



# EYFS Curriculum HT4

PSHE Healthy Me!

No Outsiders

To celebrate my family



## Personal Development

Trips and Visits

This half term we will be getting a visit from the birds of prey.

### Literacy

#### Inspirational text

Hattie Peck



Write short sentences with a capital letter, finger spaces and a full stop.

Children can read aloud their sentences.

Most letters are formed correctly, words are separated by finger spaces and words are phonetically plausible ensuring it can be read by an adult.

### Maths

#### Week 1

Retrieving our knowledge of numbers to 10 including number bonds, addition and subtraction.

#### Week 2, 3 and 4

Exploring numerical patterns within 10 including sharing, doubling and halving.

#### Week 5

Measurement

#### Mental Maths

- Number bonds within 5
- counting on and counting back from a number up to 10.
- finding one more or one less within numbers to 10

### Knowledge and Understanding of the World

#### The Natural World

This term in Reception, we will be focusing on the natural world. We will be learning about different types of animals and their life cycle.

### Expressive Arts and Design

#### Art

The children will be using different textures and patterns to create Art work

#### D.T

We will practicing our scissors skills and learning about how materials can combine together to create a piece of work or art.

#### Music

The children will be learning about pitch.



### Physical Development

Reception will be doing fundamental skills



### Computing

Use the paint programme on a laptop to create a representation of a bird

### Phonics

The children will learn the following phonemes and their grapheme

oo ar or ur ow oi ear air ure

### R.E

Springtime and Easter



# Knowledge Jigsaw HT4: Things with Wings

## Knowledge and Understanding of the World



### What I already know

I can name different animals that are in our world.

I can name 2 types of birds  
(robin, owl)

I can effectively use scissors to cut along straight lines

I can join materials together using glue

I can choose a range of materials to build with and create with a purpose in mind.

### Animals

There are different animals in our world



Animals can be grouped.  
(mini beasts, farm animals, wild animals, sea creatures)

Name animals from each group

Mini beasts - caterpillar, frog, spider, worm, ant, ladybird

Farm animals - Sheep, hen, cow, horse, pig

Sea creatures - Shark, dolphin, octopus, seahorse, crab, starfish, turtle

Wild animals - Elephant, snake, tiger, monkey, giraffe



Name and describe the features of an animal.

Mini beasts are small and live in the garden

Farm animals provide us with food.

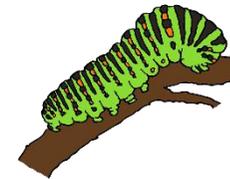
Sea creatures have fins so they can swim.

### Life cycle

Children know that some animals hatch from eggs (e.g. crocodile, snake, turtle, penguin, ostrich, hen, and butterfly).

Life cycle of a hen: egg > chick > hen

Life cycle of a butterfly: egg > caterpillar > chrysalis > butterfly



### Birds



Name animals that have wings

**Bird butterfly, bee, bat**

Name British birds

**Robin, magpie, pigeon, blue tit, sparrow**

Name birds from all over the world.

**Parrot, eagle, owl, penguin, ostrich, vulture,**

Know that birds have different ways of flying

**Birds glide, hover and dive.**

Know that Birds have:

**eyes, beak, feet, legs, fathers, wings, tail.**



### Key Vocab

**Animals:** group, minibeasts, farm, sea creature, wild, group

**Life cycle:** hatch, hatchling, egg, nest, first, next, last, egg, hatch, chrysalis, chick, chicken, caterpillar, butterfly

**Birds:** robin, magpie, pigeon, blue tit, sparrow. Parrot, eagle. Ostrich, vulture, penguin, owl, beak, wing, feet, legs, feathers, wing, tail, glide, dive, hover, swim



**What we already know**

We can explore creating sounds with percussion instruments to suit a mood or purpose.

We can use our body to show fast and slow tempo and high and low pitch.

We can perform traditional nursery rhymes and songs with actions.

We can copy actions and use my body to move expressively to music.

We can echo simple patterns by clapping and playing an instrument.

We can show the pulse in music.

We can identify dynamic changes in music (loud and soft).

**Performing and Composing**

Learn the song *Spring Chicken* counting in time and following a verse chorus structure.

Respond to *Ballet of the Unhatched Chicks* by Saint Saens with expressive movement.



**Performing, Composing, Listening and Appraising**

Create repeating patterns of notes on tuned percussion instruments.

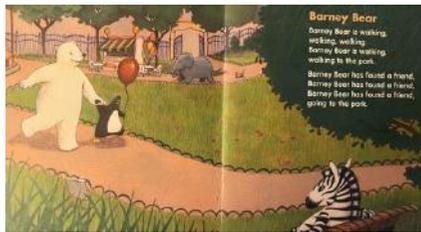
Explore different circular movements.



**Performing and Composing**

Memorise a melody showing an awareness of pitch and rhythm.

Develop an awareness of beat performing on percussion instruments showing slow and fast tempo in the song *Barney Bear*.



**Performing and Composing**

Respond to changing tempo in Leroy Anderson's *Horse and Buggy*.

Develop an awareness of beat performing the song *Jig-a-Jog*, *Jig* beating the word rhythms on claves and woodblocks.



**Performing, Composing, Listening and Appraising**

Compose a graphic score based on minibeasts telling the story of *In The Garden*.

Explore different instrumental sounds and playing quietly and quickly.

Listen and appraise a class performance.



# Knowledge Jigsaw

## Expressive Arts and Design - Art

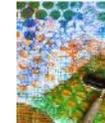


### What we already know

We know that spiders weave their webs and birds weave their nests.  
We know that weaving is a very old craft.  
We know that people first used weaving to create shelter, fences and baskets and that over time, they learnt how to weave cloth,  
We know that weaving can be done by hand or by machine.  
We know that different materials, such as paper and wool, can be used to weave with.  
We know how to make a paper loom.  
We know how to weave on a paper loom with paper strips.  
We know how to weave on a paper cup loom with wool.  
We know how to weave the weft under and over the warp to create a pattern.

### What is texture?

Know that texture is how something feels when it is touched.  
Be able to identify different textures to be found on the surfaces of animals e.g. scales, fur, feathers, spines, etc.  
Know how to recreate texture, e.g. printing with bubble-wrap to recreate scales.  
Rolling ink onto a textured surface can create a printed pattern.  
A simple piece of bubble-wrap can become a functional tool (a printing tool).  
Use a comfortable grip with good control when holding the roller.  
To print we need to roll over the bubble wrap.  
When moving the roller we need to apply pressure.  
The roller needs to be evenly coated with ink.



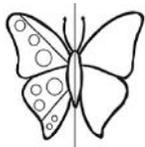
### Creating a representation of a bird

Scissors are used to cut. They have handles (normally made from plastic) and blades which are sharp (normally metal). The end of a pair of scissors is called the point and where the blades meet is called the join.  
It is important to use scissors safely. Hold scissors as follows, with blades together and your hand wrapped around them – pointed downwards.  
To be able to select the right type of scissors for themselves – left or right handed.  
Use a comfortable grip with good control when holding the scissors.  
Cut accurately along the guidelines.  
To know that structures can be joined using glue, sellotape thread or blue tac.  
Materials can feel and look different.  
A texture is how something feels.  
There are five different types of material. They are Card, wood, tissue, plastic and paper.  
After making a product you can talk about what you like and dislike about it.



### What is symmetry?

To understand that symmetry is when something has two matching halves.  
A butterfly is symmetrical.  
Identify where the line of symmetry is on a butterfly.  
To create a symmetrical butterfly we can use paints and folded paper.  
Hold a paintbrush with a comfortable grip.  
Use a paintbrush with good control when applying the paint.  
Use a pincer or tripod grip to fold a piece of paper in half.  
Apply pressure when transferring the paint to create the other half that will make up the whole.



### Key Vocabulary

Texture, roller, symmetrical, paint, Cut, point, stick, scissors, glue, materials, card, tissue, plastic, paper, join,



**Religious Education  
(People and Communities)**



Identify the current season is Spring

Observe what the weather is like in spring.  
*It gets warmer and there is more rain.*

Observe and discover different types of plants and their parts.

*Trees have trunks leaves and branches  
Sunflowers have stems petals and seeds.*

Observe and explore the key features of spring.

Share their experiences of Easter from the past and present.

Talk about why Christians celebrate Easter.



**Computing**

Know where to find the click buttons on a laptop.

Know where the touchpad is on the laptop.

Know to hold down the click button to make a selection.

Know that the mouse on the screen represents their finger.

Move the mouse on the screen using the touchpad.

Hold the click button and use mousepad.



**P.E  
(Physical Development)**

Negotiate space safely.

Play games honestly with consideration of the rules.

Follow instructions involving several ideas or actions.

Use movement skills with developing balance and co-ordination when playing games.

Play co-operatively, take turns and encourage others.

Use ball skills with developing competence and accuracy.



**PSED**

Healthy means keeping the body physically fit, eating a balanced diet and drinking enough water.

Know how to keep their body healthy.

Know some foods are healthier than others.

Sleep means when the body and mind rest for a few hours a night.

Know the importance of sleep.

Hygiene means keeping yourself clean and preventing diseases and colds.

Know how to keep themselves clean.

Stranger means someone you do not know.

Know how to keep themselves safe.

**Key Vocab**

**DT:** tools. Equipment, safety, joins, material, card, paper, wool, tissue, plastic, sellotape, scissors, glue gun, blue tac

**P.E:** Balance, co-ordination, choices, instructions, turn-taking, space, safety, roll, tea, space, kick, bounce, throw, safely, stop, listen

**R.E:** Special, family, experience, role model, similarity, difference, Jesus, Christianity, Christians, religion, God, figure, miracle

**PSED:** healthy. Sleep, hygiene. stranger

## Knowledge Jigsaw HT4



### PE Fundamentals

#### What we already know

Listen to instructions to avoid bumping into others.

A safe space in an area that they can move in without bumping into others.

Body tension: Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

Balances can take place on or with apparatus.

Barrel roll

Straight roll

To keep the body strong you need to squeeze your muscles to make your body tense.

For a good balance, you need to balance on the whole of your foot including your toes and your heel. Look forward at something still. Hold your arms out wide to help you.

When stopping you need to bend your knees.

Take big steps to run and small steps to stop.

When changing direction you need to:  
Bend your knee and push off in the opposite direction.

Turn your body to face a new direction.

Use small steps to help you to change direction

It is important to be aware of others around you to avoid collisions.

Jumping between a range and off different objects or apparatus:

Bend your knees to stop you falling over.

Look straight ahead not down to stop you falling forwards.

Show determination to land with control when using different take offs and landings.

Think about your body position and where you want to land. When you are ready, jump.

When jumping and hopping around different spaces and areas, bend your knees when landing, keep your eyes looking straight forwards and use your arms to balance.

If someone else is using the area or equipment you want to use, wait for them to finish before jumping or hopping.



## Knowledge Jigsaw HT 4

### PE Ball Games



#### What we already know

Use soft touches and keep the ball close to you so that you have control.

Keep looking up so that you can see other children and safe space to move into.

Use two hands to catch. Hug the ball into your chest when you catch.

Watch the ball as it starts to fall and snatch it in to your chest.

When rolling the ball, bend down low and step forwards.

Point your hand towards your target and push the ball keeping the palms of your hands aimed towards the target area.

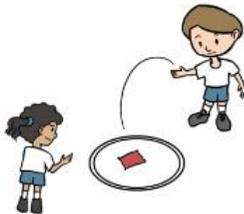
When dribbling around cones, use both hands without losing control of the ball by keeping the ball as close and you can to your body. Keep looking between the ball and direction you are moving.

When wanting to stop a ball with your hands, keep your eyes on the ball, move your feet to the ball and use wide fingers to grip the ball.



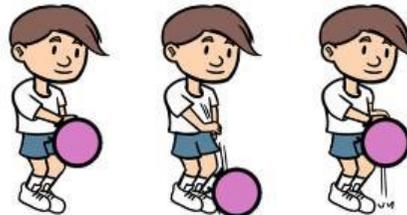
When throwing a ball at a target, keep your eyes on your target, when your fingertips are pointing towards a target, use an underarm throw: straight arm, swinging past your bottom, step forwards with your opposite foot to your throwing arm.

It's important to think about how hard to throw an object so that it doesn't fall short or go too far



When wanting to catch the ball you need to look at the ball as it is coming towards you, put your arms out and try to bring it in towards your body with your hands.

When the ball is bounced to, wait for the magic moment. The 'magic moment' - Looking for the moment when the ball begins to fall back to the floor after moving upwards



When dribbling the ball with your feet, it is important to keep the ball close and to use soft, small touches with your feet.

It is important to have control of the ball before dribbling it. Keep the ball under the foot until you are ready to start moving with it.

