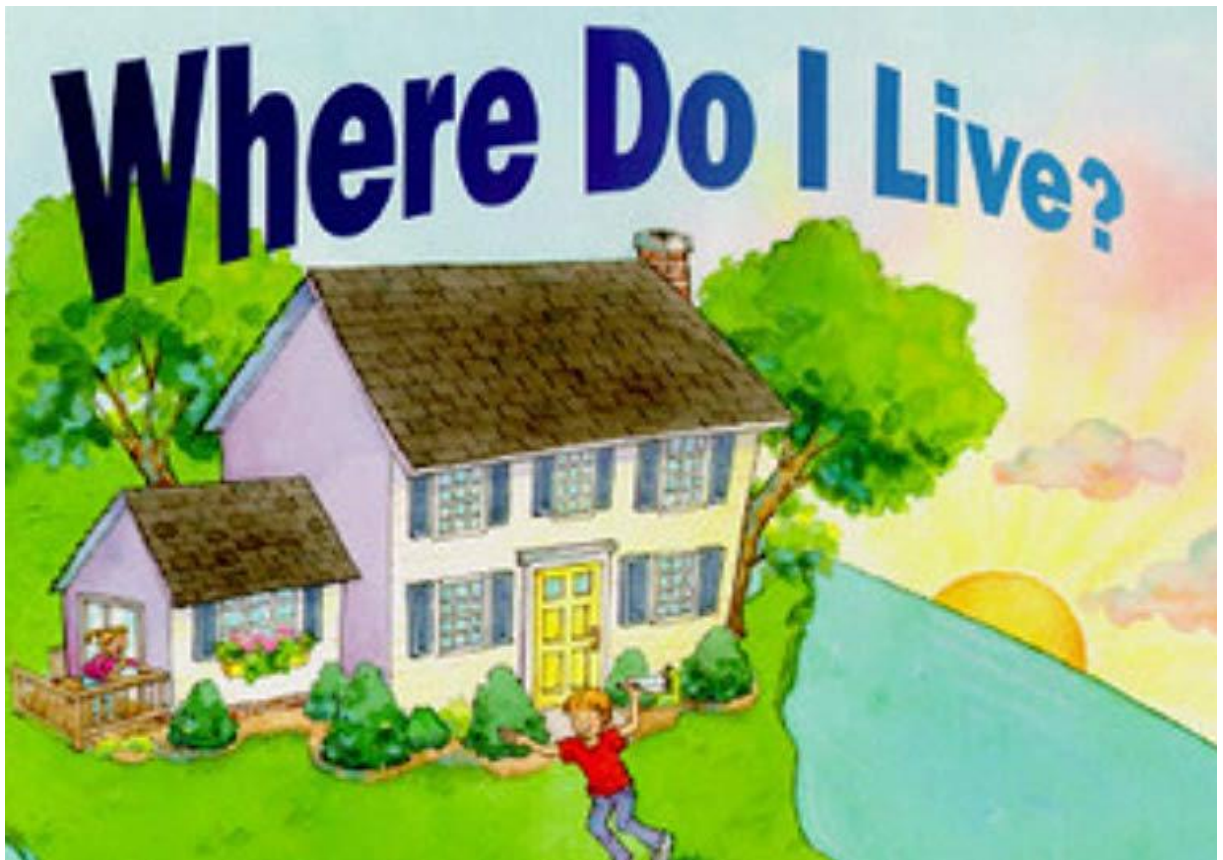


# EYFS

## Spring 1

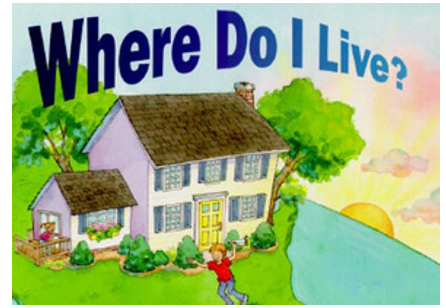
### Where do I live?



Curriculum Driver:  
People and  
communities & The  
world Create Explore Discover

# EYFS

## Spring 1 – Where do I live?



**Key Curriculum Driver:** The world & people and communities

**Other Curriculum Areas:** PSED

**Rationale:** Where do I live will give children an insight into the world around them including their local community. Where do I live? will also provide opportunities for children to visit the local area such as the park and see what they can access in their local community. **By the end of this topic, most children will:**

- Have an understanding of the local environment.
- an understanding of what they can access in their local environment.
- The ability to look closely at similarities and difference.
- 

**Children's knowledge will be shown by:**

### **Writing:**

Ascribing meanings to marks.

Begin to break the flow of speech into words.

Hears and says initial sounds in words.

Writes own names and other things such as labels.

**Purposeful Outcome – Added by class teachers after completing topic web.**

# EYFA

## Spring 1 – Where do I live?



Subject	Objective
People and communities	<p><b>They know about similarities &amp; differences between themselves &amp; others, &amp; among families, communities &amp; traditions</b></p>
The world	<p><b>The World</b>  <b>Children know about similarities and differences in relation to places, objects, materials &amp; living things. They talk about the features of their own immediate environment and how environments might vary from one another.</b></p>
Moving and handling	<p>Uses simple tools to effect changes to materials.            Handles tools, objects, construction &amp; malleable materials safely &amp; with increasing control.            Shows a preference for a dominant hand.            Begins to use anticlockwise movement and retrace vertical lines.            Begins to form recognisable letters.            Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>
Reading	<p>Hears and says the initial sound in words.            Can segment the sounds in simple words &amp; blend them together &amp; knows which letters represent some of them.            Uses vocabulary &amp; forms of speech that are increasingly influenced by their experiences of books.            Enjoys an increasing range of books.            Knows that information can be retrieved from books &amp; computers.</p>
Writing	<p>Hears and says the initial sound in words.            Can segment the sounds in simple words &amp; blend them together.            Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly &amp; in sequence.            Writes own name and other things such as labels, captions.            Attempts to write short sentences in meaningful contexts.</p>
Exploring using media and materials	<p>Understands that different media can be combined to create new effects.            Manipulates materials to achieve a planned effect.            Constructs with a purpose in mind, using a variety of resources.            Uses simple tools and techniques competently and appropriately.            Selects appropriate resources and adapts work where necessary.            Selects tools and techniques needed to shape, assemble &amp; join materials they are using.</p>
Making relationships	<p><b>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs &amp; feelings, &amp; form positive relationships with adults &amp; other children.</b></p>
Numbers	<p>Uses the language of 'more' and 'fewer' to compare two sets of objects.            Finds the total number of items in two groups by counting all of them.            In practical activities &amp; discussion, beginning to use the vocabulary involved in adding &amp; subtracting.            Records, using marks that they can interpret and explain.            Begins to identify own mathematical problems based on own interests and fascinations</p>
Shape, space and measure	<p>Beginning to use mathematical names for 'solid' 3D shapes &amp; 'flat' 2D shapes &amp; mathematical terms to describe shapes.            Selects a particular named shape.            Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</p>

Topic Overview

Topic Hook

**People who help us**

Topic Outcome

**Curriculum Driver: Understanding  
the world & PSED**

PSED

CLL

Ph

UTW

Lit

Ma

EUMM

Linked texts