



# EYFS - Pufflings (Reception)



## 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 Miss Gulley 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 'Rosie's Walk' 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 (Reception)

### Prime Areas

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> <li>-Learn new vocabulary and use it throughout the day (life cycle, frogspawn, tadpole, froglet, frog).</li> <li>-Ask questions to find out more and check they understand what has been said to them (deepening understanding of lifecycles)</li> <li>-Understand how to listen carefully and why listening is important (farm visit).</li> <li>-Use new vocabulary in different contexts (farm visit).</li> <li>-Describe events in some detail (farm visit).</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (animal research).</li> <li>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (core text).</li> </ul>	<ul style="list-style-type: none"> <li>-Express their feelings and consider the feelings of others (model positive behaviour).</li> <li>-Express their feelings and consider the feelings of others (model descriptive language relating to feelings).</li> <li>- Build constructive and respectful relationships (understand high expectations of following instructions).</li> <li>-Build constructive and respectful relationships (sharing and turn taking games).</li> <li>- See themselves as a valuable individual (class opportunities to share favourite animals).</li> <li>- See themselves as a valuable individual (getting to know family pets).</li> </ul>	<ul style="list-style-type: none"> <li>- Develop the foundations of a handwriting style which is fast, accurate and efficient (drawing lifecycle diagrams).</li> <li>- Develop the overall body strength, co-ordination, balance and agility (life cycle dances).</li> <li>- Progress towards a more fluent style of moving, with developing control and grace (moving carefully around the farm, time for still and quiet)</li> <li>- Further develop and refine a range of ball skills including: throwing and catching.</li> <li>- Develop small motor skills (junk modelling animals).</li> <li>- Develop small motor skills (pet paintings).</li> </ul>

### Specific Areas

Literacy	Maths	Understanding the World	Expressive Art and Design
<ul style="list-style-type: none"> <li>- Spell words by identifying the sounds and then writing the sounds with letter/s (labelling life cycle diagram).</li> <li>- Form lower-case letters correctly (sensory letter formation activities).</li> <li>- Spell words by identifying the sounds and then writing the sounds with letter/s (list of things we may find on the farm).</li> <li>- Write short sentences with words with known sound-letter correspondences (farm recount).</li> <li>- Read simple phrases and sentences made up of words with known letter (sound correspondences - animal facts).</li> <li>- Re-read what they have written to check that it makes sense (pet facts).</li> </ul>	(White Rose) <ul style="list-style-type: none"> <li>-Combining 2 groups</li> <li>- Length and Height</li> <li>- Time</li> <li>-9 and 10</li> <li>-Comparing numbers to 10</li> <li>- Bonds to 10</li> <li>-Pattern</li> <li>-3D shape</li> </ul>	<ul style="list-style-type: none"> <li>-Explore the natural world around them - after close observation draw pictures of animals (tadpoles).</li> <li>-Explore the natural world around them (explore and discuss tadpoles).</li> <li>- Explore the natural world around them (farms).</li> <li>- Describe what they see, hear and feel whilst outside (pans and animals).</li> <li>- Recognise some environments that are different from the one in which they live (animal habitats).</li> <li>- Talk about members of their immediate family and community (pets).</li> </ul>	<ul style="list-style-type: none"> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings (drawing and water colour life cycle diagrams).</li> <li>- Explore and engage in dance (lifecycles dances).</li> <li>- Create collaboratively, sharing ideas, resources and skills (large scale farm drawings).</li> <li>- Singing in a group, increasingly matching the pitch and following the melody (old MacDonald had a farm).</li> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings (junk modelling animals).</li> <li>- Develop storylines in their pretend play (core text small world).</li> </ul>