

EYFS Curriculum –Spring Term

Excellent Explorers- Mary Anning and dinosaurs unit - How is our world changing?

<p>Scintillating starter: Dinosaur Day</p> <p>Fabulous finish:</p>	<p>Understanding of the World – History skills Communication</p> <ul style="list-style-type: none">- Talk about members of their immediate family and community.- Name and describe people who are familiar to them.- Compare and contrast characters from stories, including figures from the past.- Comment on images of familiar situations in the past. <p>Key questions:</p> <ul style="list-style-type: none">• What would they want to explore now or how would it have been affected by us? <p>Key vocabulary:</p> <ul style="list-style-type: none">• Past• Present• Before• Now	<p>Understanding of the World – Geography skills</p> <ul style="list-style-type: none">- Explore the natural world around them.- Draw information from a simple map.- Recognise some environments are different from the one in which they live. <p>Key questions:</p> <ul style="list-style-type: none">• How has the Earth changed?• How does the environment they encountered compare with our local environment? <p>Key vocabulary:</p> <ul style="list-style-type: none">• Natural• Man-made• Globe• Map• World• Country• Continent	<p>Understanding of the World – RE skills Celebrations – Easter,</p> <ul style="list-style-type: none">- Recognise that people have different beliefs and celebrate special times in different ways.- Understand that some places are special to members of their community. <p>Key questions:</p> <ul style="list-style-type: none">• What do celebrations look like in our community?• What ways do people show they believe in different things? <p>Key vocabulary:</p> <ul style="list-style-type: none">• Religion• Belief• Culture• Celebration• Easter	<p>Understanding of the World – Science skills Seasons</p> <ul style="list-style-type: none">- Describe what they see, hear, and feel whilst outside.- Understand the effect of changing seasons on the natural world around them. <p>Key questions:</p> <ul style="list-style-type: none">• What do you notice about Spring?• How is Spring different to Summer?• What do you notice about Summer?• What can you see outside?• What can you hear outside?• What can you feel outside?• What is the weather like in Spring?• What is the weather like in Summer? <p>Key vocabulary:</p> <ul style="list-style-type: none">• Seasons• Spring• Summer• Weather• Senses
<p>Expressive Art and Design</p> <ul style="list-style-type: none">- Explore, use and refine a variety of artistic effects to express their ideas and feelings.- Draw with increasing complexity and detail.- 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>Key questions:</p> <ul style="list-style-type: none">• How does this piece of art make you feel?• What do you like about the artwork?• What techniques and media has the artist used to create their artwork? <p>Key vocabulary:</p> <ul style="list-style-type: none">• Colour• Texture• Shading• Sketch• Media		<p>Expressive Art and Design – Music and dance</p> <ul style="list-style-type: none">- Sing in a group or on their own, increasingly matching the pitch and following the melody.- Listen attentively, move to and talk about music, expressing their feelings and responses.- Watch and talk about dance and performance art, expressing their feelings and responses.- Explore and engage in music making and dance, performing solo or in groups. <p>Key questions:</p> <ul style="list-style-type: none">• What do you think of this music/dance performance?• How can you link your dance moves together?• How is this music similar to or different to another piece? <p>Key vocabulary:</p> <ul style="list-style-type: none">• Pitch• Melody• Performance• Control• Coordination• Rhythm• Beat		
<p>Fine Motor Skills</p> <ul style="list-style-type: none">• Use a comfortable grip with good control when holding pens and pencils.• Show a preference for a dominant hand.	<p>Gross motor skills - PE</p> <ul style="list-style-type: none">• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.• Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.• Use large-muscle movements to wave flags and streamers, paint and make marks.• Start taking part in some group activities which they make up for themselves, or in teams.• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.			

- Combine different movements with ease and fluency.

Communication and Language

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Describe events in some detail.
- Develop social phrases.
- Engage in story times.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Engage in non-fiction books.

Key questions:

- What happens next in the story?
- Why do you think that?

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others
- Manage their own needs - personal hygiene

Key questions:

- How are you feeling?
- Why do you feel this way?
- What can we do to resolve this problem?