

Early Years learning is different to that in KS1 and KS2 due to an emphasis and importance of learning through play. We plan for progression in all areas, through gradual challenge in our provision and our interactions with the children. We weave our curriculum through everything we do throughout the day and our learning can be both planned and spontaneous following the interests and lead of our children. All areas of the EYFS curriculum will always be found in our continuous provision resources, enhancements and open-ended activities. It is our passion to provide a broad and adventurous curriculum with the children regularly being the instigators.

Communication and language

Revisit and continue to develop: Learn new vocabulary.

Use new vocabulary in different contexts.

Use new vocabulary through the day in discussions and conversations.

Learn new rhymes, poems, and songs.

Listening:

Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying.

Attention:

Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.

Respond:

Make predictions about what might happen next or story endings in response to texts read.

Engage in fiction and non-fiction books.

Link events in a story to their own experiences.

Introduce a storyline into their play.

Understanding:

Consider the listener and takes turns to listen and speak in different contexts.

Speaking:

Use talk to pretend objects stand for something else in play.

Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.

Kingfisher Class

Spring 1 Curriculum

2023 - 24

Terrific Tales!

What adventures will you go on today?

Themes and areas for adventure in Spring 1

Traditional Tales

Mapping

Materials and strength

Structures

Winter

Arctic habitats

Ice and melting

Lunar New Year

Personal, Social and Emotional Development

Express feelings:

Can show pride in achievements by showing work to others.

Understand how to use breathing exercises to help with big feelings.

Manage behaviour:

Understand behavioural expectations of the setting.

Self-awareness:

Take pride in themselves, work, and achievements.

Can explain right from wrong and try to behave accordingly.

Independence:

Can independently manage their own needs: eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.

Collaboration:

Consider the listener and takes turns to listen and speak in Different contexts.

Can identify kindness and considerate behaviour of others.

Social skills:

Seek others to share activities and experiences.

Jigsaw Theme – Dreams and Goals

Covering: Challenges, Perseverance, Goal setting, Overcoming obstacles, Seeking help, Jobs, Achieving goals.

Value - Aspiration

Understanding the World

Past and present:

Begin to know that they can compare characters from stories to themselves and their own experiences.

Know that the telling of traditional tales began in the past and have changed over time.

Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week).

People and Communities:

Know that people have different beliefs and celebrate special times in different ways.

Begin to know some similarities and differences between life in this country and life in other countries.

Use technology and IT equipment to make observations or find information about different locations and places.

Recognise, know, and describe features of different places. Look closely at similarities and differences.

Know how to use technology in exploring mapping - a Bee Bot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.

Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using the terms 'up', 'down', 'left', 'right'.

Recognise some environments that are different to the one in which they live e.g., The Arctic

The Natural World:

Recognise, know, and describe features of different places. Look closely at similarities and differences.

Know that materials change when affected by temperature.

Know that some materials are stronger than others and different purposes require different materials.

RE:

Be able to express who is special to me and who is special is Christians.

Remember stories that Jesus told in the bible.

Literacy

Comprehension:

Use word and picture clues to help understand a simple text.

Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.

Show understanding of some words and phrases in a story that is read aloud to them.

Express a preference for a book, song or rhyme, from a selection.

Play is influenced by experience of books (small world, role play).

Word reading:

Read individual letters and digraphs learned by saying the sounds.

Blend sounds into words, so that they can read short cvc, ccvc, and cvcc words made up of known letter-sound correspondences.

Begin to read short phrases or simple sentences with increased fluency.

Read books consistent with sound knowledge.

Read some common exception words matched to our RWI phonic programme.

Listen to and hear initial, medial and end sounds in familiar words.

To identify sounds learnt on a sound mat.

Phonics:

Consolidate skills as in Autumn 2.

Read Write Inc set 1 and 2 sounds – nk, ng, sh, ch, qu, th, ck, ay, ee, igh, oa, oo,oo.

Know some tricky words – I, the, you, my, said, your, are, be, of, no.

Blend and segment known sounds for reading and spelling VC, CVC, CVCC and begin to blend some CCVC words.

Emergent writing:

To know groups of letters make up a word and a group of words make sentences.

Use appropriate letters for initial and end sounds.

Write their name from memory with correctly formed letters.

Begin to form recognisable letters for the sounds learned.

Composition:

Orally compose a sentence and hold it in memory before attempting to write it and be able to use the conjunction 'and'.

Spelling:

Spell to write VC and CVC words independently using RWI Set 1 graphemes.

Handwriting:

Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

Mathematics

Coverage:

NCETM programme

Continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5/ 10.

Begin to identify when two sets are equal or unequal and connect two equal groups to doubles.

Begin to connect quantities to numerals.

Combining 2 groups.

Comparing Mass

Comparing Capacity

Making pairs

Length, height

Begin to understand the concept of 'Time'. Sequencing a day / week

For guidance on aspects of coverage see link and White Rose Maths Scheme of learning attached.

<https://whiterosemaths.com/resources?year=early-years>

Enrichment

Sweet shop role play

Lunar New Year

Physical Development

Revise and refine the fundamental movement skills they have already acquired.

Fine motor:

Use a range of mark making tools competently and confidently. Suggested tools: pencils for drawing and writing, felt pens, crayons, chalks, paintbrushes. Continue to develop the use of malleable materials and finger gym activities to strengthen fingers and hands. Know how to use scissors effectively. Know how to use a fork, knife and spoon effectively. Consistently use a dominant hand. Know how to form recognisable letters for sounds taught which are formed mostly correctly.

Gross motor:

Continue to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Know how to and continue to use climbing equipment safely and competently. Continue to learn and practice negotiating space safely and effectively including in the KS1 playground. Know how to use the 'pirate ship' safely. Continue to develop overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines through use of outdoor play equipment. Learn to ride a balance bike.

Get Set 4 PE Scheme – Ball Skills

To develop rolling a ball to a target.
To develop stopping a rolling ball.
To develop accuracy when throwing to a target.
To develop bouncing and catching a ball.
To develop dribbling a ball with your feet.
To develop kicking a ball.

Expressive Arts and Design

Mark Making/Drawing:

Skill: observational drawing – Arctic animals.

Colour:

Recognise and name colours which are mixed.

Painting:

Explore that there are different paint types - watercolour, powder paint, acrylic, ready mix paint.

Use colour to demonstrate mood – Into the forest painting – Artist David Hockney.

Printing:

Know how to print with shapes.

Inspiration Van Gogh – Starry Night.

Printing with natural objects.

3D Work:

Creating work to celebrate special days e.g. decorations (paper chains, bunting) for Lunar New Year, Valentine's Day.

Cutting skills:

Use scissors to cut curved lines.

Develop storylines in their pretend play.

Being imaginative:

Retell parts of familiar stories through use of puppets, toys, masks or small-world.

Create more complex narratives in their pretend play, building on the contributions of their peers.

Develop storylines in their pretend play.

Songs and Rhyme Knowledge

Listening to stories.

Listening to and discuss a variety of genre of music.

Explore music from other cultures.

Discussing how music makes us feel.

Move our bodies to a beat.

Use our bodies as an instrument.

Key Texts

Traditional Tales including:

The Three Billy Goats Gruff

Red Riding Hood

The Gingerbread Man

The Three Little Pigs

Goldilocks and the Three Bears

Jack and the Beanstalk

The Frog Prince

Additional texts including:

Who's Afraid of the Big Bad Book?

Jack and the Jelly Bean Stalk

Pigs Might Fly

Voices in The Park / The tunnel Anthony Brown.

Rain Before Rainbows

The Lion Inside

The Colour of Home

Golden Domes and Silver Lanterns

Hats of Faith

We're all Wonders

Dates for parents

Lunar New Year 10th February 2024

Safer Internet Day – 8th February 2024

Parent Consultations – Wednesday 7th February 2023

Half Term – 12th to 16th February 2024