

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.
- Listen to and talk about stories to build familiarity and understanding.

Listening:

- Understand why listening is important.

Attention:

- Maintain attention in different contexts and attend to peers and adults that are familiar and unfamiliar.

Respond:

- Keep play going in response to the ideas of others and engage in conversation relevant to play theme.
- Use talk to help work out problems and organise thinking and activities.
- Explain how things work and why they might happen.
- Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.

Understanding:

- Ask questions to clarify understanding of a text or task.
- Ask questions to find out more and check understanding.
- Retell a story with exact repetition.

Speaking:

- Use talk to clarify thinking, connect ideas and share thinking with others.
- Articulate thoughts into sentences.
- Retell/create own stories for teacher scribing.
- Begin to connect one idea or action to another.

**“What adventure
will you go on
today?”**

**Kingfisher Class
Spring 2 Curriculum
2023 - 24
Growing!**

Personal, Social and Emotional Development

Express feelings:

- Can make choices and communicate what they need.
- Can name people in school they can turn to for help or if they are worried.

Manage behaviour:

- Use talk to help work out problems and ask for help if I can't solve it myself.

Self-awareness:

- Happy to stand up in assembly or in front of the class and share achievements with others.

Independence:

- Can get dressed and undressed for Forest School/PE sessions.
- Begin to show perseverance when faced with challenges.

Collaboration:

- Knows it is important to work together to look after our classroom resources and our school grounds.
- Can keep play going by co-operating, listening, speaking, and explaining.
- Can reflect on the work of others and self-evaluate their own work.

Social skills:

- Kindness - Use language to negotiate, play and organise.
- Know how to show kindness to others.

Jigsaw theme – Healthy Me

- Keeping myself healthy, healthier lifestyle choices, healthy eating, keeping clean, being safe, medicine safety & safety with household items, road safety, linking health and happiness and oral health.

Literacy

Comprehension:

Retell stories in the correct sequence, drawing on the language patterns of stories.

With prompting, show understanding of many common words and phrases in a story that is read aloud to them.

Suggest how an unfamiliar story read aloud to them might end.

Give a simple opinion on a book they have read.

Recognise repetition of words or phrases in a short passage of text.

Play influenced by experience of books.

Innovate a well-known story with support.

Know the difference between different types of texts (fiction, non-fiction, poetry)

Word reading:

Read individual letters and special friends learned by saying the sounds.

Blend sounds into words, so that they can read cvc, ccvc, and cvcc words.

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

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

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Phonics:

Consolidate skills as in Spring 1.

Read Write Inc programme.

Read Red words –was, me, she, we, be, come, some, put, so.

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

Emergent writing:

Build words using letter sounds in writing.

Begin to write simple sentences with support.

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, CVC, CVCC and CCVC words independently using RWI Set 1 and 2 graphemes learned so far.

Spell some irregular common (tricky) words e.g., the, to, no, go, I independently.

Handwriting:

Holds a pencil effectively to form recognisable letters.

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.

Develop cutting skills.

Develop skills of using a fork, knife and spoon.

Begin to use a dominant hand.

Hold a pencil effectively and comfortably to form recognisable letters, most of which are accurate.

Know which letters start at the top line and which start in between the lines, that most letters sit on the line and some descend below the line.

Gross motor:

Continue to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop the use of 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.

Develop skills to ride a balance bike effectively.

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Get Set 4 PE Scheme – Ball Skills 2

To develop rolling and tracking a ball.

To develop accuracy when throwing to a target.

To develop dribbling with hands.

To develop throwing and catching with a partner.

To develop dribbling a ball with your feet.

To develop kicking a ball to a target.

Mathematics

Coverage:

Number 6, 7, 8,9. Looking at the structure of number.

Making pairs - pairs wise.

Focus on equal and unequal groups when comparing numbers .

Combining 2 groups.

Understand that two equal groups can be called a 'double' and connect this to finger patterns.

Sort odd and even numbers according to their 'shape' .

Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern .

Order numbers and play track games .

Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.

Length, height, capacity

Money

2D and 3D shapes

Pattern

Understanding the World

Past and present:

Talk about and understand changes in their own lifetime, by creating a personal timeline.

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.

Recognise, know and describe the roles of different people who help us.

Program a Bee Bot or instruct a friend to move along a track or small world setup in a specific direction using the terms 'up', 'down', 'left', 'right' 'forwards' and 'backwards'.
Know how to use technology in exploring mapping eg using a Bee Bot and begin to show the appropriate spatial awareness.

Use positional language i.e., under, beside, on top of etc.

The Natural World:

Comment and ask questions about their immediate environment.

Find out more about life cycles.

Identify key features of the life cycle of a plant and animal.
Explain what plants need to grow.

RE:

Learn about the different events in Holy Week (Palm Sunday, The Last Supper, The Garden of Gethsemane, Jesus dying on the cross, Jesus' resurrection).

Think about how we treat people who are special.

Explore why Christians share bread and wine today.

Explore where, when and why Christians pray.

Learn that Christians believe Jesus died to show people how much God loves them and to 'rescue' them.

Begin to understand that Christians believe that God raised Jesus from the dead and that they believe he is still alive today.

Explore feelings of loss, surprise, hope and joy.

Expressive Arts and Design

Mark Making/Drawing:

Skill: observational drawing – Plants and animals

Colour:

Recognise and name colours which are mixed.

Painting:

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

Printing:

Know how to print with vegetables

Printing with natural objects.

3D Work:

Creating work to celebrate special days e.g. St David's day, St Patricks day, Mother's Day and Easter
Natural Artist study: Andy Goldsworthy

Spring Artist study: Matise

Cutting skills:

Use scissors to cut curved lines.

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

Explore and engage in music making and dance, performing solo or in groups.

Enrichment

World book day and author visit

Planting seeds and visit from a gardener

Hatching ducklings

Visits from 'People who help us'

Doctors/Vets role play

Dates for parents:

World Book Day Dress Up – Thursday 7nd March 2024

STEM week - Monday 18th March 2024

End of Term – Thursday 28st March 2024