



EYFS Spring 2: Over and Under the Sea

Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
<p>We will discuss the feeling, scared and link the feeling to the story 'What's more scary than a shark.'</p> <p>We will be talking about behaviour and how to be a good friend using the stories 'Rainbow fish' and 'The Snail and the Whale'.</p> <p><b>Making Relationships</b> <b>22-36 months</b></p> <p>Beginning to form a special friendship with another child.</p> <p>Beginning to be interested in others' play and starting to join in.</p> <p><b>30-50 months</b></p> <p>To be able to keep play going by responding to what others are saying or doing.</p> <p>To be able to initiates play, offering cues to peers to join them.</p> <p><b>40-60 months</b></p> <p>To take steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Form positive relationships with adults and other children. To be able to listen to the ideas of others when playing a game or sharing something and play cooperatively, taking turns with others.</p>	<p>We will be learning how to follow a story without pictures or prompt.</p> <p>We will participate in a variety of listening and attention games linked to the topic 'Over and Under the Sea.'</p> <p><b>Listening and Attention</b> <b>16-26 months</b></p> <p>Enjoys rhymes &amp; demonstrates listening trying to join in with actions or vocalisations.</p> <p><b>22-36 months</b></p> <p>Beginning to show an interest in play with sounds, songs and rhyme.</p> <p>To be able to listen with interest to the noise's adults make when they read stories</p> <p>To be able to shift to a different task if attention fully obtained – using child's name helps focus.</p> <p><b>30-50 months</b></p> <p>To be able to listen to stories with increasing attention &amp; recall.</p> <p>Listens to others one to one or in small groups, when conversation interests them.</p> <p><b>40-60 months</b></p> <p>To be able to maintain attention, concentrate and sit quietly when appropriate. To be able to accurately listen to stories anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><b>Understanding</b> <b>16-26 months</b></p> <p>Beginning to understand simple sentences.</p> <p><b>22-36 months</b></p> <p>To begin to use a variety of questions –</p>	<p>We will be learning how to travel with confidence around, under, over and through. We will learn how to play the parachute game – Sharks!</p> <p>We will be learning how to handle equipment, such as scissors, safely.</p> <p><b>Moving &amp; Handling</b> <b>16-26 months</b></p> <p>To be able to make connections between their movement and the marks they make.</p> <p><b>22-36 months</b></p> <p>To be able to run safely on whole foot. To be able to climb confidently, beginning to pull themselves up on nursery play equipment.</p> <p>Beginning to use three fingers in tripod grip to hold writing tools. To begin to show preference for dominant hand.</p> <p>To be able to initiate drawing simple shapes such as circles and lines.</p> <p><b>30-50 months</b></p> <p>To be able to move freely with pleasure</p>	<p>We will be enjoying a range of stories linked to our topic, including the introduction of non-fiction books.</p> <p>Reception will be learning how to write short sentences in meaning context link to 'Over and Under the Sea.'</p> <p><b>Reading</b> <b>16-26 months</b></p> <p>Beginning to show an interest in books &amp; rhymes and may have favourites.</p> <p><b>22-36 months</b></p> <p>Beginning to have some favourite stories, rhymes, songs, poems or jingles.</p> <p>To be able to repeat words or phrases from familiar stories.</p> <p><b>30-50 months</b></p> <p>Beginning to enjoy rhyming and rhythmic activities.</p> <p>To be able to show awareness of rhyme and alliteration.</p> <p>To be able to recognise rhyme in spoken word.</p> <p>Beginning to listen to and join in with stories and poems, one –to-one and also in small</p>	<p>We will be learning how to sequence number 0-5, then 0-10, then 0-20.</p> <p>We will be exploring addition and subtraction using Maths Makes Sense Stories.</p> <p>We will be exploring heights and weights of objects.</p> <p><b>Number</b> <b>16-26 months</b></p> <p>Beginning to say some counting words randomly. Beginning to organise and categorise objects e.g. putting all the teddy bears together or cars and teddies in separate piles.</p> <p><b>22-36 months</b></p> <p>To be able to select a small number of objects from a group when asked.</p> <p>Beginning to recite some number names in sequence.</p> <p>Beginning to create and experiment with symbols and marks representing ideas of number.</p> <p>Begins to make comparisons between quantities.</p> <p><b>30-50 months</b></p> <p>To be able to recite numbers to 10 in order.</p> <p>To be able to know that numbers identify how many objects are in a set.</p> <p>To be able to match numerals and quantities correctly.</p> <p>Beginning to compare two groups of objects, saying when</p>	<p>We will be exploring how to use Bee Bots.</p> <p>We will be exploring floating and sinking.</p> <p>We will be celebrating Mother's Day and discuss why are mums are so important to us.</p> <p><b>People &amp; Communities</b> <b>22-36 months</b></p> <p>Beginning to have a sense of own immediate family and relations.</p> <p>Beginning to initiate everyday actions and events from own family and cultural background in pretend play.</p> <p>Beginning to have their own friends.</p> <p><b>30-50 months</b></p> <p>To be able to show an interest in the lives of people who are familiar to them.</p> <p><b>40-60 months</b></p> <p>Enjoys joining in with family customs and routines, including St David's</p>	<p>We will be using tools to change materials, such as, using salt dough to create a shark. We will learn how to combine different media to create new effects. For example, putting sand in paint.</p> <p><b>Reading</b> <b>16-26 months</b></p> <p>Beginning to show an interest in books &amp; rhymes and may have favourites.</p> <p><b>22-36 months</b></p> <p>Beginning to have some favourite stories, rhymes, songs, poems or jingles.</p> <p>To be able to repeat words or phrases from familiar stories.</p> <p><b>30-50 months</b></p> <p>Beginning to enjoy rhyming and rhythmic activities.</p> <p>To be able to show awareness of rhyme and alliteration.</p> <p>To be able to recognise rhyme in spoken word.</p> <p>Beginning to listen to and join in with stories and poems, one –to-one and also in small groups.</p>



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<p><b>Self Confidence &amp; Self Awareness</b>  <b>22-36 months</b>          To be able to separate from main carer with support and encouragement.          Beginning to express own preferences and interests.  <b>30-50 months</b>          To be able to select and use activities and resources with help.          To be able to welcome and value praise for what they have done.          To be able to enjoy responsibility of carrying out small tasks.  <b>40-60 months</b>          To be able to talk about ideas and choose the resources needed for chosen activities.  <b>Managing Feeling &amp; behaviour</b>  <b>16-26 months</b>          Beginning to be aware that some things are theirs, shared and belong to other people.  <b>22-36months</b>          To be able to express their own feelings such as sad, happy, cross, scared and worried.          To be able to show understanding and cooperates with some boundaries and routines.          Beginning to be aware that</p>	<p>what, where and who.          To be able to identify action words by pointing to the right picture, e.g., "Who's jumping?"          To be able to understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.'          To be able to understand 'who', 'what', 'where' in simple questions e.g. Who's that/can? What's that? Where is?          Beginning to develop understanding of simple concepts e.g. big/little.  <b>30-50 months</b>          Beginning to understand use of objects e.g. "what do we use to cut things"          Beginning to show an understanding of prepositions such as under, on top, behind, by carrying out an action/selecting a picture.  <b>40-60 months</b>          To be able to follow a story without pictures or props.          To show, by the resources that they choose, that they have understood what was required of them. To be able to listen to more than one piece of information and still carry out instructions carefully.  <b>Speaking</b>  <b>16-26 months</b>          To be able to ask simple questions.  <b>22-36 months</b>          To be able to use language as a powerful means of widening contacts, sharing of feelings, experiences and thoughts.          To be able to learn new words very rapidly and is able to use them to communicate.  <b>30-50 months</b>          Beginning to use more complex</p>	<p>and confidence in a range of ways such as slithering, shuffling, rolling, running, jumping, skipping, sliding and hopping. To be able to run skilfully, negotiating space automatically, adjusting speed or direction to avoid obstacles.          Beginning to draw lines and circles using gross motor movements.  <b>40-60 months</b>          To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment.          To be able to use simple tools to effect changes to materials.          To be able to move with control and coordination on a balancing beam or bench. Climb using rungs or bars on a climbing frame. To be able to move under, over through and around a climbing frame.  <b>Health &amp; Self Care</b>  <b>22-36 months</b>          To be able to be independent in self-care but still often</p>	<p>groups.          Beginning to recognise familiar words and signs such as own name and logos.  <b>40-60 months</b>          To be able to hear and says the initial sound in words.          To be able to link sounds to letters, naming and sounding the letters of the alphabet.          To enjoy an increasing range of books.          To know that information can be retrieved from books and computers.          To be able to begin to read words and simple sentences.          To use vocabulary and forms of speech influenced by experiences of books.  <b>Writing</b>  <b>16-26 months</b>          Beginning mark make to show symbols can communicate meaning.  <b>22-36 months</b>          To be able to distinguish between the different marks they make.  <b>30-50 months</b>          Beginning to sometimes give meanings to marks</p>	<p>they have the same number.  <b>40-60 months</b>          Beginning to recognise some numerals of personal significance. To be able to recognise numerals 1-5          To be able to discuss doubling, halving and sharing problems during play activities e.g. sharing out wheels for 2 cars saying, "there's 8, that's 4 for you and 4 for me". To be able to count a larger set, take some away, and then recount to check how many remain. To be able to recognise all numbers 0-20. To be able to explain what happens when adding or taking one from a given number up to 20. To be able to compare two numbers between 0 and 20 say which is larger and smaller. To be able to say the number that comes after a given number within the number sequence 1-20 and order numbers 0-20.  <b>Shape, space and measure</b>  <b>16-26 months</b>          Beginning to understand that things might happen now.  <b>22-36 months</b>          Beginning to use the language of size. Beginning to notice simple shapes and patterns in pictures.          To be able to categorise objects according to properties such as shape or size.  <b>30-50 months</b></p>	<p>Day, St Patrick's Day, Mother's Day, Easter Sunday, Holi  <b>The World</b>  <b>22-36 months</b>          Beginning to enjoy playing with small world models.  <b>30-50 months</b>          Beginning to comment and ask questions about aspects of their familiar world such as the place they live or the natural world.          To be able to talk about why things happen and how things work.  <b>40-60 months</b>          To be able to talk about the features of their own immediate environment and how environments might vary from one to another.  <b>Technology</b>  <b>22-36</b>          Beginning to seek to acquire basic skills in turning on and operating some ICT equipment.  <b>30-50 months</b>          To be able to know that information</p>	<p>Beginning to recognise familiar words and signs such as own name and logos.  <b>40-60 months</b>          To be able to hear and says the initial sound in words.          To be able to link sounds to letters, naming and sounding the letters of the alphabet.          To enjoy an increasing range of books.          To know that information can be retrieved from books and computers.          To be able to begin to read words and simple sentences.          To use vocabulary and forms of speech influenced by experiences of books.  <b>Writing</b>  <b>16-26 months</b>          Beginning mark make to show symbols can communicate meaning.  <b>22-36 months</b>          To be able to distinguish between the different marks they make.  <b>30-50 months</b>          Beginning to sometimes give meanings to marks as they draw &amp; paint.</p>
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<p>some actions can hurt or harm others.</p> <p>To be able to grow inability to distract self when upset, e.g. by engaging in a new play activity.</p> <p><b>30-50 months</b></p> <p>Beginning to be aware of own feelings and knows that some actions and words can hurt others' feelings.</p> <p>Beginning to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p><b>40-60 months</b></p> <p>To be able to adjust behaviour to different situations and take changes in routine in stride. To be able to talk about how they and others show feelings.</p>	<p>sentences to link thoughts (and, because)</p> <p>To be able to use talk in pretending that objects stand for something else in play.</p> <p><b>40-60 months</b></p> <p>To extend vocabulary, by grouping and naming and exploring the meaning and sounds of new words.</p> <p>To develop own narratives and explanations by connecting ideas or events. To recognise the difference when talking in front of the whole group as to when speaking with a friend during play.</p> <p>To speak with confidence and control showing an awareness of the listener. To be able to interact with others, negotiating plans and activities and taking turns in conversation.</p>	<p>needs adult support.</p> <p><b>30-50 months</b></p> <p>Understands that equipment and tools have to be used safely.</p> <p>To be able to gain more bladder control and can attend to toileting. To be able to dress with help e.g. pulls up own zipper once its fastened at the bottom.</p> <p><b>40-60 months</b></p> <p>To be able to be dry and clean during the day</p> <p>To show understanding of the need for safety when tackling new challenges and considers and manages some risks.</p> <p>To show understanding of how to transport and store equipment safely.</p>	<p>as they draw &amp; paint.</p> <p>To be able to ascribe meanings to marks that they see in different places.</p> <p><b>40-60 months</b></p> <p>To be able to write own name and other things such as labels, captions.</p> <p>Beginning to hear and say the initial sounds in words.</p> <p>To be able to continue a rhyming string.</p> <p>To be able to write own name and other things such as labels, captions.</p> <p>To be able to segment the sounds in simple words and blend them together.</p> <p>To attempt to write short sentences in meaningful contexts.</p>	<p>Begins to show awareness of similarities of shape in the environment.</p> <p>To be able to use positional language.</p> <p>Beginning to show interest in shape by sustained construction activity or by talking about shapes and arrangements.</p> <p><b>40-60 months</b></p> <p>To order two items by weight or capacity. Understand and use language such as heavy, light, full and empty. To be able to compare two masses saying which is heavier and use terms such as more or less when comparing capacity.</p>	<p>can be retrieved from computers.</p> <p><b>40– 60 months</b></p> <p>To be able to complete a simple program on a computer.</p> <p>Demonstrates good skills when controlling a programmable toy – bee bots.</p>	<p>To be able to ascribe meanings to marks that they see in different places.</p> <p><b>40-60 months</b></p> <p>To be able to write own name and other things such as labels, captions.</p> <p>Beginning to hear and say the initial sounds in words.</p> <p>To be able to continue a rhyming string.</p> <p>To be able to write own name and other things such as labels, captions.</p> <p>To be able to segment the sounds in simple words and blend them together.</p> <p>To attempt to write short sentences in meaningful contexts.</p>
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