



# EYFS - Little Lizards



## Spring 2 2022 Topic Web - Where the wild things are.

Below are the key topics and skills we will be covering in the second half of Spring Term. We aim to add enrichment opportunities and activities based on the children's interests as much as possible. If you would like further details or have any questions, please message June on Class Dojo.

Our topic for this term is 'Where the wild things are'. We will be exploring life cycles, farms and animals including pets. Our Core Text for this term is 'The very hungry caterpillar' and some of the experiences we have planned this term include observing the life cycles of both butterflies and frogs and exploring a farm.

The Early Years Foundation Stage Curriculum is organised into seven areas of learning, three Prime Areas and four Specific Areas.

Prime Areas of Learning	
Communication and Language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development	Self-Regulation Managing self Building relationships.
Physical Development	Gross Motor Skills Fine Motor Skills
Specific Areas of Learning	
Literacy	Comprehension Word Reading Writing
Maths	Number Numerical Patterns
Understanding the World	Past and Present People, Culture and Communities The Natural World
Expressive Art and Design	Creating with Materials Being Imaginative and Expressive

When planning and guiding learning in the EYFS we consider the characteristics of effective learning to ensure that children have opportunities for **playing and exploring**, **active learning** and **creating and thinking critically**.

## Where the wild things are - Spring 2 2022 (Nursery)

### Prime Areas

Communication and Language	Personal, Social and Emotional Development	Physical Development
<p>(Under 3s, 3s and 4s)</p> <ul style="list-style-type: none"> <li>-Use a variety of questions.</li> <li>-Understand 'why' questions.</li> <li>-Listen to simple stories and understand what is happening, with the help of pictures.</li> <li>-Enjoy listening to longer stories and can remember much of what happens.</li> <li>-Learns new words rapidly and is able to use them in communicating.</li> <li>-Builds up vocabulary that reflects the breadth of their experiences.</li> <li>-Uses language to share feelings, experiences and thoughts.</li> <li>-Able to use language to recall past experiences.</li> <li>-Questions why things happen and gives explanations.</li> <li>-Identify familiar objects and properties.</li> <li>-Builds up vocabulary that reflects the breadth of their experiences.</li> </ul>	<p>(Under 3s, 3s and 4s)</p> <ul style="list-style-type: none"> <li>-Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows.</li> <li>-Increasingly follow rules, understanding why they are important.</li> <li>-Beginning to be able to cooperate in favourable situations such as familiar environments.</li> <li>-Play with one or more other children, extending and elaborating play ideas.</li> <li>-Feel confident - when taken out and around the local neighbourhood and enjoying exploring new places with their key person.</li> <li>-Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</li> <li>-Select and use activities and resources, with help when needed.</li> <li>-Develop their sense of responsibility and membership of a community.</li> <li>-Knows their own name, their preference and interests and is becoming aware of their unique abilities.</li> <li>-Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.</li> <li>-Notice and ask questions about differences.</li> <li>-Is developing an interest and understanding of differences including gender, ethnicity and ability.</li> </ul>	<p>(Under 3s, 3s and 4s)</p> <ul style="list-style-type: none"> <li>-Jumps up into the air with both feet leaving the floor and can jump forward a small distance.</li> <li>-Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>-Shows increasing control in holding, using and manipulating a range of tools and objects, such as tambourine.</li> <li>-Manipulates a range of tools and equipment in one hand e.g. scarves and ribbons.</li> <li>-Begins to walk, run and climb on different levels and surfaces.</li> <li>-Walks down slopes or steps carrying a small object maintaining balance and stability.</li> <li>-Build independently with a range of resources.</li> <li>-Collaborate with others to manage large items.</li> <li>-Fit themselves into spaces, live tunnels, dens and large boxes, and move around inside them.</li> <li>-Match their developing physical skills to tasks in activities in the setting.</li> <li>-Holds mark making tools with thumb and all fingers.</li> <li>-Use one-handed tools and equipment.</li> </ul>

Specific Areas			
Literacy	Maths	Understanding the World	Expressive Art and Design
<p>(Under 3s, 3s and 4s)</p> <ul style="list-style-type: none"> <li>-Enjoy songs and rhymes, tuning in and paying attention.</li> <li>-Develop phonological and phonemic awareness. Recognised rhythm in spoken words, songs, poems and rhymes.</li> <li>-Fills in the missing word or phrase in a known rhyme, story or game.</li> <li>-Engage in extended conversation about stories, learning new vocabulary.</li> <li>-Enjoys sharing books with an adult.</li> <li>-Begins to be aware of the way stories are structured and to tell own stories.</li> <li>-Develop play around their favourite stories using props.</li> <li>-Makes up stories, play scenarios and drawings in response to experiences such as outings.</li> <li>-Ask questions about books. Make comments and share ideas.</li> <li>-Talks about events and principle characters and suggests how the story might end.</li> <li>-Add some marks to their drawings, which they give meaning to.</li> <li>-Sometimes gives meaning to their drawings and paintings.</li> </ul>	<p>(Under 3s, 3s and 4s)</p> <ul style="list-style-type: none"> <li>-Responds to some spatial and positional language.</li> <li>-Understand position through words alone - for example, "the bag is under the table".</li> <li>-Moves their bodies and toys around objects and explores fitting into spaces.</li> <li>-Creates their own special patterns showing some organisation or regularity.</li> <li>-Build with a range of resources.</li> <li>-Enjoys partitioning and combining shape to make new shapes with 2d and 3d shapes.</li> <li>-Begins to say numbers in order, some of which are in the right order.</li> <li>-Say one number for each item in order (1-5).</li> <li>-Is interested in what happens next using the pattern of everyday routine.</li> <li>-Beginning to describe a sequence of events using words such as first, then, next.</li> <li>-Compare sizes using gesture and language - 'bigger/little/smaller'.</li> <li>-Explores differences in size, length, weight and capacity.</li> </ul>	<p>(Under 3s, 3s and 4s)</p> <ul style="list-style-type: none"> <li>-Has a sense of own immediate family, relations and pets.</li> <li>-In pretend play imitates everyday actions e.g. being a cat dog or bird.</li> <li>-Is curious and interested to explore new and familiar experiences.</li> <li>-Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>-Enjoys playing with small world reconstructions building on first hand experiences.</li> <li>-Show interest in different occupations (farmer).</li> <li>-Explore and respond to different natural phenomena in their setting and on trips (farm visit).</li> <li>-Enjoy stories about people and nature and is interested in photographs of themselves with these.</li> <li>-Explore the key features of the lifecycle of a plant and animal.</li> <li>-Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>-Explore the key features of the lifecycle of a plant and animal.</li> </ul>	<p>(Under 3s, 3s and 4s)</p> <ul style="list-style-type: none"> <li>-Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>-Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>-Creates sound effects and movements e.g. creates the sound of an animal.</li> <li>-Listen with increased attention to sounds.</li> <li>-Use 2d and 3d structure to explore materials (barns/stables).</li> <li>-Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects.</li> <li>-Creates sound effects and movements e.g. creates the sound of an animal.</li> <li>-Enjoys joining in with moving, dancing and ring games.</li> <li>-Explore a range of sound makers and instruments and play them in different ways.</li> <li>-Create sounds by rubbing, shaking, tapping, striking or blowing.</li> <li>-Enjoy and take part in action songs.</li> <li>-Remember and sing entire songs.</li> </ul>