

EYFS Curriculum Overview

Spring 1: Around the World



| Term: | Spring 1 | | |
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| Topic title | Around the World | | |
| Key Question | Why is Earth an amazing place to live? | Charity Link | Asha India |
| Global Themes covered | <p>Global Awareness Human Rights Equity Diversity</p> | British Values | <p>Tolerance Mutual Respect</p> |
| UN Global Links | <p>1 NO POVERTY 2 ZERO HUNGER 4 QUALITY EDUCATION 10 REDUCED INEQUALITIES 11 SUSTAINABLE CITIES AND COMMUNITIES</p> | Redlands Values | |
| Visit/Experience linked to the topic | Walk around Sibley. | Overall outcome for topic (showcase) | Trying different fruits from around the world, discussing what they look like and what they taste like. |
| Key Text suggestions | <p>Fiction:</p> <ul style="list-style-type: none"> Meerkat Mail. What the Ladybird Heard on Holiday. Emma Jane's Aeroplane. The Jolly Postman. The Lighthouse Keepers Lunch. Lost and Found. Handa's Surprise. <p>Non-Fiction:</p> <ul style="list-style-type: none"> Here We Are. Celebrations Around the World. Welcome to Our World. Around the World in 80 Ways. | English | <p>Talk for Writing – Dear Zoo.</p> <ul style="list-style-type: none"> Retell the story 'Dear Zoo' verbally using actions. Adjectives – use adjectives to describe pictures. Adjective Sentences – use adjectives to retell the story and write simple sentences. Form lower-care and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. |
| Phonics | <p>Read Write Inc. Phonics:</p> <ul style="list-style-type: none"> RWI – Groupings. Recap RWI – Set 1 as appropriate. Introduce RWI – Set 2 Sounds. | | |
| Communication and Language | <ul style="list-style-type: none"> Learn and use new vocabulary taught in the environment. Engage in story time discussions with fiction/non-fiction books. Talk about stories to build up understanding of story structure. Learn a variety of rhymes, poems, and songs. Describe events in some detail, whilst starting to use tenses. | Maths | <p>White Rose Maths Scheme.</p> <ul style="list-style-type: none"> Representing, Comparing, and the Composition of Numbers to 10. Subitise numbers. Number Bonds to 5 – recall number bonds for numbers 0-5. Addition to 5 – count objects, actions and sounds. One More/One Less to 10 – understand relationship between consecutive numbers. |

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| <p>Personal, Social, Emotional Development (PSED/PSHE)</p> | <p>Kapow (PSHE Scheme) – Self-Regulation: Listening and Following Instructions.</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. | <p>Physical Development (PE)</p> | <p>PE with our Sports Coach – Gymnastics and Gross Motor Skills.</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired. • Progress towards a more fluent style of moving, with developing control and grace. • Combine different movements with ease and fluency. |
| <p>Understanding the World (Science, History, Geography)</p> | <ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognising some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. | <p>Expressive Art and Design (Art/D&T)</p> | <p>Kapow (D&T Scheme) – Structures: Junk Modelling. Artist of the Term – Yayoi Kusama.</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. |
| <p>Music</p> | <p>Leicestershire Music Scheme – Unit 3: Rhythm.</p> | <p>RE</p> | <p>Leicestershire Agreed Syllabus – Which places are special and why?</p> |