

EYFS Spring Curriculum Map

Is a pirate's life for me?
Are dinosaurs dangerous?

Purpose of the theme:

To look at similarities and differences between different environments and habitats.
To think about what has existed in the past and make comparisons to now.
Awareness of a different way of life and think about the cultural differences of a pirate's life.



Communication and Language

Learn new vocabulary.
Use new vocabulary through the day.
Engage in story times.
Listen to and talk about stories to build familiarity and understanding.
Listen carefully to rhymes and songs, paying attention to how they sound.

Ask questions to find out more and to check they understand what has been said to them.
Articulate their ideas and thoughts in well-formed sentences.

Personal, Social and Emotional

Learning Powers - Perseverance, Independence, Self-Control, Empathy & Creativity and Imagination

Express their feelings and consider the feelings of others.
Identify and moderate their own feelings socially and emotionally.
Manage their own needs.

Show resilience and perseverance in the face of challenge

Physical Development

Gross Motor skills

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
Develop confidence, competence, precision and accuracy when engaging in activities that involve 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, paint brushes and cutlery;



Literacy

Comprehension

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Word Reading

Lead individual letters by saying the sounds for them.
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
Lead keywords

Writing

Write their name, keywords and some letters accurately.
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
Re-read what they have written to check that it makes sense.

Maths

Number

Count objects, actions and sounds.
Subitise.
Link the number symbol (numeral) with its cardinal number value.
Count beyond ten and Compare numbers.
Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.

Maths KIRFs

Subitise up to 5

Recall 1 more and 1 less than a given number.

1+1 2+1 3+1 4+1 5+1

1-1 2-1 3-1 4-1 5-1

Recall number bonds to and within 5

1+4, 2+3, 3+2, 4+1

Trips and Experiences
Pirate WOW day
Pirate Ship role play
Dinosaur Land school Trip

Expressive Arts and Design

Creating with Materials

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.

Being Imaginative and Expressive

Listen attentively, move to and talk about music, expressing their feelings and responses.
Watch and talk about dance and performance art, 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.

Understanding of the world

The Natural World

Explore the natural world around them.
Describe what they see, hear and feel whilst outside.
Recognise some environments that are different to the one in which they live.
Understand the effect of changing seasons on the natural world around them.

Understanding of the world

People Culture and Communities

Draw information from a single map.
Understand that some places are special to members of their community.
Recognise that people have different beliefs and celebrate special times in different ways.
Recognise some similarities and differences between life in this country and life in other countries.