



## St Raphael's Catholic Primary Half Term Overview EYFS FS1

Nursery Class		Spring Term 2 2024 Overview						Who made these footprints?						
	Week 1	19 <sup>th</sup> February	Week 2	26 <sup>th</sup> February	Week 3	4 <sup>th</sup> March	Week 4	11 <sup>th</sup> March	Week 5	18 <sup>th</sup> March	Week 6	25 <sup>th</sup> March		
<b>R.E.</b>	<b>Jesus Chooses Friends</b>  Know that Jesus chose friends to help him		<b>Jesus Chooses Friends</b>  Be aware that Jesus wants us to be good friends		<b>Helping Others</b>  Know how Jesus helped people and gives us people to help us. Reflect on ways we can help others		<b>Forgiveness and Love</b>  Know that Jesus teaches us forgiveness and love. Be aware that Jesus will help us to forgive and say sorry		<b>A Sad and Happy Time</b>  Know that Jesus died on Good Friday but that was not the end		<b>A Sad and Happy Time</b>  Experience that Easter is a very happy time			
<b>Core Text</b>	Hoppity Skip Little Chick By Jo Brown		Fluffy Chick By Rod Campbell		Poetry Old MacDonald Had a Farm		Walking Through the Jungle By Julie Lacombe		Dear Zoo By Rod Campbell					
<b>Vocabulary</b>	Introduce and use new vocabulary linked to Farms, the seasons, weather, animals, etc.						Introduce and use new vocabulary linked to jungle habitats and vocabulary to describe safari animals and the movements they make.							
<b>Other Possible Texts</b>	Farmer Duck  Farmyard Hullabaloo		Noisy Farm  On the Farm  Rosie's Walk		Five Cheeky Monkeys  Five Little Ducks  Baa Baa Black Sheep  Dingle Dangle Scarecrow		Down in the Jungle  Rumble in the Jungle  Animal Boogie		I Love Animals  Class 2 visit the Zoo					
<b>Literacy Activities</b>	Draw favourite animal from the farm and write the animals name underneath the drawing.		Create a story map. Create a map of the farm.		Each child contributes a drawing to a class book of animals on Old MacDonald's Farm.		Book making – what will you see in the jungle? Mark making jungle animal patterns		Writing a letter to the zoo to ask for a class pet.					
<b>Maths Focus</b>	Length and Height linked to growing using non-standard units		<ul style="list-style-type: none"> <li>My Day and Days of the Week</li> <li>Combining amounts</li> </ul>		Number 3		Number 4		Numbers 1 to 4					
<b>Relationship and Health Education</b> <b>TEN:TEN Life to the Full</b>	Who's Who?		You've got a Friend in me						Forever Friends					
<b>UW/PD/EAD/PSED</b> (other curriculum areas)	What is a farmer's job? One part of their job is caring for animals- what do animals need? How do we care for animals? When we look after and touch animals- what do we need to do? Why do we need to do this? Discuss and demonstrate good handwashing technique. Provide different sized digging tools e.g. spade, large spoon, teaspoon and encourage children to change their grip and technique according to the equipment they are using.		Make some observations of seasonal changes. Read the story Rosie's Walk as she travels through the farm- provide materials to create obstacle courses and use positional language from the story. Provide water and tools for children to make their own garden perfumes using scissors to cut petals and leaves and equipment for pouring etc. Provide leaves and flower cut offs so that children can practise their cutting skills. Provide flowers and leaves for children to create observational drawings of.		Allow opportunities for children to explore planting and growing their own seeds. Allow children to investigate and think about what plants need to grow. Set up investigative tuff trays and explore different things you may find on a farm from veggies and fruits, to different plants, wheat, maize etc. and even animal fur (sheep wool). Discuss seasonal changes of what happens on a farm. Create a model or picture of the plants/ animals/ faces/ trees on the ground. Use natural materials e.g., scavenged twigs and leaves.		The animals in the book are different from each other- they look different & dance differently. Look at your friend and think about some of the things that make you different and how this makes you special. Elephant Stomp using bubble wrap. Look on a globe and map where rainforests and jungles are, they are in the middle of the Earth where it is warm and wet. Talk about similarities and differences between our environment and jungles. Provide role play opportunities for "Jungle Explorers". Provide mark making materials, so that children can record what they see. Make binoculars to be a jungle explorer.		Tie some string or ribbon around chairs and tables and then see if the children can get through by climbing over, ducking under etc. Look at where animals live. Look carefully at the jungle (a rainforest is often a good example) and look carefully at the animals that live there. How do they survive? Have a go at making your own animal habitats. Create animal patterns in shaving foam using food colouring in droppers, provide tools to make stripes, circles, dots etc.					
<b>Computing</b>	Programming 1 Introduction to Instructions						Programming 2 – Introduction to Bee-Bots using the Bee- Bot farm yard map							
<b>CL</b> (Communication & Language)	Guess which farm animal I am. Farmyard what's in the box game.		Talk session - children give accounts of their day on the farm.		Who am I game - teacher starts by saying 'I am pink, have a curly tail and make this sound. Who am I?'		Animal sounds – making animal sounds and matching the sound to the correct animal.		Playing a listening and attention Kim's game with animals that you might see at the zoo.					