



LAWFORD C of E PRIMARY SCHOOL  
CURRICULUM OVERVIEW SPRING 2024 FOR EYFS



Mrs Cemil, Mrs Aldridge, Mrs Dennis, Miss Hollingshead, Mrs Boyton and Mrs Gooding

Spring 1 - Does chocolate grow on trees?

Spring 2 - What food do we get from a farm?

**Key Concepts to Explore:**

Change, Fairness, Conflict, Care

**English**

**Phonics**

**Phase 3**

6 j v w x

7 y z, zz qu

8 ch sh th ng

9 ai ee igh oa

oo (long) oo (short)

10 ar or ur ow oi

11 ear air ure er

Irregular words - me, be, he, my, by, she, they, we, are, you  
all, was, give, live

**Literacy**

Activities– lists, role-play, maps, recipes, labels, reading and writing cations,  
posters, role play fine motor

Key focus Texts - Handa's Surprise

The Hungry Caterpillar

The Word Collector

Suggested Texts-

Supertaster

Daisy eat your peas

Sam's sandwich

The runaway Wok

Let's eat children and their food around the world

The World in my kitchen

- Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example
- Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words
- Read some letter groups that each represent one sound and say sounds for them.
- 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.

			<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul> </li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters. <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play</li> </ul> </li> </ul>
	<b><u>Maths</u></b>	<p><b>The aims in the curriculum are that all children will:</b></p> <p><b>Alive in 5!</b>  Introducing zero  Subitise to 5  Composition of 5</p> <p><b>Comparing mass</b>  Compare capacity</p> <p><b>Growing 6, 7, 8</b>  Making pairs  Combing 2 groups</p> <p><b>Length and Height</b></p> <p><b>Building 9 and 10</b>  9&amp;10  Comparing numbers to 10  Number bonds to 10</p> <p><b>3d shape</b>  <b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity</li> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> </ul>	
	<b><u>Religious Education (RE)</u></b>	<p>Why does Easter matter to Christians?</p> <p><b>Christianity –Salvation</b></p> <p>We will learn the importance of the Easter Story and why this is a special time of year for Christians.</p>	

	<p><b><u>Understanding of the World</u></b></p>	<p><b>Through our enquiry questions the children will:</b></p> <p>Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> </ul> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p>Computing – What is technology? Learning how to use an iPad and a computer.</p>
	<p><b><u>Expressive arts and design</u></b></p>	<p><b>During the Spring term the children will:</b></p> <p>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.. • 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</p> <p>Music – Learning how to sing and change our voices</p> <p>Handa’s surprise inspired songs</p>
	<p><b><u>Physical Development</u></b></p>	<p>Our PE units this term will be ball skills. We will have daily fine motor activities in class and the children will:</p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop overall body strength, co-ordination, balance and agility.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> </ul>

		<ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>
	<b><u>Personal, Social and Emotional development</u></b>	<p><b>The children will:</b>  Show resilience and perseverance in the face of challenge.</p> <ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>• Work and play cooperatively and take turns with others</li> </ul> <p>SCARF - Rights and Responsibilities  Being helpful at home and caring for our classroom  Caring for our world  Looking after money: recognising, spending, using  Looking after money: saving money and keeping it safe</p> <p>In RSE the children will:  To recognise the importance of saying sorry and forgiveness  Know that arguing with friends and then making up can make friendships stronger  That resorting to violence is never right</p>
	<b><u>Communication and Language</u></b>	<p><b>This term the children will:</b></p> <ul style="list-style-type: none"> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>

**Visits/visitors:**

**Visit to Baylham House Farm**

**Manningtree Library Visit**

**Local Shop visit**

**Event for Parents:**

**Stay and Play TBC**