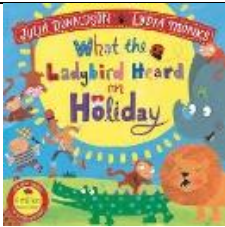
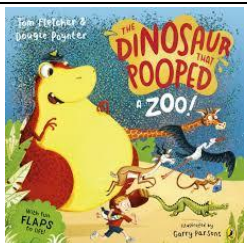
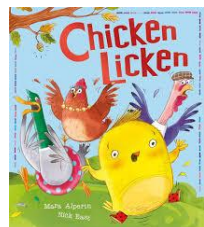
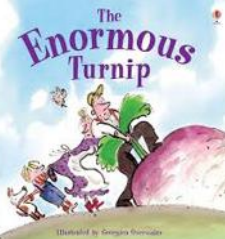


Hunton & Arrathorne EYFS Planning Spring 2

ASTONISHING ANIMALS

Books;	     
Hooks;	Mysterious Egg...
Special Days;	St. David's Day (1 st Mar) World Book Day (4 th Mar), Holi (8 th Mar) St. Patrick's Day(17 th Mar), Mother's Day (7 th Mar), Easter Sunday (28 th Mar)
Trips;	Teddy Bear Picnic on the Village Green
Songs/ Rhymes -	5 little Speckled frogs Old MacDonald had a farm
Role Play;	Toy Shop & Toy Hospital

Area of Learning	Early Learning Goals	Implementation	Intent - Skills progression
Communication and Language (Prime)	Listening, Attention and Understanding <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during</i>	Learn new vocabulary - Language linked to animals, habitats, geographical vocabulary, life cycles, comparison, exploring language from books Rhymes, poems and songs - Incy Wincey Spider, Macavity the	I can retell a story with pictures or props. I can switch attention from one task to another. I can respond to discussions with comments and questions.

	<i>whole class discussions and small group interactions.</i> <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i>	Mystery Cat – T.S Eliot, Old Macdonald, Down in the jungle Bag of songs Children to talk about different animals and habitats around the world. They will be encouraged to ask questions about what they want to learn and do not know as we move through our learning	I can listen in large group or whole school activities such as assembly, recalling some of the themes and comment at a later stage.
	Speaking <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>	Model asking and answering questions, Offers Explanations – What is a habitat? Why do different animals live in different habitats? Life cycles – chickens/butterflies/frogs Making links to prior learning experiences -nfor example referring to our floor book/ Discuss past, present, future with our whole class timeline Learning journey. Answer questions during LW reading sessions Answer questions during story time – using VIPERS	I can enjoy being part of conversations and discussions and using new vocabulary in context. (from stories, rhymes and non fiction texts) I can explain events that have already happened in detail, using the past tense. I can answer 'How do you know? Questions

Physical Development (Prime)	Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Use their core muscle strength to achieve a good posture when sitting at a table Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Dedicated PE sessions - Dance and Ball Skills (2)	I can control a ball in different ways - rolling, kicking with accuracy. I can move in time to music, following the rhythm and use counting to help keep in time. I can copy and create actions in time to a piece of music. I can begin to use ball skills - such as looking at a target to throw a ball.
	Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Opportunities to use these and model to help improve skill and accuracy Dough Disco/Letterjoin/Letters modelled in phonics/opportunities to write in guided and independent learning time Begin to show accuracy and care when drawing	I can begin to use scissors to cut around more complex shapes. I can write letters using the correct letter formation and control the size of the letters formed. I can coordinate both hands together when doing a task. I can hold a knife and fork correctly.

		Look at drawing accurately when drawing toys	
Personal Social and Emotional Development (Prime)	Self-regulation <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i> <i>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</i>	Continue to discuss feelings and emotions and develop self-regulation based on needs of children press his/her own feelings and consider feelings of others No-outsiders book and weekly assemblies are opportunities to discuss their feelings	I can think about perspective of others. I can change behaviour to a range of situations. I can recognise what I am good at and set goals. I can control my emotions using a range of techniques. I can wait for my turn to speak.
	Managing Self <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> <i>Manage their own basic hygiene and personal needs,</i>	Confident to try new activities with resilience and perseverance Children encouraged to try new activities and foods as part of our learning Set challenges which encourage resilience and perseverance Look at 100 things to do... Manages basic hygiene (dressing, toilet, food choices)	I can identify and name healthy foods. I can understand the importance of healthy food choices. I can understand the importance of online safety.

	<i>including dressing, going to the toilet and understanding the importance of healthy food choices.</i>	As we are in summer children learn how to keep themselves well in the hot weather Hydration and putting on their own hats and sun cream Children may have opportunity to learn to dress in school for PE	
	Building Relationships <i>Work and play cooperatively and take turns with others.</i> <i>Form positive attachments to adults and friendships with peers.</i> <i>Show sensitivity to their own and to others' needs.</i>	Work on relationships based on needs of children Children to continue to play games with rules Children, if ready to be introduced to longer and more complex board games In their play children to develop their own games with rules that they follow and explain to others	I can listen to the ideas of others. I can find solutions to disagreements, with support from adults. I can see myself as a valuable individual. I am cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements. I can words to solve conflicts.
Literacy (Specific)	Comprehension <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> <i>Anticipate (where appropriate) key events in stories.</i> <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i>	Stories/Books Fiction and non-fiction books linked to animals - Big Book of Animals - Lion who wanted to love Answer questions during LW reading sessions Answer questions during story time - using VIPERS Encourage children to act out well known stories read to them Highlight, discuss and display vocabulary in texts read to them	I can begin to predict what might happen next in a story. I can identify and talk about the characters in books I can begin to answer questions about a text that has been read I can identify the beginning, middle and end of a story.

	Word Reading • <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i> • <i>Read words consistent with their phonic knowledge by sound-blending.</i> • <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>	Little Wandle sessions/ Phonics displayed within provision /environment Morning tasks linked to taught graphemes/ phonemes Phonic assessments Poetry basket	I can recognise taught Phase 3 graphemes – see Little Wandle. I can read taught tricky words. I can learn strategies for reading longer words.
	Writing • <i>Write recognisable letters, most of which are correctly formed.</i> • <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> • <i>Write simple phrases and sentences that can be read by others.</i>	Writing about weekends. Potential Writing Opportunities • Name writing • Captions and sentences • Letters • Sequencing short stories – beginning, middle, end	I can understand that sentences start with a capital letter and end with a full stop. I can form lowercase letters and begin to form capital letters correctly I can think, say, remember and write a caption (2 words) I can begin to start to write dictated short sentences using a capital letter and a full stop. I can read sentences back to an adult.
Mathematics (Specific)	Number • <i>Have a deep understanding of number to 10, including the composition of each number.</i> • <i>Subitise (recognise quantities without counting) up to 5.</i>	Super Sixes Maths Mastery • Counting, cardinality and ordinality (staircase pattern and ordering) • Comparison (less than)	I can develop a deep understanding of 1-10 I can begin to subitise to 10. I can explore the composition of numbers to 10. I can continue to recall number bonds to 5. I can begin to learn double facts. I can find one more of numbers to 10.

	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Composition (doubles, odd and even)	I can find one less of numbers to 10. I can use 10 frames to become familiar with the tens structure of the number system. I can accurately write numerals 1-5. I can make a sensible estimate using what I already know about numbers to 10
	Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Maths Mastery - Counting, cardinality and ordinality (staircase pattern and ordering) - Comparison (less than) Composition (doubles, odd and even)	I can rote count reliably beyond 20. I can order numbers to 20. I can compare quantities to 10. I can explore odd and even numbers and doubles.
	Shape, Space and Measure No ELG	Pattern - children will explore pattern through hands on experiences enhanced by texts such as 'Pattern fish' & 'Pattern Bugs'	I can copy and continue simple AB patterns. I can explore repeating patterns and identify mistakes. I can explore and create more complex repeating patterns (ABB, AAB, ABC) and begin to explore symmetry.
	Past and Present	Explorers	I can show I know about the past through settings, characters in books that I've read and experiences.

Understanding the World (Specific)	• <i>Talk about the lives of the people around them and their roles in society.</i> • <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> • <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>	Be able to name some famous explorers and talk about why they are remembered (link to Year 1 History) David Attenborough (Little People, Big Dreams)	I can explore pictures/ artefacts and explain how things are different then/now.
	People, Culture and Communities • <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i> • <i>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.</i> • <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</i>	Draw information from a single map Look at different animals from around the world and find where they live on a world map Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and - when appropriate Look at animals and their habitats around the world Look at what it is like for humans living in those parts of the world and how their lives might be similar or different to our own Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	I can explore and talk about the world around me using what I know from stories / nonfiction texts. (bible/ Easter) I can recognise some similarities and differences between life in this country and life in other countries. I know that people in other countries may speak different languages. I can understand that everything costs money. I Know some qualities of a good friend. I Know some stories when Jesus was a good friend.

		Look at the school and village environment What animals can we see and observe? What sort of habitats can we spot on our village and UK maps Visit the Nectar Café to explore habitats; make a bug house	
	The Natural World • <i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i> • <i>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.</i> • <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter; Summer Explore the natural world around them and describe what they see, hear and feel whilst outside Explore the school site and village using their senses to guide them What can we discover in different habitats e.g. woods and river? Recognise some environments that are different to the one in which they live (Antartica?) Compare different UK and world habitats Explore the natural world around them, making observations and drawing pictures of animals and plants	I can identify and recognise the features of Spring. I can describe some features of plants and animals and identify when things are the same and different. I can show I understand and use some language related to animals, e.g. camouflage, predator, nocturnal, diurnal. I can understand two ways we can help look after the environment (recycling etc) I can ask questions about the world around me.

		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	
Expressive Art and Design (Specific)	Creating with Materials <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>Share their creations, explaining the process they have used.</i> <i>Make use of props and materials when role playing characters in narratives and stories.</i>	Artistic effects/materials/tools/techniques with some opportunities to include; Vegetable art Mud painting Animal drawing Animal masks Painting with and on natural materials	I can create collaboratively, sharing ideas, resources and skills. I can use different techniques and materials to achieve the desired effect and can talk about what has been created. I can mix colours to produce different shades and combines materials to create different textures. I can use a range of shapes and colours to represent observational drawings. I can begin to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job. I can manipulate malleable materials using hands and tools I can create 3D models from construction kits and junk modelling resources I can recognise and name some classroom percussion instruments.
	Being Imaginative and Expressive <i>Invent, adapt and recount narratives a story with peers and their teacher.</i>	Listen/watch music, dance and performance art and respond Andy's Animal Raps https://www.bbc.co.uk/teach/b	I can sing in a group or on their own, increasingly matching the pitch and following the melody. I can explore and engage in music making and dance, performing solo or in groups.

	• <i>Sing a range of well-known nursery rhymes and songs.</i> • <i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i>	ring-the-noise/andys-rapsindex/z6tjcqt Develop storylines in their pretend play Role play: vets, small world, animal puppets Perform nursery rhymes/poems/stories	I can develop storylines in their pretend play. I can use instruments to compose own music.
Intentional vocabulary	Spring: Adult, baby, child, animal, human, egg, birds, insects, bugs, minibeast, frog, butterfly, metamorphosis life-cycles Maths: 2D, 3D solid shapes, solid, sides, faces, round, curved, longer, shorter, full, half, empty, holds, container, Heavy, light, heavier, lighter, time, o'clock, rectangular, cylinder, cube, cuboid, pyramid, cone, sphere, more, less, dew, fewer, fewest, smaller, smallest, balance, calculations, addition, plus, altogether, equals, number bonds, Season: Spring, change, light, new, life, faith, belief, Christian Animals: farm, woodland, wild, sea life, young, names of key animals, carnivore, herbivore, omnivore, teeth, skin/scales, life-cycle, Predator, camouflage, nocturnal Habitats: woodland, desert, ocean/sea, rainforest, polar regions Dinosaurs: extinct, carnivore, herbivore, omnivore, teeth, skin/scales, horns, tyrannosaurus rex, diplodocus, pterodactyl (not a dinosaur), triceratops, stegosaurus, fossils money - world - environment - care - help Creative- quiet - loud - quick - slow - long - short - pulse - percussion instruments, sculpt, material, sculpture PE - catch - caught - rules - team - score		