



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in
all its fullness!'** John 10:10
**'Achieving great things through
learning and growing together in a
love-filled Christian family'**

EYFS Spring 1 Curriculum Overview

Communication and Language

Key Vocabulary

New vocabulary will be used in conversation within this area. Please see other areas to see which new vocab will be used in conversations.

Key Learning

- Talk about familiar books
- Retell stories
- Learn rhymes, poems and songs
- Introduce the term non-fiction
- Learn new vocabulary
- Begin to ask questions
- Take part in class discussions and hold a conversation
- Use complete sentences to express ideas and feelings and start to use past, present and future tenses
- Listen to stories and engage in story times

Personal, Social and Emotional Development

Key Vocabulary

Online, safe, medicine

Key Learning

- What's safe to go into my body?
- Keeping myself safe
- Online safety week
- Mental health week
- Keeping safe indoors and outdoors
- Listening to my feelings

Physical Development

Key Vocabulary

Accurate, grip

Key Learning

- Climbing up apparatus
- Fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Pencil grip and control
- Starting to form letters correctly
- Fine motor skills
- Continue to negotiate space
- Cutting skills
- Dressing and undressing
- Outdoor exploration: Muddy Monday

Literacy

Key Vocabulary

Phoneme, grapheme, sentence

Other new vocabulary will be taught whilst reading key stories.

Key Learning

- Daily Phonics session focussing on Phase 2 and 3
- Read and write phrases/sentences including common exception words
- Form some letters correctly
- Non-fiction books
- Rhyme time

Maths

Key Vocabulary

Pattern, more, number bonds, compare, unequal, equal, heavy, light, full, empty, taller, shorter, longer

Key Learning

- increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements
- explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part
- experience patterns which show a small group and '1 more'
- continue to match arrangements to finger patterns.
- continue to develop verbal counting to 20 and beyond
- continue to develop object counting skills, using a range of strategies to develop accuracy

- continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10
- order numbers, linking cardinal and ordinal representations of number.
- continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5
- explore the composition of 6, linking this to familiar patterns, including symmetrical patterns
- begin to see that numbers within 10 can be composed of '5 and a bit'.
- continue to compare sets using the language of comparison, and play games which involve comparing sets
- continue to compare sets by matching, identifying when sets are equal
- explore ways of making unequal sets equal.
- Heavier and lighter
- Full and empty
- Describe length and height (taller, shorter, longer, shorter)
- Make direct comparisons.
- Days of the week
- Measuring height
- Measuring time

Religious Education (R.E)

Key Vocabulary

Bible, old testament, God, Jesus, creation, parable, gospels

Key Learning

- RE Unit: Listening to stories Jesus heard
- RE Unit: Stories from the old testament
- Display our Christian values

Understanding the World

Key Vocabulary

China, Winter, maps, force, sink, float, machine, transport

Key Learning

- Chinese new year: *similarities and differences between life in this country and other countries*
- Naming and observing the weather, Winter: *understand changes in the natural world including seasons*
- Muddy Monday look at maps at Whitehall park and Bold venture: *describe their environment using knowledge from observations, discussions and maps: key places, local maps*
- Forces (Know what applying a force to an object means, discover which materials sink and float)
- Machines (Know why a machine is non-living, know different types of machines, explore how machines make jobs easier, think about different modes of transport and what they're used for- boats)
- Sea animals : names and their habitats
- The story of how Chinese new year is named after animals: *to understand the past through settings, characters and events (vocab, communication, research, describe, chronology)*

Expressive Arts and Design

New Vocabulary

Resource, colour, texture, feelings, collage, Pointillism

Key Learning

- Listen to music and express feelings and responses
- Performing rhymes in time to music
- Rhyme time
- Perform nursery rhymes
- Choose resources fit for a purpose (colour, texture)
- Singing songs
- Collage
- Using resources carefully
- Using resources carefully with precision
- Develop story lines in play
- Singing nursery rhymes
- Art focus: Pointillism

Reminders and Homework

PE

Please can children come to school in their PE kit every Monday and Friday. Please ensure that the children wear black joggers/leggings or black/navy shorts with their house PE t-shirt. Wellingtons and waterproofs need to be in school every Monday.

Reading books

Children will change their reading books every Friday. Please make sure you have signed your child's reading record at least 3 times by Friday. Your child should be looking at and reading their books at least 3 times every week.

Water bottles

Children should bring a water bottle into school every day. This should have water or clear flavoured water only.

Coats and bags

Coats need to be brought in every day. Book bags only need to be brought in on Friday's. Children will have access to the outdoors and will be able to go out in the rain too. Please ensure children bring book bags with the school logo which can be bought from local uniform providers.