

**UNDERSTANDING THE WORLD
SCIENCE**

Food

- Understand the importance of staying healthy
- Describe a balanced diet
- Know the difference between healthy and unhealthy food
- Explain where eggs come from
- Understand stages of a chicken's life
- Name the parts of a chicken
- Understand how milk can be used to keep us healthy
- Explain what a cow produces
- Explain where milk comes from
- Follow instructions accurately
- Understand the process of making dough
- Use materials to shape and cut
- Identify if a fruit tastes bitter or sweet
- Use clues to identify a fruit
- Identify and describe a range of fruit
- Understand which vegetables grow overground or underground
- Name several types of vegetables
- Identify three different types of vegetables
- Follow verbal instructions to make a mixture
- Describe the changes the batter mix goes through as it starts to cook
- Explain how to measure

UNDERSTANDING THE WORLD –Geography

Exploring Maps

- To find and name familiar features on maps.
- To consider shapes and positions of features when making a map.
- To build and describe a model of a familiar place.
- To describe a journey using found objects as prompts.
- To explore a range of maps.
- To apply their knowledge of maps to make their own.

KEY DATES

07/01/25 Children back in school
13/01/25 Valentines bingo (Friends of St Bert's 60.30-8.30pm)
14/02/25 School closes

**UNDERSTANDING THE WORLD - RELIGIOUS
EDUCATION**

Stories Jesus heard

By the end of this unit pupils will know that:

Jesus listened to and learned Old Testament stories.

Old Testament stories teach us about God.

By the end of this unit pupils are expected to be able to:

recall/retell some of the Old Testament stories Jesus heard.

talk about their favourite stories.

talk about their feelings and experiences.

Stories Jesus Told

By the end of this unit pupils will know that:

Jesus told stories and that they are found in the Bible.

Jesus told the stories to teach people about God.

By the end of this unit pupils are expected to be able to:

identify a Bible.

recall/retell some of Jesus stories.

talk about their own experiences and feelings.

ask and respond to questions about their experiences and feelings.

**PHYSICAL DEVELOPMENT –
PHYSICAL EDUCATION
PE DAY MONDAY**

Key Learning

to travel safely in a variety of different ways.

To travel in different ways using short, long, fast and slow steps.

To jump and land safely.

To balance using different parts of the body in a controlled way.

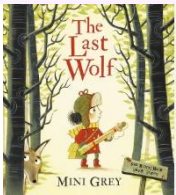
To use different parts of the body to perform a rocking action.

To keep the body still in a controlled balance.

To think of how to keep safe when completing different movements.

To move confidently in different ways, including rolling.

LITERACY – ENGLISH



This half term we will be spelling words by identifying the sounds and then writing the sound with letter/s. Writing cvc words such as cat dog pig etc Uses phonic knowledge to write words and simple captions.

- Form lower-case letters correctly
- Write short sentences with words with known soundletter correspondences
- Spell words by identifying the sounds and then writing the sound with letter/s
- Re-reading what we have written to check that it makes sense.

We will be continuing our phonics journey and moving onto level 3.

**Curriculum Overview
Year EYFS Spring 1**



MATHS

Key learning

Our themes for this half term are:

Number bonds to 5

Introducing the part-whole model to show the different ways of making 5.

Numbers to 10

In this unit, children count to 10 and represent numbers using concrete and pictorial representations. The ten frame and counters are used for the first time and the concept of number bonds is explored.

Comparing groups to 10

In this unit, children identify more or less than a number up to 10, introducing the concept of addition by combining two groups of objects and of subtraction as the difference between two amounts.

Addition to 10

In this unit, the part-whole model is used to introduce the concept of addition as the combining of two parts into a whole. The vocabulary of altogether is used throughout.

<p>EXPRESSIVE ART AND DESIGN - DESIGN TECHNOLOGY</p> <p>Cooking and Nutrition</p> <p>Key Learning</p> <p>To explore fruits and vegetables and the differences between them.</p> <p>To use adjectives to describe how fruits and vegetables look, feel, smell and taste.</p> <p>To listen to and recall elements from the story 'The Best Pumpkin Soup.'</p> <p>To explore a pumpkin and describe it using the five senses.</p> <p>To design a fruit and vegetable soup recipe.</p> <p>To practise cutting with a knife.</p> <p>To learn how to use a knife safely.</p> <p>To observe and help (where appropriate) with the use of tools to prepare ingredients.</p> <p>To describe the finished product and evaluate the process.</p> <p>To design food packaging.</p>	<p>UNDERSTANDING THE WORLD – COMPUTING</p> <p>Early Digital Music</p> <p>Understand that different instruments make their own sound and that instruments can be divided into groups</p> <p>Create a rhythm using a pattern of beats</p> <p>Create digital sounds using patterns and shapes</p> <p>Create a simple melody sing patterns and adjust tempo</p>		<p>PERSONAL, SOCIAL AND EMOTIONAL EDUCATION – PSHE</p> <ul style="list-style-type: none"> • We will be talking about how being themselves is the best thing they can be. • We will be looking at the things in our lives that we are thankful for. 	<p>EXPRESSIVE ART AND DESIGN - MUSIC</p> <p>Mrs Cleverly will continue to teach music to the children. This half term our focus is on using our voice in different ways and finding the beat in a piece of music.</p> <p>On a Friday Mrs O'Neil will also be coming in to work with the children on different areas of music.</p>
--	---	--	---	--