

Curriculum Intent: To increase children’s range of vocabulary to improve their life chances.



Spring Term		EYFS Curriculum Overview – Amazing Animals (Year B)										
Link Texts:												
Themes/Interests/Lines of Enquiry:												
Rules and Expectations		Values	Caring for animals	Pets	Farm Animals	Jungle Animals	Sea Creatures	Dinosaurs	Easter	Life Cycles	Chinese New Year	Caring for the environment
Seasonal Festivals/Celebrations/Events: Chinese New Year 22 nd Jan, Easter, Animal man visit, Storyteller visit.												
PSED	Development Matters Coverage	Three and Four Year Olds					Children in Reception					
		<ul style="list-style-type: none">To select and use activitiesTo develop sense of responsibilityTo become more outgoing with unfamiliar peopleTo show more confidence in new social situationsTo play with one or more child, extending and elaborating ideasTo help find solutions to conflictsTo increasingly follow rulesTo follow rules without needing to be reminded of themTo develop appropriate ways of being assertiveTo talk with others and solve conflictsTo talk about their feelingsTo begin to understand how others might be feeling					<ul style="list-style-type: none">To see themselves as a valuable individual.To build constructive and respectful relationships.To express their feelings and consider the feelings of others.To think about the perspectives of others.					

	Planned Teaching and Learning	<ul style="list-style-type: none">Recapping rules and expectations. Introducing rules to new Nursery children.Learning about how to care for animals and what they need to keep healthy and safe– Vet role play, non-fiction books.Thinking about how the characters in the linked text feel e.g. How does Farmer Duck feel? How is Mog feeling on his way to the vets?Being respectful of how other people celebrate EasterListening carefully to the stories we read together and during adult led activities, giving careful attention to what the teacher says.	
CAL	Development Matters Coverage	<ul style="list-style-type: none">To enjoy listening to longer stories and remember much of what happensTo use a wider vocabularyTo understand a question or instruction in two partsTo understand why questionsTo sing a repertoire of songsTo know many rhymes, talk about books and tell a long storyTo develop communicationTo use longer sentencesTo express a point of view and debate whether they disagree with a friendTo start a conversation with othersTo use talk to organise their play	<ul style="list-style-type: none">To learn new vocabulary.To use new vocabulary through the day.To ask questions to find out more and to check they understand what has been said to them.To articulate their ideas and thoughts in well-formed sentences.To connect one idea or action to another using a range of connectives.To describe events in some detail.To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.To listen to and talk about stories to build familiarity and understanding.To use new vocabulary in different contexts.To listen carefully to rhymes and songs, paying attention to how they sound.To learn rhymes, poems and songs.To engage in non-fiction books.To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none">Finding out about animals from non-fiction books.Talking about how to care for animals.Learning the names of different animals.Describing animals/asking questions about animals when playing small group games e.g. feely bag, sorting or HeadBantz game.Answering questions about the linked texts.Singing animal themed songs and rhymes – Noah’s Ark, Old McDonald, 5 Little Ducks.Singing Easter songs with actions.Learn and perform a simple poem about an animal.Retelling familiar stories using role play/sequencing activities e.g. Farmer Duck.Practising good listening skills when playing animal sounds bingo game.	
PD	Development Matters Coverage	<ul style="list-style-type: none">To continue to develop movement skillsTo use large muscle movements to paint and make marksTo take part in group activitiesTo sequences and patterns of movementsTo choose the right resources to carry out their own planTo collaborate with others to manage large itemsTo use one handed toolsTo use a comfortable grip with good controlTo show a preference for a dominant handTo be increasingly independent when dressingTo be increasingly independent when meeting own care needsTo make healthy activity choices	<ul style="list-style-type: none">To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbingTo progress towards a more fluent style of moving, with developing control and grace. • 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.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 spoons.To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.To combine different movements with ease and fluency.To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.To develop overall body-strength, balance, co-ordination and agility.To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.To develop the foundations of a handwriting style which is fast, accurate and efficient.

	Planned Teaching and Learning	<ul style="list-style-type: none">• Moving our bodies like different animals.• Practising animal positions and handwriting in Kinetic Letters lessons.• Painting a picture of an animal using brushes.• Using playdough tools to make different animals.• Chinese dancing using ribbons for Chinese New Year.• Painting Chinese symbols using black paint.• Using scissors, glue sticks and tape dispensers to complete craft activities e.g. collages, animal pictures.	
Literacy	Development Matters Coverage	<ul style="list-style-type: none">• To understand the five key concepts about print• To develop phonological awareness / knowledge• To engage in extended conversations about stories• To use some of their print and letter knowledge in early writing• To write some or all of their name• To write some letters accurately	<ul style="list-style-type: none">• To read individual letters by saying the sounds for them.• To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• To read some letter groups that each represent one sound and say sounds for them.• To read a few common exception words matched to the school's phonic programme.• To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.• To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.• To form lower-case and capital letters correctly.• To spell words by identifying the sounds and then writing the sound with letter/s.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none">• Writing linked to role play e.g. vets, small world activities.• Creating a poster about how to look after the environment.• Drawing pictures and writing about pets/favourite animals.• Matching initial sounds/words to animal pictures e.g fish, cat, dog, fox, pig, chick.• Learning about the parts of fiction/non-fiction books.• Discussions around the stories we have read together.• Joining in with songs and rhymes about animals/Easter• Learning sounds for reading and writing during RWI phonics lessons.• Writing/reading initial sounds/CVC words on Easter eggs.• Writing about things we see in Spring time – egg, chick, bud, sun, rabbit, choc, bun, cross.• Letters and sounds activities – oral blending, initial sounds, instruments, environmental sounds.• Animal sounds bingo game.• Rhyming word activities.	
Maths	Development Matters Coverage	<ul style="list-style-type: none">• To subitise to 4 objects• To link numerals to amounts• To say one number for each item• To know the last number reached when counting is the total• To make comparisons between objects relating to weight, length and height	<ul style="list-style-type: none">• Count objects, actions and sounds.• Subitise.• Link the number symbol (numeral) with its cardinal number value.• Count beyond ten.• Compare numbers.• Understand the 'one more than/one less than' relationship between consecutive numbers.• Explore the composition of numbers to 10.• Automatically recall number bonds for numbers 0-5.• Select, rotate and manipulate shapes to develop spatial reasoning skills.• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.• Continue, copy and create repeating patterns.• Compare length, weight and capacity

UW	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none">• Mastering Number & White Rose Maths lessons• Counting animals linked to Noah's Ark story• Careful counting linked to topic e.g. bones for dogs, fish/ animal counters• Catching fish numbers and writing them down to practise number formation• Number rhymes using fingers e.g. 1,2,3,4,5• Animal patterns/colour patterns linked to Brown Bear Brown Bear• Comparing the size of different animals e.g. length of snakes, height of giraffes.• Comparing the weight of different animals using the balance scales.• Capacity — Different sized containers in the water linked to under the sea/Billy's Bucket. Which one holds the most?• Exploring 3d shapes and their properties — sorting/printing/building.• Number bonds using animals.• Ordinal numbers linked to Chinese New Year.	
	Development Matters Coverage	<ul style="list-style-type: none">• To talk about what they see using a wide vocabulary• To understand the key features of the life cycle of an animal• To begin to understand the need to respect and care for the natural environment and all living things• To know that there are different countries in the world and talk about the differences they have seen in photos	<ul style="list-style-type: none">• To comment on images of familiar situations in the past.• To compare and contrast characters from stories, including figures from the past.• To understand that some places are special to members of their community.• To recognise that people have different beliefs and celebrate special times in different ways.• To recognise some similarities and differences between life in this country and life in other countries.• To describe what they see, hear and feel whilst outside.• To recognise some environments that are different to the one in which they live.• To understand the effect of changing seasons on the natural world around them
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none">• Learning about how to care for different types of animals.• Finding out about where different animals live and about their habitats. Talking about photographs of where different animals live.• Sorting different animals — zoo/farm/sea creatures.• Finding out about occupations linked to animals e.g. vets, zoo keepers.• Listening to the Easter story and finding out about how it is celebrated by Christians.• Reading the story of 'The Great Race' and learning about ways in which Chinese New Year is celebrated.• Learning about changes around us in Winter/Spring time — What happens to the trees?• Going for a seasonal walk to identify changes in our outdoor environment.• Discussing clothing for Winter/Spring.• Making bird/squirrel feeders to support wildlife in our outdoor area• Snap! Science lessons.• Learning about life in the past in relation to dinosaurs.	

EAD	Development Matters Coverage	<ul style="list-style-type: none"> • To take part in simple pretend play • To begin to develop complex stories using small world equipment • To make and develop imaginative worlds with blocks and construction • To explore different materials freely • To develop their own ideas and decide which materials to express them with • To join different materials and explore different textures • To create closed shapes with continuous lines and use these to represent objects • To draw with increasing complexity • To use drawing to represent ideas like movement • To explore colour and colour mixing • To listen with increased attention to sounds • To respond to what they have heard • To remember and sing entire songs • To create their own songs • To play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> • To explore, use and refine a variety of artistic effects to express their ideas and feelings. • To return to and build on their previous learning, refining ideas and developing their ability to represent them. • To create collaboratively, sharing ideas, resources and skills. • To listen attentively, move to and talk about music, expressing their feelings and responses. • To watch and talk about dance and performance art, expressing their feelings and responses. • To sing in a group or on their own, increasingly matching the pitch and following the melody. • To develop storylines in their pretend play. • To explore and engage in music making and dance, performing solo or in groups.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Painting pictures of different animals. • Learning about and creating our own pictures in the style of Matisse. • Guided drawing videos on Youtube – animals. • Creating our own animal masks. • Painting Winter pictures using ‘cold’ colours. • Drawing pictures of animals on the iPad paint programme. • Small world role play using animals/dinosaurs. • Vets/pet shop role play area. • Animal care items in the home corner to enhance role play. • Making kites linked to ‘Somebody Swallowed Stanley’. • Learning Easter songs and actions ready to perform them at the Easter Bonnet parade for parents. • Joining in with animal themed songs and rhymes. • Designing and creating Easter bonnets. • Junk modelling an animal. • Building enclosures for animals using a range of construction. • Making an animal using K’Nex/Popoids. • Kapow music lessons in Reception. • Creating Easter cards. • Listen to the sounds / call of animals 	