

Curriculum Overview
Ladybirds (EYFS) Spring Term 2023

Interconnected Question: Are all bears the same?

Key Texts	Communication and Language
<p>We're Going on a Bear Hunt - Michael Rosen</p> <p>All About Bears - National Geographic</p> <p>Goldilocks and the Three Bears</p> <p>Biscuit Bear - Mini Grey</p>	<p>Enjoy listening to longer stories and can remember much of what happens through retelling and using a wider range of vocabulary.</p> <p>Talk about familiar books, and be able to tell a long story.</p> <p>Recounting a fact about real life bears.</p> <ul style="list-style-type: none"> - Articulating their ideas and thoughts in well-formed sentences - Asking questions to find out more (interviewing a visitor about their photography of Polar Bears and Brown Bears)
Understanding of the World	Literacy
<p>Comment on images of the past. We will be doing this through exploring items from Cuckfield Museum.</p> <p>Know that there are different countries in the world and talk about the difference they can see in photos.</p> <p>Real bears (pandas, brown bears and polar bears)</p> <ul style="list-style-type: none"> - Where they live - What they look like - What they eat <p>Creating a class book/class map about each of the bears and the facts we have learnt.</p> <p>Talking about the difference between materials and changes they notice.</p> <p>Drawing information from a simple map).</p> <p>Observing the seasons (describe what they see, hear and feel whilst outside). Using all of their senses in hands-on exploration.</p>	<p>Writing all of their name.</p> <p>Write some letters accurately.</p> <p>Blend sounds into words, so that they can read short words.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p>
	Personal, Social and Emotional

	<ul style="list-style-type: none"> - Help others achieve their goal - Working hard to achieve a goal <p>Jigsaw RSHE - Healthy Me (Spring 2)</p> <ul style="list-style-type: none"> - Making a healthy choice - Eating a balanced diet - Being physically active - Keeping myself and others safe - Knowing how to be a good friend - Knowing how to be calm and dealing with difficult situations <p>Expressive Art and Design</p> <p>Take part in pretend play.</p> <p>Explore colour and colour mixing.</p> <p>Make simple models which express their ideas - design and make their own clay bear.</p> <p>Listening with increased attention to sound and responding to music with paint.</p>
<p>Physical Development</p>	<p>Maths</p>
<p>Albion in the Community</p> <p>Dance:</p> <ul style="list-style-type: none"> - Physical skills of making actions, dynamics and space - Social skills of working safely, being respectful and collaborating - Emotional skills of being independent and being confident - Thinking skills of selecting and applying actions, creativity, exploration, recall and providing feedback <p>Gymnastics:</p> <ul style="list-style-type: none"> - Physical of making shapes, balancing, jumps, rocking, rolling and travelling - Social skills of working safely, collaborating and sharing - Emotional skills of showing determination and confidence - Thinking skills of creativity and selecting and applying 	<p>Length and Height (making comparisons between lengths and heights).</p> <p>Subitise</p> <p>Comparing numbers to 10 (counting to ten and comparing numbers)</p> <p>Number bonds to 10 (automatically recalling number bonds for numbers 0-5 and some to 10)</p> <p>Patterns (repeating patterns - extending and creating ABAB patterns and noticing errors in repeating patterns).</p> <p>Shapes (both 2D and 3D)</p> <p>Singing counting songs - BBC nursery rhymes have lovely interactive songs</p>

Funky Fingers

We are learning to:

- use one handed tools and equipment
- use a comfortable grip with good control when holding pens and pencils
- show a preference for a dominant hand

Encouraging increasing independence as they put on coats and do up their own zips, put on hats and scarves and put on their own wellies.