

## Personal, Social and Emotional Development

### PSED Scheme: Identities and Diversity.

Building constructive and respectful relationships.  
Sees themselves as a valuable individual within the EYFS classroom.  
Expressing and understanding their own feelings and considering the feelings of others.

#### CURRICULUM

##### Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

##### Managing Self

Explain the reasons for rules, know right from wrong and try to behave accordingly.

##### Building Relationships

Work and play cooperatively and take turns with others.

## Communication and language

Learning and using new vocabulary taught in the current topic.  
Engaging in story time and non-fiction books. Talking about stories to build up understanding. Learning rhymes, poems, and songs.  
Describing events in some details, whilst starting to use tenses.

Role Play - Home Area: Introduce the class cat.

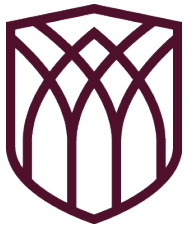
#### CURRICULUM

##### Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

##### Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.



**EARLY YEARS  
SPRING TERM 1  
2024**

### ENRICHMENT

Planetarium Space Dome Workshop  
Real life superheroes - visits from the emergency services



## SPACE & SUPERHEROES

### Literacy

Blending sounds in CVC and CVCC/CCVC words. Reading simple phrases and sentences, and a few common exception words.  
Enjoying reading a range of books in the 'Reading Area'. Re-reading books to build up their confidence in word reading and fluency.  
Forming lower-case correctly. Giving meanings to marks that they make. Writing words by identifying the sounds and writing the sound with letters. Writing short sentences using a full stop.  
Daily phonics sessions - Phase 3 - sh, ch, th, ng, ai, oa, ee, or, ow, oi.

#### CURRICULUM

##### Writing

Spell words by identifying the sounds and then writing the sound with letter/s.

##### Word Reading

Read individual letters by saying the sounds for them.  
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

##### Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

### Mathematics

Counting objects, actions, and sounds. Subitising. Linking the number symbol with its cardinal number value. Comparing numbers. Understanding the 'one more than/one less than' relationship between consecutive numbers. Exploring the composition of numbers to 8. Automatically recalling number bonds for numbers 0–5 and some to 10. Making comparisons between objects relating to size, length, weight, and capacity.

#### CURRICULUM

##### Numbers

Subitise.  
Explore the composition of numbers to 10.  
Count beyond ten.

##### Numerical Patterns

Compare numbers.  
Continue, copy and create repeating patterns.

##### Shape, Space and Measures

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  
Compare length, weight and capacity.

## Throughout the whole year children will:

Develop a love of books, stories and reading through story time, guided reading and home reading.

**Possible Focused Texts : Fiction:** Supertato Series, A Superhero Like You, How to Catch a Star, Man on the Moon - A Day in the Life of Bob, One Giant Leap and The Marvellous Moon Map.

**Non-Fiction:** Living in Space, The International Space Station, My First Book of Planets, Neil Armstrong (Little People, Big Dreams).

### Understanding the World

Continuing to develop positive attitudes about the differences between people. Looking at our Solar System, where do we live? What does Earth look like? Identify physical and man-made features of the earth. How do you become an astronaut? Look at astronauts such as Helen Sharman, Neil Armstrong and Tim Peakes. What training did they need to do? How far away is the moon and how long does it take to get there? What is a superhero? What do they wear and why? Discuss real life superheroes.

#### Weekly Investigations

Ice fishing, unpopable ballon, levitating ball trick, teabag rocket, creating moon craters and hanging crystals.

### CURRICULUM

#### The Natural World

Understand similarities and differences in contrasting environments in the natural world around them, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### Past and Present

Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### People, Culture and Communities

Explain some similarities and differences between life in this country and life in other countries (including celebrations around the world eg: Chinese New Year), drawing on stories, non-fiction texts and (when appropriate) maps.

## RE

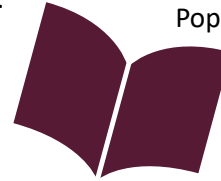
### Unit F1 - Why is the word God so important to Christians?

This unit looks at what the Bible says about God. For Christians the word 'God' is important as the name of someone very important: the Creator of the universe and all that is in it, including people and animals. We will be drawing inferences from the story as to what God is like. We will be celebrating Chinese New Year which this year is the year of the Dragon.



## Poetry Basket concludes with weekly 'Performance Friday'

Popcorn, A Little House, Let's Put on Our Mittens, Pancakes  
I Can Build a Snowman, Carrot Nose.



### Expressive Arts and Design

Children will be exploring and refining a variety of artistic effects, building upon previous learning. Creating collaboratively, sharing ideas, resources, and skills. Listening, moving, and talking about music. Engaging in music making and dancing. Developing storylines in pretend play. Children will continue with their weekly observational art sessions.

**Artist of the term** - Yayoi Kusama, 'the princess of polka dots'.



### CURRICULUM

#### Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

#### Being Imaginative and Expressive

Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play to move in time with music.

### Physical Development

Continuing to develop gross motor skills. Improving fine motor skills by using a range of tools safely and confidently. Developing a more fluent style of moving. Practising letter formation. Enhancing their body-strength, balance, co-ordination, and agility. Movement for Learning and PE sessions.

### CURRICULUM

#### Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing.

#### Fine Motor Skills

Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.