

## EYFS Curriculum overview – Spring term 2024

<b>Once upon a time</b>			
<b>Main themes</b>	Traditional Tales, houses and homes/where we live <b>Seasonal:</b> Winter, Spring, Mothers Day, Easter		
<b>Focus texts</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p style="text-align: center;">Magic Porridge Pot The Gingerbread Man Goldilocks The Three Little Pigs Hansel &amp; Gretel Goldilocks and the Three Bears Jack &amp; Beanstalk</p> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p style="text-align: center;">Charlie Crow in the Snow Pigs Might Fly</p> </td> </tr> </table>	<p style="text-align: center;">Magic Porridge Pot The Gingerbread Man Goldilocks The Three Little Pigs Hansel &amp; Gretel Goldilocks and the Three Bears Jack &amp; Beanstalk</p>	<p style="text-align: center;">Charlie Crow in the Snow Pigs Might Fly</p>
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<b>Key focus termly objectives</b>			
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• <i>Learn new vocabulary.</i></li> <li>• <i>Use new vocabulary through the day.</i></li> <li>• <i>Ask questions to find out more and to check they understand what has been said to them.</i></li> <li>• <i>Describe events in some detail.</i></li> <li>• <i>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i></li> <li>• <i>Articulate their ideas and thoughts in well-formed sentences.</i></li> <li>• <i>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</i></li> <li>• <i>Learn rhymes, poems and songs.</i></li> <li>• <i>Engage in non-fiction books.</i></li> </ul>		
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• <i>Show resilience and perseverance in the face of challenge.</i></li> <li>• <i>Think about the perspectives of others.</i></li> <li>• <i>Know and talk about the different factors that support their overall health and wellbeing:</i> <ul style="list-style-type: none"> <li>○ <i>regular physical activity</i></li> <li>○ <i>healthy eating</i></li> <li>○ <i>toothbrushing</i></li> <li>○ <i>having a good sleep routine</i></li> </ul> </li> </ul>		
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• <i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i></li> <li>• <i>Progress towards a more fluent style of moving, with developing control and grace.</i></li> <li>• <i>Combine different movements with ease and fluency.</i></li> </ul>		
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• <i>Read some letter groups that each represent one sound and say sounds for them - Phase 3 digraphs and trigraphs.</i></li> <li>• <i>Read a few common exception words matched to the school's phonic programme- Phase 3.</i></li> <li>• <i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</i></li> <li>• <i>Form lower-case letters correctly.</i></li> <li>• <i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i></li> </ul>		
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• <i>Link the number symbol (numeral) with its cardinal number value.</i></li> <li>• <i>Compare numbers.</i></li> <li>• <i>Count beyond ten.</i></li> <li>• <i>Automatically recall some number bonds for numbers 0-5 and some to 10.</i></li> </ul>		

	<ul style="list-style-type: none"> <li>• <i>Explore the composition of numbers to 10.</i></li> <li>• <i>Compare length, weight and capacity.</i></li> <li>• <i>Continue, copy and create repeating patterns.</i></li> <li>• <i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i></li> </ul>
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• <i>Understand the effect of changing seasons on the natural world around them.</i></li> <li>• <i>Understand that some places are special to members of their community.</i></li> <li>• <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></li> <li>• <i>Comment on images of familiar situations in the past.</i></li> <li>• <i>Compare and contrast characters from stories, including figures from the past.</i></li> <li>• <i>Draw information from a simple map.</i></li> <li>• <i>Recognise some environments that are different to the one in which they live.</i></li> </ul>
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>• <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></li> <li>• <i>Create collaboratively sharing ideas, resources and skills.</i></li> <li>• <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i></li> <li>• <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i></li> <li>• <i>Explore and engage in music making and dance, performing solo or in groups.</i></li> </ul>