction facts</p> <p><b>Key Learning:</b> I can solve problems involving partitioning.</p>	<p><b>Consolidation Week</b></p> <p><b>Key Learning:</b> Consolidation of misconceptions that arise throughout the term i.e doubling and halving and addition and subtraction.</p>
<p><b>Understanding the World</b></p> 	<p><b>Focus:</b> Children can predict which materials will be best to make a comfortable bed for Goldilocks.</p> <p><b>Key Learning:</b> I can explore materials and their properties.</p>	<p><b>Focus:</b> Children look at photos and artefacts of household items, schools, houses and transport.</p> <p><b>Key Learning:</b> I can comment on pictures of familiar situations in the past.</p>	<p><b>Focus:</b> Children look at photos and videos of hot countries and compare.</p> <p><b>Key Learning:</b> I can recognise some similarities and differences between life in this country and life in other countries.</p>	<p><b>Focus:</b> Children look at photos and videos of cold countries and compare.</p> <p><b>Key Learning:</b> I can recognise some similarities and differences between life in this country and life in other countries.</p>	<p><b>Focus:</b> Children grow their own broad bean and note the changes that happen.</p> <p><b>Key Learning:</b> I can talk about the life cycle of a plant</p>	<p><b>Focus:</b> Children to discuss and sequence the Easter story.</p> <p><b>Key Learning:</b> I can talk about why Christians celebrate Easter.</p>

