

	EYFS Spring Curriculum Overview Term 2											
Week	1	2	3	4	5	6	7	8	9	10	11	12
	3 <sup>rd</sup> January	10 <sup>th</sup> January	17 <sup>th</sup> January	24 <sup>th</sup> January	31 <sup>st</sup> January	7 <sup>th</sup> February	21 <sup>st</sup> February	28 <sup>th</sup> February	7 <sup>th</sup> March	14 <sup>th</sup> March	21 <sup>st</sup> March	28 <sup>th</sup> March
Big Question	What happens in Winter?	What would be your super power?	What makes someone a hero?	What is an emergency situation?	Why do people celebrate Chinese New Year?	How do people celebrate Chinese New Year?	What would you need on a desert island?	What would happen if we lived on the moon?	What would it be like if dinosaurs were still alive?	Why are fairies and elves magic?	What changes do we see in Spring?	How do people celebrate Easter?
Topic	<b>What’s your superpower?</b>  <i>(Superheroes, local heroes, Captain Tom etc, Chinese New Year)</i>  Season focus: Winter						<b>Where will the magic ticket take us?</b>  (pirates, space, interests of the children)					
	Winter	Superheroes	Local heroes	Emergency Services	Chinese New Year	Chinese New Year	Pirates	Space	Dinosaur land	Jungle	Spring/ Easter	
Class Texts	Jack Frost  The Snowflake  One Snowy Night	Supertato  There’s a superhero in your book  Superworm	A superhero like you  Real Superheroes	Non-Fiction books  Busy People books	The Great Race  Lanterns and Firecrackers	The Runaway Wok  Maisy’s Chinese New Year	10 Little Pirates  Pirates Love Underpants	How to Catch a Star  Astro Girl  Zim Zam Zoom (Poetry)  You Choose in Space  Whatever Next?	Flip Flap Dinosaurs  Harry and his Bucketful of Dinosaurs  The Dinosaur that Pooped...(series, linked to Author in the spotlight)	The Tiger Who Came to tea  Rumble in the Jungle  The Encyclopaedia of Very Important Animals	Non-fiction books  We’re going on a egg hunt	
C&L	<b>Opportunities to promote high qualities interactions will be;</b> <ul style="list-style-type: none"><li>A language rich environment<ul style="list-style-type: none"><li>New vocabulary</li><li>Frequent reading</li></ul></li><li>Active engagement in stories, non-fiction, rhymes and poetry</li></ul>						<b>Opportunities to promote high qualities interactions will be;</b> <ul style="list-style-type: none"><li>A language rich environment<ul style="list-style-type: none"><li>New vocabulary</li><li>Frequent reading</li></ul></li><li>Active engagement in stories, non-fiction, rhymes and poetry</li></ul>					
PSED	Resilience and perseverance  Turn taking  Forming relationships  Awareness of rules						Show sensitivity to own and others ideas and needs  Develops play ideas with others  Following instructions  Healthy and unhealthy foods					
PD	<b>Gross Motor:</b> large muscular shoulder movements e.g. sweeping brushes and large inflatable balls, using a range of large tools and apparatus  <b>Fine motor:</b> small muscular movements, finger strength development, using small tools and apparatus						<b>Gross Motor:</b> large muscular shoulder movements e.g. sweeping brushes and large inflatable balls, using a range of large tools and apparatus  <b>Fine motor:</b> small muscular movements, finger strength development, using small tools and apparatus					
Literacy  N	Squiggle While You Wiggle  Name Building/Phase 1  <b>Emergent writing opportunities</b> – celebration cards, invitations, lists						Squiggle While You Wiggle  Name Building/Phase 1  <b>Emergent writing opportunities</b> – celebration cards, invitations, lists					
Literacy  R	<b>Letters and Sounds</b> – Phase 2/3/4  <b>Writing opportunities</b> - lists, labels and captions; simple sentence writing,						<b>Letters and Sounds</b> – Phase 2/3/4  <b>Writing opportunities</b> - lists, labels and captions; simple sentence writing,					
Maths	Counting		Shape	Number composition		Measurement: Weight	Number recognition		Comparison	Space		Measurement: Length

[illegible]