

**Curriculum Overview**  
**Ladybirds (EYFS) Spring Term 2025**

Interconnected Question: Are bears to be feared?

<b>Key Texts</b>	<b>Anticipated Writing Outcomes</b>
<p>We're Going on a Bear Hunt by Michael Rosen</p> <p>All About Bears by Jennifer Szymanski</p> <p>Goldilocks and the Three Bears by Nicola Baxter</p> <p>Old Bear by Jane Hissey</p> <p>Biscuit Bear by Mini Grey</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Retelling stories and using vocabulary from these (story maps).</li> <li>• Recounting a fact about real life bears.</li> <li>• Correctly forming letters</li> <li>• Starting to build words with their phonic knowledge to write their own bear linked sentences.</li> <li>• Reading individual letters by saying sounds for them</li> <li>• Read a few common exception words (tricky words)</li> </ul> <p>We will have a mixture of Drawing club sessions with fiction books as well as writing facts we are learning about real life bears and old toys/bears.</p>
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Oral rehearsal before writing (i.e. acting out stories and simple biscuit recipes)</li> <li>• Asking questions about real bears to extend their knowledge.</li> <li>• Learn new vocabulary about bears</li> <li>• Articulate their ideas in well formed sentences (sharing about their own bears)</li> <li>• Retell the story once developing a deep familiarity with the text</li> <li>• Engage in non-fiction books (finding out about real bears - where they live, what they eat and what they look like)</li> <li>• Listening to each other as we share ideas related to real bears, stories, sharing our important teddy bears from home.</li> </ul>	<p><b>Personal, Social and Emotional</b></p> <ul style="list-style-type: none"> <li>• Buddy time - continuing developing relationships with their buddies.</li> <li>• Personal hygiene when we are baking - washing hands, not licking spoons etc.</li> <li>• Taking turns when cooking.</li> </ul> <p>Jigsaw RSHE - Being Healthy and Dreams and Goals</p> <p><b>Spring 1 - Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Know what a challenge is</li> <li>• Know that it is important to keep trying</li> <li>• Know what a goal is</li> </ul> <p><b>Spring 2 - Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Know what the word 'healthy' means</li> <li>• Know some things they need to do to keep healthy</li> <li>• Know the names for some parts of their body</li> <li>• Know when to wash their hands</li> <li>• Know how to say no to strangers</li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Subitising</li> <li>• Counting objects, actions and sounds</li> <li>• Compare numbers (amount, odd and even)</li> <li>• Understand one more/one less relationship between consecutive numbers</li> <li>• Name different shapes</li> <li>• Exploring double facts, i.e. <math>2 + 2</math></li> </ul>	

<b>Understanding of the World</b>	<b>Expressive Art and Design</b>
<ul style="list-style-type: none"> <li>• Draw information from a simple map</li> <li>• Creating their own map of a story (Going on a Bear Hunt)</li> <li>• Looking at aerial images of the school</li> <li>• Recognise that environments are different to the one they live in, i.e. arctic</li> <li>• Comparing teddy bears from the past to teddy bears from the present</li> <li>• Looking at changes to materials - how our biscuit bears change when we cook them</li> <li>• Choosing the best materials to use to create a habitat for a bear</li> </ul> <p>To support our learning about the past we will be visited by Horsham museum where we will be shown old bears and old toys.</p>	<ul style="list-style-type: none"> <li>• To take part in pretend play - role playing 'We're Going on a Bear Hunt'</li> <li>• Explore a variety of materials, tools and techniques when creating their own bears</li> <li>• Designing and making their own Biscuit Bears</li> <li>• Adding sound effects to the Bear Hunt story</li> <li>• Respond to music with loose parts and other creative music</li> <li>• Design and make their own clay bear</li> </ul>
<b>Religious Education</b>	<b>Physical Development</b>
<p>How can we help others when they need it? (Salvation)</p> <ul style="list-style-type: none"> <li>• God is always there to help us</li> <li>• Following the spiritual discipline of Lent</li> <li>• Four Paws Project</li> </ul> <p>Why do Christians put a cross in an Easter garden? (Salvation)</p> <ul style="list-style-type: none"> <li>• Seeing the cross as a symbol of Jesus and a bridge to God</li> <li>• Seeing Jesus as an ever-present friend</li> <li>• Celebrating Easter and remembering Jesus' death and resurrection</li> </ul> <p>Recognising that people have different beliefs and celebrate special times in different ways: Chinese New Year Encounter with Buddhism</p>	<p>PE - Tuesdays and Wednesdays Spring 1 - Dance Spring 2 - Ball Skills Unit 2</p> <p>Continued use of the outside area to develop gross motor skills</p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding bikes and ball skills</li> <li>• Use large muscle movements to wave flags and streamers, paint and make marks</li> <li>• Collaborate with others to manage large items, such as moving a large plank</li> </ul> <p>Funky Fingers to develop fine motor skills</p> <ul style="list-style-type: none"> <li>• Use one handed tools and equipment, for example, making snips in paper with scissors</li> <li>• Holds pencil between thumb and two fingers</li> <li>• Uses simple tools to effect changes to materials</li> <li>• Handles tools, objects. Construction and malleable materials safely and with increasing control</li> </ul>