Food,Glorious Food!

A pile of food and a glass of milk

Description automatically generated

**Physical Development**

**Gross motor skills-** Ball skills- (exploring the ball, rolling, stopping, ball control, bouncing, working with a partner), skipping ropes to encourage skipping/jumping, skills taught for dressing/undressing for PE.

**Fine motor skills-** Weaving, threading, cutting skills refined, handle tools/construction with increasing control (chopping vegetables for our soup using a knife), letter formation mostly correct, small buttons etc manipulated independently on clothing.

**Understanding the World**

**People, Culture and communities-**Which places are special and why? (looking at places that are special to us and to different faiths). Think about the role of food in different religions.

**Past and Present**- Look at our school in the past, how has it changed? What was Scarborough like many years ago and how has it changed over time? (Shops/supermarkets/restaurants etc) Make links to the town in our story Stone Soup- how is Scarborough similar/different?

**The Natural World**-

-What might it be like to attend schools around the world?

-How can we care for the natural world around us?- growing

**A Caring Community**

**Rule of law-** We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong and recognise that we are accountable for our actions.

**Locality & Environment**

We will be recapping where our school is in Scarborough and talking about how our school and the local area has changed over time and how it compares to the town in our story, Stone Soup. We will compare our school to different schools around the world.

**Music**

Children will continue to explore musical concepts and will learn how to move to and keep a steady pulse. Bluebells will continue to enjoy Infant singing sessions with Miss Andrews and will learn lots of new songs about food!

**Mathematics**

**Number-**Enumerating between 6 and 10 (subitising 6-10)

**Non-Number-**

Pattern

**Personal, Social and Emotional Development**

**Dreams and Goals**

\*I understand that if I persevere, I can tackle challenges

\*I can tell you a time that I didn’t give up

\*I can set a goal and work towards it

\*I can use kind words to encourage people

\*I know what it means to feel proud of myself

**Literacy**- Reading books sent home (phonetically decodable at the child’s level)

**Reading/Phonics-** introduce phase 3 (ai, ee, igh, oa/oo/oo, ar,or/ur,ow,oi,ear/air, er (words with double letters dd,mm,cc,bb,rr,gg,pp,ff).

**Tricky words (**was, you, they, my, by, all, are, sure, pure)

**Vocabulary taught- Phoneme** (smallest unit of sound) **grapheme** (a sound written down) **digraph** (two letters, one sound) trigraph (3 letters, one sound).

**Writing skills-** Form lower case letters correctly/starting to form some capital letters correctly, independently sounding out/writing some decodable words/tricky words. Starting to write sentences.

**Wheatcroft Community Primary School EYFS Spring 1**

**Curriculum enhancements/ special events**: Chinese New Year, Internet safety day, Spring disco, Attend whole school assembly at the start of the

week, change for PE, off site visit (topic linked)



**Communication and Language**

**Helicopter Story:** Stone Soup

**Other stories:** Dragon noodle party, Zen shorts, Mole in a black and white hole, Pumpkin soup, In the night kitchen, I will not, never ever eat a tomato, The very hungry caterpillar, Jack and the beanstalk.

**Helicopter poems:** 5 little pumpkins, Let’s put on our mittens, Stepping stones, Cup of tea, Shoes, Spring Wind

**Non- fiction:** Recipes/Where our food comes from

**Tell me who, when, where (then why and how)-**Children will be encouraged to ask lot of questions to find out more and check that they understand what has beensaid.

**Expressive Arts and Design**

**\***Begin to plan what is going to be built, talk about what they have made and what the purpose is

\*Join with different glues

\*Create line drawings (add shading)

\*Rip and stock collage

\*Splatter painting

\*Printing with different fruit and veg

\*Clay manipulation- rolling/ cutting/shaping to form a model.