

Subject EYFS - Please see other plans for additional information – PE, Music, Art, DT, Maths, RE, Jigsaw

Spring 1				
Year: EYFS Term: Spring 1		Curriculum theme: One Big World		Key concepts: Emergency services, types of vehicles World, travel, different countries, transport
DM statements – 40-60 Leading to ELGs		Key Skills: - To write cvc words - To write simple sentences. - To create a pictures using different media - To join and create using simple tools.		Vocabulary: Rhyme, Transport. Emergency Services. Vehicle World, travel, map, globe, dragon, new year, celebration, animal names, transport, some country names, habitats
Key knowledge: From Geography Progression - To use vocabulary to describe the world around them – church, school, road, bus stop, shop. From History Progression -To understand that people are different, but we should be similar to them. - To understand the importance of Remembrance. - To use the vocabulary past and now. - To know that some things have happened in the past. From Science Progression - To talk about the weather and seasons throughout the year. - To observe changes in weather – warm in summer and cold in winter - To play and explore the natural world. - To enjoy construction - To listen to different sounds during music and song time. - To play different instruments and discuss sounds. - To hear key vocabulary during singing worship	From Art progression - To know clay and playdough is a soft material. - To know clay and playdough can be manipulated by hand to change shape through bending, rolling and twisting. - To know modelling tools should be used safely. - To know that modelling tools cut and shape playdough and clay. - To know modelling materials can be shaped using hands or tools. - To know the names of the colours: red, yellow, pink, green, black, blue, brown, grey, white, orange, purple. - To know they can create artwork From Music progression - To recognise whether a sound is high or low - To recognise that different sounds can be long or short. - To recognise that instruments can be played loudly or softly. - To recognise when music is fast or slow. From DT progression - Tools need to be used safely – scissors and glue sticks - You can make biscuits by mixing food. - Some toys can be used for building.	Key knowledge: Taken from Geography Progression -To know there are more countries than just England in the world. -Identify different locations from a simple map. -To draw a map from a story. Taken from History Progression - To know who I have in my community who can help me. - To use vocabulary past and now - Understand the past through settings, characters and events encountered in books read in class and storytelling. From Music progression - To recognise whether a sound is high or low - To recognise that different sounds can be long or short. - To recognise that instruments can be played loudly or softly. - To know that pulse is the steady beat that goes through music.		From Science Progression - To talk about the weather and seasons throughout the year. - To observe changes in weather – warm in summer and cold in winter - To play and explore the natural world. - To enjoy construction - To listen to different sounds during music and song time. - To play different instruments and discuss sounds. - To hear key vocabulary during singing worship - To explore some powered toys during Let's Explore - To know that different animals may live in different places. - To talk about similarities and differences between the natural world around them and contrasting environments such as Africa and the UK. - To play in the sand tray and notice rocks in the wildlife area. - To notice similarities and differences e.g. between wet soil and dry soil, sandy soil and stony soil.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Woolly web on transport. What do we know already? List to be created. Who has been on different types of transport. How did it feel? What did you have to do to go on that form of transport? E.g. buy a ticket, put on a seat belt etc	Hook – Fire engine visit to start topic. Investigations into What is stored in an engine? Why is it so important to have fire engines? What do you need to wear if you are a fire fighter? How do we keep ourselves safe?	Art – Paint a fire engine. Recapping on representation skills and accurate colours. Pupils to paint a fire engine. Examples and photos to be available for support.	English - Duck in a Truck Introduce the story Duck in a Truck. Look at the rhymes and use the book as a discussion point. Rhyming games in Let's Explore to consolidate learning.	English – Duck in a Truck Recap story and use the book to think of simple rhyming pairs. Pupils to write a matching word e.g. cat hat, pig wig, fox box.
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
DT – joining skills – Duck in a Truck link Kapow – Let's Get Craft Lesson 3 Pupils to draw and cut out a selection of 2D shapes. Using split pins and glue, pupils to create a dump truck with a moving component. Support to be available for cutting if needed.	English – Mrs Edmund's Rhyming Box Use the box to recap rhyming pairs.	English – Goat in a Boat Introduce the new book, look at the new rhymes. Use this to think about rhyming strings. As a class complete a rhyming sting of cvc words. E.g. goat, boat, coat, float etc	Art – Painting different types of transport. Pupils to be given a variety of transport pictures to explore. Look at features of each form of transport. Pupils to paint a vehicle of their choosing.	English Using the books – Pat the Cat, Mig the Pig, Mog the dog etc recap Rhyming Strings. Pupils to write their own rhyming strings using cvc words. E.g. cat, hat, bat, mat, rat etc. Repeat challenge with a new cvc word.
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
DT – modelling leading to woodwork.	Police visit Investigations into the Police Service.	Ambulance Helicopter visit Investigations into the Paramedic Service.	History – Historic figure	Finale Dressing up day - Emergency Services

Pupils to be given opportunities to build a vehicle out of junk modelling. Tools and joining apparatus to be available. Independence to be encouraged, however support to be available when needed.	Safety discussions, investigations into uniform, vehicle, what police do etc.	Safety discussions, investigations into uniform, vehicle, what they have to do etc. Children to practice using bandages	Look at the history of flight – Wright Brothers and their first plane and Amelia Earheart the first lady to fly across the Atlantic Ocean. Read I am Amelia Earheart Pop up Book.	
Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Woolly web on travel Who has travelled the world? Where did they go? How did they get there?	Hook – My Granny went to Market. Share the story and begin to teach it as a Story Map. Introduce the actions for key vocabulary as well as how to follow the map to tell the story. Each child to create a map and share the story with an adult.	DT – modelling leading to woodwork. (Activity moved from Wheels, Wings and Whizzy Things) Pupils to be given opportunities to build a vehicle for Granny to use to travel the world out of junk modelling. Tools and joining apparatus to be available. Independence to be encouraged, however support to be available when needed.	Maths – DT Linking to Granny’s visit to Russia. Share the story of Babushka from Russia – how she had been so worried about cleaning toys for the baby Jesus that she missed him. Pupils to cut out and order Russian Dolls is height order.	DT Linking to Granny’s visit to China Pupils to explore Chinese Lanterns. Look at one line photos of them in use and school resources to see real life paper lanterns. Using cutting and joining skills, pupils to make their own Chinese Lantern.
Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
Introduce Chinese New Year as a celebration. Using Top Marks online resources, explore Chinese Dancing Dragons, The Chinese Race and Chinese New Year celebrations over the world. Children to find out what year they are born in. Simple sentences to be written. I am ... I am ... I am a ...	Children to explore Chinese resources on a look and see table. Have books, clothes, fans, money envelopes, chop sticks available. Pupils to make their own Chinese Fan using half a paper plate and 2 tongue depressors. Pupils to use a stapler to join two pieces of paper together to make a Chinese Money envelop. Pupils to write who the envelope is for and from.	Let’s Get Crafty Lesson 4 - Learning to curl, cut and fold paper. Making a folding dragon Pupils to be supported to fold two pieces of paper alternatively to make a concertina. Faces and tails to be added and then two stick to make it move like a puppet.	Geography – Looking at the World Map. Can we move the Beebots from location to the next. Discussion of countries experienced in My Granny went to Market. Share The World came to my House today and talk about food and where it comes from.	Maths link – Ordinal numbers Flapping fish game. Children to make their own paper fish to flap. In teams of 3 children to have a race to see which fish comes first, second or third.
Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Children to explore tastes from the world. Mostly Chinese foods linked to Chinese New Year learning. Children to be given chop sticks to use if we can get them as a resource.	Introduce We all went on Safari. Share the story and talk about what the children saw. What would we see if we went for a walk. Simple sentence writing. I can see a ... (pig, horse, bird, bee, cows, fish, duck)	Art – Sunset savannah Over a few sessions pupils to create a sunset painting and a silhouette of an animal and a tree.	Art – Patterns Looking at animal print. Children to explore the rainbow of nature, how each animal looks unique and special. Pupils to create art representations of animals.	Geography – Looking at the World Map. Can we move the Beebots from location to the next. Compare environments. Why is each place like it is e.g. Artic cold. Africa Hot. Discuss animals that might live there? Why is that a good place for them? Why might Burton not be so good? (Habitats)
Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35
Introduce Handa’s Surprise Share the story and talk about what Handa has seen. Did she see any of the same animals as We are going on Safari? Children to write simple sentences, complete with pictures. I am the ... I had the	Using masks – children to retell the story of Handa’s Surprise using masks and pretend fruits.	Art -Kapow Marvellous Marks Lesson 4 Observational drawing of a pineapple. Using pencils, pupils to create a representation of the pineapple thinking of scale and colour.	Fruit tasting Children to experience tasting the fruits from the Handa’s Surprise. Encourage discussions as to favourites, flavours and increase vocabulary, not just don’t like it and yum!	Maths Statistics links Children to draw their favourite fruit and add it to a class pictogram. This to be used as a discussion point and very first data handling lesson.