




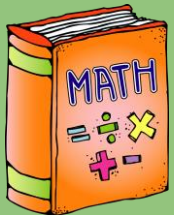




## EYFS Half-Termly Overview - Spring 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5
<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>Personal, Social And Emotional Development</b> 	<b>Focus:</b> Discuss how they would deal with certain conflicts with their friends.	<b>Focus:</b> Think about how the characters from the story overcome the challenge and how they might be feeling.	<b>Focus:</b> Discuss healthy eating and exercise and the importance of this on our bodies.	<b>Focus:</b> Discuss 'belonging' and the different communities that we belong to i.e. school, church etc.	<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>Physical Development</b> 	<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>PE Unit:</b> Gymnastics  <b>Focus:</b> The focus of learning is to apply, 'champion gymnastics' by moving in a low way and explore making low shapes.	<b>PE Unit:</b> Gymnastics  <b>Focus:</b> The focus of learning is to apply, 'champion gymnastics' while exploring how to move safely using apparatus.	<b>PE Unit:</b> Gymnastics  <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>PE Unit:</b> Gymnastics  <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.

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<p><b>Literacy</b></p> 	<p><b>Text:</b> I am a Tiger.</p> <p><b>Key learning:</b> To spell words by identifying the sounds and then write the words.</p>	<p><b>Text:</b> What the ladybird heard at the farm.</p> <p><b>Key learning:</b> To be able to form lowercase letters correctly.</p>	<p><b>Text:</b> Handa's surprise.</p> <p><b>Key learning:</b> Children to be able to retell the story once they have developed a deep familiarity.</p>	<p><b>Text:</b> Giraffes can't dance.</p> <p><b>Key learning:</b> To spell words by identifying the sounds and then write the words.</p>	<p><b>Text:</b> The lion who wanted to love.</p> <p><b>Key learning:</b> To begin to write short phrases using a capital letter at the beginning.</p>
<p><b>English- Phonics</b></p> 	<p><b>Reading Skill:</b> To blend cvc words and read short captions.</p>	<p><b>Reading Skill:</b> To blend cvc words and read short captions.</p>	<p><b>Reading Skill:</b> To blend cvc words and read short captions.</p>	<p><b>Reading Skill:</b> To blend cvc words and read short captions.</p>	<p><b>Reading Skill:</b> To blend cvc words and read short captions.</p>
<p><b>Mathematics</b></p> 	<p><b>Maths unit:</b> Numbers within 10.</p> <p><b>Key Learning:</b> To Represent, order and explore numbers to ten. To know one more or fewer, one greater or less.</p>	<p><b>Maths unit:</b> Calendar and Time.</p> <p><b>Key Learning:</b> To sequence daily events,</p>	<p><b>Maths unit:</b> Addition and subtraction within 10.</p> <p><b>Key Learning:</b> To explore addition as counting on and subtraction as taking away.</p>	<p><b>Maths unit:</b> Grouping and sharing.</p> <p><b>Key Learning:</b> Counting and sharing in equal groups.</p>	<p><b>Maths unit:</b> Grouping and sharing.</p> <p><b>Key Learning:</b> Grouping into fives and tens and knowing the relationship between grouping and sharing.</p>

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<p><b>Understanding the World</b></p> 	<p><b>Focus:</b> Understand the key features of the life cycle of a plant and an animal</p> <p><b>Key Learning:</b> To order large pictures of the life cycle of an animal i.e. chicken or frog.</p>	<p><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).</p> <p><b>Key Learning:</b> To sort animals into their different habitats and talk about the difference between the environment.</p>	<p><b>Focus:</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Key Learning:</b> To talk about different houses and communities.</p>	<p><b>Focus:</b> To continue to develop positive attitudes about the differences between people.</p> <p><b>Key Learning:</b> To discuss differences between people and communities and how we should treat each other as equals.</p>	<p><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.</p> <p><b>Key Learning:</b> Circle time to discuss family and everyone's family history.</p>
<p><b>Expressive Arts and Design</b></p> 	<p><b>Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To explore clay and its properties.</p>	<p><b>Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To explore playdough and its properties.</p> <p>To use tools safely and with confidence</p>	<p><b>Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To generate inspiration and conversation about sculpture art and artists.</p> <p>To create a design for a 3D animal sculpture.</p>	<p><b>Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To begin making a 3D clay sculpture using the designs created last lesson.</p>	<p><b>Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To make a 3D clay sculpture using the designs created last lesson.</p> <p>To share their creation, explaining the processes they have used.</p>