

Curriculum Overview

Ladybirds (EYFS) Spring Term 2025

Interconnected Question: Are bears to be feared?

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

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