# EYFS - Curriculum Map - Spring Term

## EYFS at NSJ - Spring Term

### Earth Explorers: Plants, Animals and Places

*Get ready to become Earth Explorers! In this exciting topic, we will discover how farming has changed over time, explore amazing animals and their homes all around the world, and take nature walks to see how our environment changes with the seasons. We will learn about where our food comes from, compare different places and people, and uncover the secrets of plants, animals, and the amazing world we live in.*



| Area of Learning | | Enquiry Question and/or Content | |
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| Communication and Language | Listening, Attention and Understanding<br>Speaking | *The Communication and Language areas of learning are developed throughout the year and are applied to a range of activities the children do within the classroom and throughout the school day. Our continuous provision is thematic and is updated regularly. Here, the children have innumerable opportunities to develop their communication and language skills. Our 'Drawing Club' also enables children to develop in these areas. We use WellComm to assess children's proficiency in communication and language and target specific areas for development throughout the term.* | |
| Personal, Social and Emotional Development<br><br>*PSHE* | Self-Regulation<br>Managing Self<br>Building Relationships | *All of the PSED areas of learning are developed throughout the year and are applied to a range of activities the children do within the classroom and throughout the school day. Our continuous provision is thematic and is updated regularly. Here, the children have innumerable opportunities to demonstrate their PSED. We teach our Jigsaw lessons discretely each week, within which the different areas are revisited and specific skills are taught, in order for the children to apply these independently.* | |
| | Jigsaw | *How can I achieve my dreams and goals?*<br>*In this unit, the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.* | *How can I make a healthy choice?*<br>*In this unit, children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don't know.* |
| Physical<br><br>*PE* | Gross Motor Skills | *Dance: Ourselves (PE)*<br>*The unit of work will enable children to explore creating simple movement sequences. They will respond to words and music using their bodies and props. They will explore creeping, tiptoeing and hiding as they try becoming different characters.* | *Hands and Feet (PE)*<br>*The unit of work will explore different ways of using our hands to move with a ball, keeping control. They will explore rolling, pushing and bouncing a ball with a partner. They will explore moving with a ball using their feet, developing dribbling technique.* |
| | Fine Motor Skills | *The children's fine motor skills are developed throughout the year and are applied to a range of activities the children do within the classroom and throughout the school day. Our continuous provision is thematic and is updated regularly. Here,* | |

<table>
<tr><td></td><td></td><td>the children have innumerable opportunities to develop their fine motor skills.</td></tr>
<tr><td rowspan="4">Literacy</td><td rowspan="2">Comprehension</td><td colspan="2">We use Talk Through Stories every day to develop children's love of stories, bringing them to life through talk. It specifically and systematically builds their vocabulary and comprehension so they understand – and love – the books that they will go on to read for themselves. The texts for Spring term are listed below.</td></tr>
<tr><td><ul><li>There's a snake in my school</li><li>Aliens love underpants</li><li>Gecko's Echo</li></ul></td><td><ul><li>Click clack moo</li><li>The Giant Jam Sandwich</li><li>I'm in charge</li></ul></td></tr>
<tr><td>Word Reading</td><td colspan="2">RWInc<br>Children consolidate and complete learning of Set 1 sounds, focusing on blending and segmenting to read and write simple words. They practise letter formation and begin reading short ditty books using known sounds. Daily phonics sessions develop their confidence in decoding, spelling, and early writing skills through engaging, systematic teaching.</td></tr>
<tr><td>Writing</td><td colspan="2">Using Drawing Club, we help children step through the magical doorway into the world of imagination and storytelling. Each week, we journey through captivating picture books, traditional tales, cartoons, and modern texts that spark curiosity and creativity. Children become the storytellers, creating unique characters and vivid settings before embarking on imaginative adventures.</td></tr>
<tr><td rowspan="3">Mathematics</td><td>Number</td><td colspan="2">What can we find out about numbers 5 to 10?<br>As part of this area of learning, the children will develop a deep and secure understanding of the numbers 5 to 10, including how each number is composed. They will explore these numbers using a wide range of practical resources, visual representations, and hands-on activities to embed their understanding and recognise the relationships between them. Children will learn to subitise quantities within this range and will practise recalling number bonds with increasing fluency. They will also build confidence in calculating one more and one less than a given number through engaging games and real-life scenarios.</td></tr>
<tr><td>Numerical Patterns</td><td colspan="2">What patterns can we find in numbers?<br>Additionally, children will be introduced to the concepts of odd and even numbers, as well as doubling and addition, enabling them to begin to spot patterns and make connections between different number facts. This foundational work will support their growing mathematical reasoning and problem-solving skills.</td></tr>
<tr><td>Shape, Space and Measure</td><td colspan="2">How can we explore and compare the world around us?<br>Children will compare and explore mass, capacity, length, height and begin to use language related to time, including sequencing events. They will recognise and name 3D shapes, find 2D shapes within them, and use shapes in tasks and everyday contexts. Children will also identify, copy and continue increasingly complex patterns, developing their spatial reasoning and mathematical vocabulary.</td></tr>
<tr><td>Understanding</td><td>Past and Present</td><td colspan="2">How has farming changed over time?<br>As part of this area of learning, the children will explore farming in the past. They will look at how tools and technology have changed over time within the context of farming and their own lives, to develop their understanding of similarities and differences between things in the past and now. They will also talk about the lives of the people around them and their roles in society, linking this to the concept of 'farm to plate'.</td></tr>
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| the World<br><br>*History*<br>*Geography*<br>*Science*<br>*Computing*<br>*RE* | People, Culture and Communities | *What is it like to live and grow in different parts of the world?*<br>*As part of this area of learning, the children will compare animals living in contrasting environments across the world. They will focus on animals' life cycles, habitats and food chains. They will also explore the lives of other people in the countries they are studying, in order to explain some similarities and differences between life in this country and life in other countries.* | |
| | The Natural World | *What changes can we see in our world as summer approaches?*<br>*As part of this area of learning, the children will take part in a Spring walk, identifying how the seasons affect our local area, in order to explore the natural world around them and understand some important processes and changes.*<br>*The children will also look at states of matter and how these change, embedding this within their understanding of places around the world.* | |
| | Technology | *How can we use our hands and tools like computers to complete challenges?*<br>*The children will explore activities based on spring, which have been designed to help them develop their understanding of computational thinking, concepts and approaches. The children will create junk scarecrows, make and explore a rabbit run and plant seeds, in order to develop an understanding of collaboration, tinkering, decomposition, algorithms and abstraction.* | |
| | RE | *Being Special: Where do we belong?*<br>*In this unit, the children's learning is thematic, focusing on Christianity, Hindu Dharma and Islam. Children will reflect upon the things that are special to them and why they value these things.* | *Why do Christians put a cross on their Easter garden?*<br>*In this unit, the children will find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. They talk about different objects associated with Easter and celebrations around the world.* |
| Expressive Art and Design<br><br>*Art*<br>*DT*<br>*Music* | Creating with Materials | *How can we use old and new ideas to make bookmarks?*<br>*In this unit, the children will develop and practise threading and weaving techniques.. They will look at the history of the bookmark from Victorian times versus modern-day styles. They will apply their knowledge to design and sew their own bookmark.* | *How can we use sounds and nature to make art together?*<br>*In this unit, the children will explore pain and painting techniques through nature, music and collaborative work. They will develop their creativity through child-led exploration of mixed-media, making collages and transient art.* |
| | Being Imaginative and Expressive | *How can we tell stories through music?*<br>*In this unit, the children will learn to sing well-known nursery rhymes and action songs. They will perform their songs and nursery rhyme stories with others and develop rhythm to move in time with the music.* | |

## Thematic Days

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| **20th January**<br>Penguin Awareness Day | **W/B 2nd February**<br>National Storytelling Week | **27th February**<br>International Polar Bear Day | **3rd March**<br>Lantern Festival | **4th March**<br>Holi | **20th March**<br>Eid |

## Visits / Visitors

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| **Little Lion learners/ purple pig company** | **Visit St John's Newland** | **Spring Walk** | | | |