



<u>EYFS</u>	<u>Spring Term: 1/2</u>		<u>Enquiry question:</u> What are the similarities and differences between life in this country and life in other countries?
	Essential knowledge:	Essential vocabulary	Reception
<u>Personal, Social and Emotional Development</u>	<u>Building relationships</u> To know how to play cooperatively with others. To show sensitivity to their own needs. To show sensitivity to others needs. To know a range of feelings. To understand that everyone is different and that people might think or feel different to them. To know how to solve a problem. Know how to share and take turns.	Friends Sharing Taking turns Be kind Feelings-happy, sad, upset, scared, excited, angry, worried Right Wrong Similar Different opinion	To build and form positive, constructive and respectful relationships with other children within the setting. Work and play cooperatively and take turns with others. To share. To think about the perspectives of others and understand how others might be feeling.
	<u>Self-Regulation</u> To be able to work towards a goal. To know how to manage their feelings and control impulses. To know a range of their feelings and how to express this. To know that others have feelings.	Let's share Can I have ago Please? Thank you My turn next Can you help me please?	Express their feelings and consider the feelings of others. To be able to moderate their own feelings emotionally and socially. Welcomes and value praise for what they have done. Enjoy responsibility of carrying out small tasks.



	To understand how to treat other children with respect.		Confident to talk to other children when playing and will communicate freely about own home and community. Shows confidence in asking adults for help.
	<p><u>Managing Self</u></p> <p>To learn and follow class rules.</p> <p>To know why they are valuable.</p> <p>To know about resilience and perseverance.</p> <p>To know how to manage own needs.</p> <p>To understand the importance of being healthy</p>	<p>Hands feet and objects to your self</p> <p>Carpet rules</p> <p>Good listening</p> <p>Good sitting</p> <p>Hands up</p> <p>No shouting out</p> <p>Carpet voice</p> <p>Walk sensibly</p> <p>Stand smartly</p> <p>Resilience</p> <p>Perseverance</p> <p>independently</p>	<p>See themselves as a valuable individual.</p> <p>Manage their own needs.</p> <p>Can select and use activities and resources.</p> <p>Show resilience and perseverance.</p> <p>To go to toilet independently when needed.</p> <p>To be able to dress self.</p> <p>To be able to make healthy food choices.</p>

Communication and Language	<p><u>Listening, Attention and Understanding</u></p> <p>To know how to listen carefully.</p> <p>To know how to ask questions.</p> <p>To know how to respond to a question.</p> <p>To be able to take turns in conversation with an adult.</p> <p>To be able to take part in small group</p>	<p>One, two, three</p> <p>all eyes on me.</p> <p>Repeat after me.</p> <p>Talk to your partner.</p> <p>Listening.</p> <p>Questions.</p> <p>Why</p> <p>Rhymes</p>	<p>To understand how to listen carefully and why listening is important in small and larger group discussions.</p> <p>Ask questions to find out more and to check they understand what has been said to them and respond back in groups or with an adult.</p>
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	<p>conversations.</p> <p>To know what a rhyme and song is.</p>	<p>songs</p>	<p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>
	<p><u>Speaking</u></p> <p>To know how to articulate their ideas and thoughts when talking about things and know the meaning of new words.</p> <p>To be able to explain why things might happen.</p> <p>To talk about a story line.</p>	<p>Sentences Tell me Describe Explain</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Develop social phrases.</p> <p>Respond with an explanation.</p>
<p><u>Physical Development</u></p>	<p><u>Gross Motor Skills</u></p> <p>To know a range of ways that you can move.</p> <p>To know how to negotiate space, safely with consideration for others.</p> <p>To know how to safely move around obstacles.</p> <p>To be able to demonstrate balance and co-ordination when playing.</p> <p>To be able to demonstrate strength when playing.</p>	<p>Space Strong Big Small Groups/partner Move Roll Spin Skip Jump Climb High Point balance Heart Beat</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics.</p> <p>Combine different movements with ease and fluency.</p> <p>Use their core muscle strength to achieve a</p>

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		pumps blood Breath Carefully Sensibly Safely	good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	<p><u>Fine Motor Skills</u></p> <p>To learn how to cut using scissors.</p> <p>To know how to hold a pencil correctly.</p> <p>To know how to form letters during phonics.</p> <p>To know some of the foods that are healthy for us.</p> <p>To know how to hold and use a knife and fork.</p> <p>To know how to keep in a line.</p>	Thumb in top fingers in bottom Safely Healthy Fruit	<p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Hold a pencil effectively in preparation for writing-using the tripod grip in almost all cases.</p> <p>Begin to develop a handwriting style that is fast, accurate and efficient.</p> <p>To eat independently using a knife and fork.</p> <p>To be able to talk about the effects of eating healthy foods including our fruit.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>
<u>Literacy</u>	<p><u>Comprehension</u></p> <p>Know that print has a meaning and we read from left to right.</p>	Words Print Re read	<p>To be able to answer questions based on what was read.</p> <p>To have an understanding of what was read.</p> <p>To recognise and be able to read some phase 2</p>



	<p>To know that books are enjoyable.</p> <p>To begin to build up fluency in word reading.</p>		<p>words.</p> <p>To build up confidence in word reading.</p>
	<p><u>Word Reading</u></p> <p>To know the sounds of letters.</p> <p>To be able to look at and talk about features of books.</p> <p>To know how to blend sounds into words.</p> <p>To be able to read simple phrases.</p> <p>To be able to read some common exception words.</p>	<p>Easter story</p> <p>Non-fiction books</p> <p>Author</p> <p>Illustrator</p> <p>Blurb</p> <p>Front cover</p> <p>Sentence</p> <p>Start, end</p> <p>Blend</p> <p>Sounds</p> <p>Letters</p> <p>Tricky words</p> <p>Digraph</p> <p>phonemes</p>	<p>Read individual letters by saying the sounds of them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Begin to read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words.</p>
	<p><u>Writing</u></p> <p>To know how to correctly form some lower case and capital letters.</p> <p>To know the initial sounds in words.</p> <p>To use phonic knowledge to spell simple words.</p>	<p>Capital letters</p> <p>Lower case letters</p> <p>spell</p>	<p>Form some lower-case and capital letters correctly.</p> <p>To begin to recognise the initial sound in words.</p> <p>To be able to spell words by identifying the sounds and then writing the sound with letter/s.</p>
<u>Mathematics</u>	<p><u>Number</u></p> <p>Recognise, count and order numbers 1-10.</p> <p>To know 1 more and 1 less up to 10.</p>	<p>One, two, three, four, five, six, seven, eight, nine.</p> <p>Count, order, 1</p>	<p>To be able to count beyond 10.</p> <p>To be able to recognise numbers 1-20</p>



	<p>To be able to complete addition and subtraction up to 10.</p> <p>To know how to problem solve up to 10.</p>	<p>more, 1 less, add, subtract, altogether, how many left Part whole Number stories subitise</p>	<p>To be able to count objects, actions and sounds.</p> <p>To link the number symbol with its cardinal number value.</p> <p>To recall number bonds 0-10</p>
	<p><u>Numerical Patterns</u></p> <p>To know what more and less means.</p> <p>To recognise and name 2D and 3D shapes and their properties.</p> <p>To know what would come next in a repeated pattern.</p> <p>To know how to create a repeated pattern.</p> <p>To understand length, weight and capacity.</p>	<p>Shapes - Circle, triangle, square, rectangle, cuboids, cubes, sides, corners, flat, straight, curved, round, big, small</p> <p>More than/less than</p> <p>Weight, length and capacity</p>	<p>Understand the one more/one less than relationship between consecutive numbers</p> <p>To be able to talk about and explore 2D and 3D shapes.</p> <p>To continue, copy and create repeating patterns.</p> <p>To compare length, weight and capacity.</p>
<p><u>Understanding the World</u></p>	<p><u>Past and Present</u></p> <p>To know what the word past means.</p> <p>To know why we celebrate Easter.</p> <p>To know about figures from the past.</p>	<p>Past Easter celebrations</p>	<p>Comment on images of familiar situations in the past.</p> <p>To compare and contrast characters from stories, including figures from the past.</p>



	<p><u>People, Culture and Communities</u></p> <p>To know that people are different and to celebrate this.</p> <p>To know that people have different beliefs.</p> <p>To be able to talk about similarities and differences between life in our country and others.</p> <p>To know that people celebrate lots of different events in different ways.</p> <p>To know about the Christian festival of Easter.</p> <p>To know that people in other countries may live differently to us in this country.</p>	<p>Celebration Religion Family Friends Culture Same Similarities Different Differences Compare Food Chinese New Year Easter story- Jesus Christian Easter eggs</p> <p>Map Country Hot cold</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To be able to talk about some festivals or special events and say how these are celebrated.</p> <p>Understand that some places are special to members of their community.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>
	<p><u>The Natural world</u></p> <p>To know what our senses are and to use these.</p> <p>To know the different seasons and what these look like.</p> <p>To know some similarities and differences between environments.</p>	<p>Senses-see, hear, feel Autumn, winter, spring, summer environment</p>	<p>Understand the effect of changing seasons on the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p>



<u>Expressive Arts and Design</u>	<u>Creating with materials.</u> To know what materials to use for the best effect. To know how to mix colours and what the outcome will be. To join different textures and materials to create an effect. To experiment with colours.	Colour mixing Easter cards Easter bonnets	Create collaboratively sharing ideas, resources and skills. To create artwork linked to topic work using the correct media and colours.
	<u>Being imaginative and Expressive</u> To know a range of songs to sing. To know a range of dance moves. To use role play and small world to create a narrative.	Dressing up Easter bonnet parade Rehearse and perform Pitch Melody	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.

<u>Linked texts</u>	<u>Explicit SMSC</u>
Handa's Surprise Rumble in the jungle Monkey Puzzle Polar Bear facts Picture Atlas	Spring-new life Easter Healthy Me



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Penguin small-Mick Inkpen
Polar Bear, Polar Bear what do you hear? Eric Carle

Igloos and Inuit life
Chinese New Year story
Dragons in the City
The Easter Story