

Pear Tree Primary school
EYFS Spring Term 2024
Topic -

1st half term - If you go down to the woods today... Vets role-play. Visit to the RSPCA

2nd half term - How will we get there? Aeroplane role-play. Visitors into school

Session	Book	Activities	Objectives covered over the term come from Development Matters.
		In addition to below - the children will have phonics teaching (Little Wandle), handwriting, writing practise, music and P.E (dance/gymnastics).	
Week 1	The Gruffalo	<ul style="list-style-type: none"> • Labelling the Gruffalo • Counting purple prickles on Gruffalo's back – numbers and counting • Gruffalo playdough • Re-telling of story • Rhyming words • Create own Gruffalo (cutting and sticking) • Create a log pile house • Maths – Alive in 5 	<p>Communication and Language –</p> <p>*Understand how to listen carefully and why listening is important.</p> <p>♦ Learn new vocabulary.</p> <p>♦ Use new vocabulary through the day.</p> <p>♦ Ask questions to find out more and to check they understand what has been said to them.</p> <p>♦ Articulate their ideas and thoughts in well-formed sentences.</p> <p>♦ Connect one idea or action to another using a range of connectives. ♦ Describe events in some detail.</p> <p>♦ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>♦ Develop social phrases.</p> <p>♦ Engage in story times.</p> <p>♦ Listen to and talk about stories to build familiarity and understanding.</p>
Week 2	Owl Babies	<ul style="list-style-type: none"> • Owl art • Size – sorting • Re-tell story using aids/visuals and write in sentences • Owl facts • Make a nest • Make bird feeders • Go on a bird watch • Owl maths – recognising numbers, addition and subtraction, doubling • Maths – Alive in 5 	

Week 3	Don't hog the hedge Hedgehogs	<ul style="list-style-type: none"> • Clay hedgehogs • Hedgehog art • Writing facts about hedgehogs • Litter pick • Nocturnal animals • Hibernation • RSPCA – how to care for a hedgehog • Build a hedgehog home • Road safety – hedgehog video, being a safe pedestrian • Maths – Mass and capacity 	<ul style="list-style-type: none"> ◊ Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. ◊ Use new vocabulary in different contexts. ◊ Listen carefully to rhymes and songs, paying attention to how they sound. ◊ Learn rhymes, poems and songs. ◊ Engage in non-fiction books. ◊ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
Week 4	Chinese New Year – The year of the Rabbit	<ul style="list-style-type: none"> • Tasting food • Reading the story and meaning • Looking at the calendar and the Year of the Rabbit • Rabbit facts • Make origami • Traditions • Visitor in to talk to class • Maths – Growing 6,7,8 	<p>Personal, Social and Emotional Development –</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. ◊ Identify and moderate their own feelings socially and emotionally. ◊ Think about the perspectives of others. ◊ Manage their own needs. <ul style="list-style-type: none"> – Personal hygiene ◊ Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> – regular physical activity – sensible amounts of 'screen time' – healthy eating – having a good sleep routine – toothbrushing – being a safe pedestrian
Week 5	Badger – story books and non-fiction	<ul style="list-style-type: none"> • Read a range of fiction and non-fiction books about badgers • Art work – badgers • Teeth – dentist visit, toothbrushing • Habitat – sets • Badger fact file • Maths – Growing 6,7,8 	
Week 6	Other woodland animals – squirrels, moles, mice	<ul style="list-style-type: none"> • Look at, discuss and sort animals – nocturnal and diurnal – sleep routine • Write fact files • Forest art • Look for animal clues in the forest – detectives • Facts about woodland animals • Animals and their young • Hibernation • Maths – Length, height and time 	
Week 1	Duck in the Truck	<ul style="list-style-type: none"> • Duck in the truck role-play and story telling • Car wash – design posters and prices 	

		<ul style="list-style-type: none"> • Car races and positions • 'ck' words – stuck, muck, truck • Number formation and use cars to follow • Story map – characters, problem, solution • FS – fires – using fire steels • Maths – Length, height and time 	<p>Physical Development –</p> <p>♦ Revise and refine the fundamental movement skills they have already acquired: – rolling – walking – running – skipping – crawling – jumping – hopping – climbing</p> <p>♦ Progress towards a more fluent style of moving, with developing control and grace.</p> <p>♦ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>♦ Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>♦ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>♦ Combine different movements with ease and fluency.</p> <p>♦ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>♦ Develop overall body-strength, balance, co-ordination and agility.</p> <p>♦ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>♦ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
Week 2	The Naughty Bus	<ul style="list-style-type: none"> • Bus maths games • Acrylic painting of bus • Beebots and go on a journey • Use photos from story and write about them • Junk modelling transport • Bus role-play and tickets • Where did you go on a bus? • FS – fires – using fire steels • Maths – Building 9 & 10 	
Week 3	Oi, Get off our train	<ul style="list-style-type: none"> • Train role-play – tickets, journeys etc • Oi, ai words • Train facts • Where did you go on a train? • Track marks • Label a train • FS – tools work • Maths – Building 9 & 10 	
Week 4	Mr Gumpy's Outing	<ul style="list-style-type: none"> • Sequencing story • Boat role-play • Floating and sinking • Adjectives • Make your own boats – best materials • Boat printing • FS – tools work • Maths – Building 9 & 10 	
Week 5	Non-fiction – fire engine, police and ambulance	<ul style="list-style-type: none"> • Visits from 999 vehicles • Jobs they do • Label a vehicle • Truck collage 	

- FS – tools work
- Maths – Explore 3d shapes

- ◊ Develop the foundations of a handwriting style which is fast, accurate and efficient.
- ◊ Further develop the skills they need to manage the school day successfully: – lining up and queuing – mealtimes

Literacy –

- ◊ Read individual letters by saying the sounds for them.
- ◊ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- ◊ Read some letter groups that each represent one sound and say sounds for them.
- ◊ Read a few common exception words matched to the school's phonic programme.
- ◊ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- ◊ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- ◊ Form lower-case 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.

Mathematics –

- ◊ Count objects, actions and sounds.

♦ Subitise.

♦ Link the number symbol (numeral) with its cardinal number value.

♦ Count beyond ten.

♦ Compare numbers.

♦ Understand the 'one more than/one less than' relationship between consecutive numbers.

♦ Explore the composition of numbers to 10.

♦ Automatically recall number bonds for numbers 0-5 and some to 10. ♦ Select, rotate and manipulate shapes to develop spatial reasoning skills.

♦ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

♦ Continue, copy and create repeating patterns.

♦ Compare length, weight and capacity.

Understanding the World –

♦ Talk about members of their immediate family and community.

♦ Name and describe people who are familiar to them.

♦ Comment on images of familiar situations in the past.

♦ Compare and contrast characters from stories, including figures from the past.

♦ Draw information from a simple map.

♦ Understand that some places are special to members of their community.

♦ Recognise that people have different beliefs and celebrate special times in different ways.

- ◊ Recognise some similarities and differences between life in this country and life in other countries.
- ◊ Explore the natural world around them.
- ◊ Describe what they see, hear and feel whilst outside.
- ◊ Recognise some environments that are different to the one in which they live.
- ◊ Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design –

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.
- ◊ 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.
- ◊ Sing in a group or on their own, increasingly matching the pitch and following the melody.
- ◊ Develop storylines in their pretend play.
- ◊ Explore and engage in music making and dance, performing solo or in groups.