

Year group: EYFS

Term: Spring 2

Topic: Step into Spring

Kernow Cluster Topic Overview Sheet

## Objectives



### CL -Listening and Attention:

**ELG** Children listen attentively in a range of situations.

**ELG** They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

### CL -Understanding:

**ELG** Children follow instructions involving several ideas or actions.

### CL - Speaking:

**30-50** Questions why things happen and gives explanations (e.g. uses 'who', 'what', 'when', 'how' questions).

**40-60+** Links statements and sticks to a main theme or intention.

**40-60+** Introduces a storyline or narrative into their play.

### PD – Moving and Handling:

**30-50** Can catch a large ball.

**40-60+** Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

**ELG** They handle equipment and tools effectively, including pencils for writing.

### PD – Health and Self-Care:

**30-50** Observes the effects of activity on their bodies.

**40-60+** Eats a healthy range of foodstuffs and understands need for variety in food.

**40-60+** Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

### PSED – Self Confidence and Self Awareness:

**40-60+** Confident to speak to others about own needs, wants, interests and opinions.

**40-60+** Can describe self in positive terms and talk about abilities.

**ELG** Children are confident to try new activities, and say why they like some activities more than others.

### ELG Children express themselves effectively, showing awareness of listeners' needs

**40-60+** Beginning to be able to negotiate and solve problems without aggression

**ELG** They adjust their behaviour to different situations, and take changes of routine in their stride

**ELG** They work as part of a group or class, and understand and follow the rules.

### PSED – Making Relationships:

**ELG** Children play co-operatively, taking turns with others.

**ELG** They take account of one another's ideas about how to organise their activity.

### L – Reading:

**30-50** Describes main story settings, events and principal characters.

**40-60+** Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

**40-60+** Begins to read words and simple sentences.

**ELG** They demonstrate understanding when talking

### L - Writing:

**40-60+** Begins to break the flow of speech into words.

**40-60+** Can segment the sounds in simple words and blend them together.

**ELG** Children use their phonic knowledge to write words in ways which match their spoken sounds.

### M - Number:

**40-60+** Uses the language of 'more' and 'fewer' to compare two sets of objects. (Revisit larger numbers 1-10)

**40-60+** Finds the total number of items in two groups by counting all of them (Revisit larger numbers 1-10)

**40-60+** Finds one more or one less from a group of up to ten objects.

**40-60+** In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

**40-60+** Estimates how many objects they can see and checks by counting them.

### M – Space, Shape and Measures:

**40-60+** Selects a particular named shape. (Revisit and include 3D shapes)

**40-60+** Uses familiar objects and common shapes to create and recreate patterns and build models. (Revisit and include 3D shapes)

**40-60+** Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

**40-60+** Orders and sequences familiar events.

**40-60+** Uses everyday language related to time.

### UW – People and Communities:

**ELG** They know about similarities and differences between themselves and others, and among families, communities and traditions

### UW – The World:

**30-50** Can talk about some of the things they have observed such as plants, animals, natural and found objects.

**30-50** Shows care and concern for living things and the environment.

**30-50** Developing an understanding of growth, decay and changes over time.

### UW - Technology:

**40-60+** Completes a simple program on a computer.

**40-60+** Uses ICT hardware to interact with age-appropriate computer

### EAD – Exploring & using Media & Materials:

**40-60+** Understands that different media can be combined to create new effects.

**40-60+** Manipulates materials to achieve a planned effect.

**40-60+** Constructs with a purpose in mind, using a variety of resources.

### EAD – Being Imaginative:

**30-50** Makes up rhythms.

**30-50** Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

### Key vocabulary/questions:

- Spring
- Changes
- Seasons
- Life cycle
- Grow

### Class stories:

The Hungry Caterpillar  
Supertato  
Jack and the Beanstalk  
Jaspers Beanstalk  
Cautious Caterpillar  
The Enormous Turnip

### Potential Trips/visits:

- Trevaskis farm – signs of spring, growing, healthy foods (pick your own season)
- Local park to look for signs of spring

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# Skills



### CL -Listening and Attention skills:

To be able to actively listen in a variety of situations and respond appropriately to the content e.g. following an instruction, join in with an activity, share an idea. Situations may include group activities, assembly, playtime, church.

Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. How did the caterpillar turn into a butterfly? What do plants need to grow? Recall the different foods the Hungry Caterpillar ate.

### PD – Health and Self-Care skills:

Continues to understand and explain the benefits of fruits and vegetables in our diets and the effects on our bodies. Explore different fruits through making smoothies.

Shows greater understanding of how to look after our bodies through hand washing and teeth cleaning – efficient methods for self-care. Children can talk about why we need to do these things and explain to a peer how to wash their hands properly. Look at rest and play = the impact on our bodies. Why is it important for us to exercise? Why do we need sleep?

### L – Reading skills:

Segments the sounds in simple words and blend them together and knows which letters represent some of them. Begins to link letters to their names and the sounds they make. Reads books that matches phonological ability.

Children can talk about what they have read and make comments about the plot and characters. They can also answer questions about what they have read.

Children can identify main characters, settings and

### UW – People and Communities skills:

Children are able to talk about things that are the same and different between themselves and others. They can talk about the different ways they celebrate Easter at home –do they go to church? Do they give Easter eggs to friends and family? Do they go on an egg hunt? Do they make cards? Do they celebrate Easter at all?

### EAD – Being Imaginative skills:

Captures their experiences, thoughts and ideas by selecting materials and tools to create representations of springtime. Children begin to talk about why they chose their materials and strategies.

Children are able to use music, movement and dance to show the different stages of life for spring time animals.

### CL -Understanding skills:

To be able to carry out simple instructions for tasks and follow simple recipes e.g. in the mud kitchen Can work with a partner to complete an obstacle course blind folded – giving and receiving instructions

Can play and lead a game of Simon Says involving 2 or more actions e.g. Simon says stand on one leg and part your head

Can follow a Beebot instruction card

<https://www.twinkl.co.uk/resource/t-t-2545351-bee-bot-direction-cards>

### PSED – Self Confidence and Self Awareness skills:

Shows confidence when speaking to others about own needs, wants, interests and opinions. Can do so in a variety of situations including in the playground, role playing, building in the construction area etc or when working as part of a team in a shared project – completing obstacle course.

Can describe self in positive terms and talk about abilities. Be happy to share a skill or something they are proud of to a small group of peers or whole class e.g. modelling a ball skill, talk about a model they have made explaining some of the writing skills they have used to do so.

Gives meanings to marks as they draw write and paint – including the use of initial sounds

Begins to link letters to their names and the sounds they make – recording sounds and words in phonics sessions. Attempts to use in play when writing lists/labels/cards?

Children begin to write short sentences using phonics to support spelling.

### UW – The World skills:

Children can identify different signs of spring including weather change, leaves growing on trees, buds appearing, some flowers beginning to flower, lighter nights. Children can talk about their observations and ask relevant questions.

Children can talk about different animal life cycles including humans, caterpillars and chicks. Children can talk about how things change as they get older e.g. how a tadpole turns into a froglet then a frog

### RE

\* Holy week

\* Lent

### CL – Speaking skills:

30-50 Questions why things happen and gives explanations. They can use ‘who’, ‘what’, ‘when’, ‘how’ questions to explore new ideas or give answers e.g. why did the hungry caterpillar need to eat so much? Why do we need to eat fruits and vegetables? Answer questions such as how do you know your plant is growing?

Children use the roleplay area to explore different roles e.g. shop keeper and customer. They use life experiences to inform roleplay, adding narrative and

### PSED – Managing Feelings and Behaviour skills:

Children sometimes refer to the rules school rules and routines, looking for opportunities to praise each other. As a class work together across lent to carry out 40 acts of kindness across the whole school and at home.

Children are able to use words to talk about their problem, sometimes with the support of an adult. Children adapt to changes of routine and adjust their behaviour to meet the needs of a new situation e.g. a change in assembly times, a guest to the classroom.

### M – Number skills:

Exploring more and less using physical objects, 10 frames and observational skills to compare and identify more/less/same as a given target number.

Finding the total number of groups of objects by exploring pancake toppings, minibeasts, dominos, experiences in the garden centre involving selling multiple items to customers, 10 frames, part part whole addition methods

Make a sensible estimation for a number of objects then check by counting.

### UW – Technology skills:

Begin to answer one more/less questions up to 5 using fingers or physical objects Children can complete a simple computer programme including drag and drop, click and reveal, manipulate objects on a screen.

Can follow a Beebot instruction card to programme a Beebot

<https://www.twinkl.co.uk/resource/t-t-2545351-bee-bot-direction-cards>

### Links to year 1:

The potting shed topic – The structure of a plant, Identifying common plants

Links to Posting places – designing and making

### PD – Moving and Handling skills:

Can catch a large ball with increasing accuracy.

Children increasing control over an object in pushing, patting, throwing, catching or kicking it including bean bags, small and large balls.

They handle equipment and tools effectively to create grass heads using tights, seeds, soils and materials for decorating. Children can use pencils

for writing and mark making - can use pencil

### PSED – Making Relationships skills:

Children to explore turn taking games including board games where they can work as a team to complete a game. Children will have to work together to follow a set of instructions and listen to each other in terms of how to organise their game play and what to do if it goes wrong.

### M – Space, Shape and Measures skills:

Explore 3D shapes by building models and talking about which 3D shapes are best for building and why? Which shapes have you used to build your minibeast? Why? Sort 2D and 3D shapes into groups by their properties – why did you put these together? Why can this shape be placed with these?

Children can use language related to time e.g. first, next, last. Days of the week, class timetable, school ends at 3pm, ordering familiar sequences such as brushing teeth.

Children measure short periods of time in simple ways e.g.

### EAD – Exploring & using Media & Materials skills:

Children are able to manipulate materials to create a home for the very hungry caterpillar.

Using available resources to create pots and grass seed heads to the exploring the concept of growing. Explore using loose parts to create a symmetrical butterfly

Use natural found objects (grass, leaves, petals, sticks etc) to make a collage

### Opportunities for parents

- Grass seed heads workshop - <https://www.redtedart.com/kids-crafts-grass-heads/?cn-reloaded=1>
- Fair Trade sharing assembly and coffee afternoon