



# EYFS Curriculum HT1

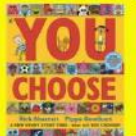
**PSHE**  
Being me in my world

**E-safety**  
Digital footprints

**Commando Joe**  
Mission focus:  
Team work and self-awareness

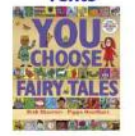
## Personal Development

**Trips and Visits**  
Visit from the local heroes in the community

**No Outsiders**  
To say what I think  


## English

**Inspirational Texts**



**Class Story**



### Genres for writing

Captions/labelling  
Description  
Oral story telling  
Lists

Recounts  
Story Recount  
Character profiles  
Speech/thought bubbles

Within writing, reception will be focusing on:

- Retell a simple story, including who the character is and what they do.
- Orally, use story language, describing words and conjunctions such as; and
- Specific language for traditional tales
- Give reasons for choices and make links in similarities between stories
- use story vocab when retelling a variety of traditional tales, including alternative versions
  - describe real life events (making gingerbread)

### Poetry

The poem reception are studying and learning to recite this half term is 'On the Carpet' by Matt Goodfellow

## Maths

### Week 1 - 3

- Numbers to 5
- counting up to 5 objects using 1:1 correspondence
- recognising numerals up to 5
- ordering up to 5
- write numerals 1,2,3,4,5
- subitising up to 5

### Week 4-7

- To compare groups within 5
- to use the language of more and fewer when comparing groups of objects up to 5
- to find one more and one fewer than an amount up to 5
- to order numbers up to 5

### Mental Maths

- to count up to 10
- to recognise numerals up to 5
- to subitise amounts up to 5
- find one more and one less than numbers up to 5

## Phonics

The children will be learning to segment and blend with the following sounds  
s a t p i n m d g

## Knowledge and Understanding of the World

### Past and Present

In Reception, the children will be looking at how people change over time.

### People, cultures and communities

In Reception, the children will be learning about ourselves. We will be writing our name and talking about experiences that we have had. We will be learning about our bodies and how we keep ourselves healthy. We will be talking about our families and noticing similarities and differences amongst us and other people.

## Expressive Arts and Design

### Art

This half term, the children will be using marks to represent themselves and their family.

### D.T

This half term the children will be combining ingredients together to make some delicious gingerbread!

### Music

Miss Marsden will be teaching music to Reception this half term. They will be learning a range of new songs and will be introduced to the Kazoo.



## RE

Special People

## Physical Development

Reception will be learning key skills this term. They will learn different ways of moving, and practise turn taking.

## Computing

Reception will learn to use and run a digital art program on an ipad. They will use the program to create a representation of their house.



# Knowledge Jigsaw HT1: All About Me

## Knowledge and Understanding of the World



### All About Me

Know my own name and how to write my own name.

Know my age and the numeral that represents it.

Use language to talk about similarities and differences amongst myself and others. For example, 'I have blonde hair and they have brown hair.'

Recognise my emotions (happy, sad, excited worried, nervous, cross).

Use the language of emotion to talk about how situations have made us feel.



### All About My Body

Know that the body is made up of different body parts.

Identify the different body parts and name them. (Head, face, neck, arms, hands, legs, feet).

Know that our bodies need to be looked after and we need to take care of ourselves by washing, eating healthy, exercising and brushing our teeth.

Explore the 3 senses in our environment outside and can name them (see, feel and hear).



### All About my Family

Identify and name who is in my family.

Know that not all families are the same and every family is different.



### How I Change Over Time

Know that I have changed over time and I can use language to describe how. For example "I have gotten taller and my hair has grown longer".

Know that the human life cycle is made up of stages (baby, toddler, child, teenager, adult, elderly).

Use basic chronology to organise the different stages of the human life cycle.

Know the special life stages that each cycle may go through (walking, talking, starting school, starting high school, getting a job, finishing work.).



### All About my House

Know the number of my house.

Know and name 3 different types of houses (House, flat, bungalow).

Know that houses are manmade and built for a purpose.



### Key vocab

Me, myself, I, Individual, emotions, happy, sad, worried, excited, explore, coping

Body, human, parts, senses, healthy, unhealthy, care

Family, changes, similarities, differences

Humans, life cycle, changes, over times, stages, baby, toddler, teenager, adult, elderly, key events

House, bungalow, flat

# Knowledge Jigsaw HT1: All About Me

## Other Areas of Learning



### Art and DT (Expressive Arts and Design)

Use a comfortable grip with good control when holding a pencil.

Draw with increasing complexity and detail.

Use a pencil with care and precision to create closed shapes with continuous lines and use shapes to represent objects.

Name the famous artist Picasso and know that he drew portraits using shapes and marks.



### P.E (Physical Development)

Use movement skills with developing balance and co-ordination.

Make independent choices.

Follow instructions involving several ideas or actions.

Negotiate space safely with consideration for myself and others.

Demonstrate balance.

Play co-operatively and take turns with others.



### Religious Education (People and Communities)

Name who is special to them at home.

Talk about experiences and events that are special to them.

Know that there are similarities and differences amongst people.

Understand what a role model is and can give an example.

Know that Christianity is a religion.

Know that Jesus is a significant figure in Christianity.

Know that Jesus is the son of God.

Name reasons why Jesus is seen as a role model to Christians.

Know what a miracle is.

### PSHE (Personal, social, emotional, development)

Understand how it feels to belong and that we are similar and different.

Start to recognise and manage my feelings.

Enjoy working with others to make school a good place to be.

Understand why it is good to be kind and use gentle hands.

Start to understand children's rights and this means we should all be allowed to learn and play.

Learning what being responsible means.

### Computing

Use a basic paint program on an iPad.

Draw simple marks and shapes using my finger.

Choose the colours I wish to use and click the appropriate button.



### Key Vocab

Pencil, grip, lines, marks, shapes, draw

Balance, co-ordination, choices, instructions, turn-taking, space, safety

Special, family, experience, role model, similarity, difference, Jesus, Christianity, Christians, religion, God, figure, miracle

Emotions, belong, rights, responsible



# Knowledge Jigsaw HT1: All About Me

## Music (Expressive Arts and Design)



### What we already know

- We can perform traditional nursery rhymes and songs with actions.
- We can copy actions and use our bodies to move to music.
- We can explore making sounds with instruments when listening to and performing music.
- We can echo simple patterns either clapping or tapping on an instrument.
- We can use our bodies to show fast or slow tempo.



### Performing

- Tap and say names in time to a beat.
- Pass an object steadily in time to the pulse of the music.
- Perform the rhythm of different words on instruments whilst singing nursery rhymes.
- Control voices to make different sounds.
- Perform on instruments with sensitivity and control in time to the beat.



### Performing

- Learn traditional nursery rhymes and establish routines through singing.
- Perform *Swing Me Over the Water* swinging hands with a partner in time to the beat.
- Copy and perform simple phrases sung or performed by the teacher.
- Learn and perform greetings songs.
- Count to five remembering rhyming words.



### Composing

- Compose a 'sound picture' of spooky sounds on Halloween night.
- Understand pulse by performing in time to a steady beat, and louder and quieter, faster and slower.
- Suggest actions to match the lyrics in *The Grand Old Duke of York*.
- Work in groups to create a graphic score of 'spooky' sounds understanding that symbols represent different sounds.



### Listening and Responding

- Explore different ways of using the voice: whispering, talking, shouting and singing.
- Feel the pulse in songs and nursery rhymes, e.g. *The Grand Old Duke of York* and *Stepping over Stepping Stones*.
- Imitate sounds of spooky creatures on Halloween night.
- Move imaginatively to music developing a physical response.



### Listening and Responding

- Invent actions to match song lyrics and discuss the mood and tempo of music.
- Discuss the mood and stories of songs learnt.
- Begin to respond to musical instructions e.g. 'stand up' (sol do) and sit down (do sol) and 'let's make a circle'.
- Identify familiar sounds at home and outdoors copying sounds of vehicles.
- Begin to recognise Solfege hand signs for (sol, mi, doh) showing different pitched notes.

