



EYFS Curriculum HT3

PS HE

Dreams and Goals

Trips and Visits

Manchester Airport

Personal Development

No Outsiders

To say what I think



Literacy

Class story



Begin to write short sentences with a capital letter, finger spaces and a full stop.

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

Write sentences that include a noun and verb.

Children can articulate what their sentence is about.

Some words are recognisable by an adult.

Words are spelt phonetically and match the phonics being taught.

Maths

Composition of 10

Have a deep understanding of numbers 6-10

Changes within 10

Compare numbers within 10 and add and subtract numbers within 10.

Number bonds within 10

Know and name numbers that can be added together to make other numbers within 10.

Mental Maths

- Number bonds within 5
- counting to 10
- finding one more
- counting on and back
- subitising to 10

Phonics

The children will learn the following phonemes and their grapheme
qu ch sh th ng ai ee igh oa oo or ar
or ur

Knowledge and Understanding of the World

Past and Present

In reception we will be exploring transport. We will look at types of transport and talk about how they have changed over time.

People, cultures and communities

The children will be learning about the different jobs you can have on different types of transport. We will also learn about the famous duo The Wright Brothers.

The Natural World

The children learn about the different types of manmade transport in our world.

Expressive Arts and Design

Art

The children will be learning the skill of weaving.

D.T

This half term the children will create their own hot air balloon basket

Music

The children will be listening to and recognising sounds in the environment.



R.E

Chinese New Year

Physical Development

Reception will be doing dance and gymnastics this half term.



Computing

Use a laptop to complete a simple programme.



Knowledge Jigsaw HT3: Things with wings

Knowledge and Understanding of the World



Transport

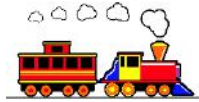
Name different types of manmade transport, for example.
(bicycle, motorbike, car, lorry, bus, train, boat, aeroplane)

Know that transport is
manmade and built for a purpose.

Sort and order different types of transport by their purpose.
(land, sea and air)

Name and sort where different types of transport will travel.
Land – car, train, bike,
Air- helicopter, aeroplane, hot air balloon
Sea – boat, submarine, jet ski

Through observation and interaction, use language to explain how
transport moves.
A plane has wings so it can fly
A car has wheels so it can move along the road.



Aeroplanes

Name different types of aircraft.
(aeroplane, hot air balloon, sea plane, helicopter)

Name the different parts of plane
(wings, nose, jet engines, cockpit, wheels, doors, windows
fuselage)

Name jobs associated with Aeroplanes.
(Pilot, cabin crew)

Know that planes have changed over time.
They are now metal
They can now carry lots of people
They can now travel all over the world

Share experiences of airports and flying, and compare these to life
in the past.



Important figures and their jobs

Name the first men to fly a plane.
The Wright brothers

Name the first women to fly an aeroplane.
Emily Earhart

Name jobs associated with planes.
(pilot, copilot, crew)



Hot air balloons

Name and label parts of a hot air balloon.
(basket, burner, envelope, ropes)

Know that there are similarities and differences between hot air balloons.



Key vocab

Transport: vehicle, transport, car, bike, boat, ferry, ship, aeroplane, helicopter, motorbike

Aeroplanes: aeroplane, wings, engine, propeller, wheels, nose, fintail

Important figures and their jobs: now, past, history, important figure,

Hot air balloons: envelope, basket, burner, lift

Knowledge Jigsaw HT3: Things with wings

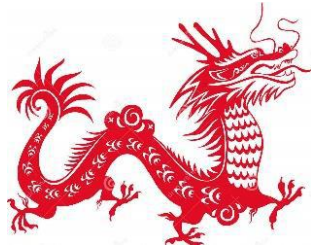
Other Areas of Learning



Religious Education (People and Communities)

Name celebrations from other religions.
(Chinese new year and Persian New Year)

Re-tell the story from china



PSHE (Personal ,social, emotional, development)

A challenge means a target or goal to that can be difficult but achievable.

Know to keep trying and to not give up when facing a challenge.

Know that a challenge can take time and practice.

Know how to set a goal with practice and time.

Know that kind words can encourage others to achieve their own goals and challenges.

A dream is a series of thoughts and fantasies.

Know that what I learn in school will help me when I get older.

Know how it feels to achieve a goal and be proud.

Computing

You can use different tools on paint to make marks, lines and draw pictures in paint.

To fill a shape using a colour you need to select the flood fill tool and then click on the colour.

You press the left side of the mouse button to click on the different tools on the screen.

To save your work you press the save button.



Communication and Language

When we are listening to a person speak we turn our bodies to face them.

When we are listening to a person speak we need use our eyes to look at them.

To show someone we are listening, we are quiet whilst they talk and we do not interrupt.

Taking turns means we do not interrupt someone when they are speaking and we wait for a person to finish what they are saying before we can speak.

Speak in full sentences using the conjunction and.

Speak in full sentences.

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 HT3: Things with Wings

Art (Expressive Arts and Design)



What we already know

- We know that there are 4 seasons; Spring, Summer, Autumn and Winter.
- We know that the leaves on some trees change colour in Autumn.
- We know that red, yellow and blue are primary colours.
- We know that primary colours can be mixed to make new colours.
- We know how to mix primary colours to create orange, green and brown when using paint.
- We know that paint can be applied in different ways, e.g. using a paintbrush, a cardboard tube, printing blocks etc.
- We know how to create leaf rubbings using oil pastels.

What is weaving?

Know that weaving is a craft technique.

To know that many materials can be used to weave with e.g. yarn, paper, fabric, ribbon, pipe cleaners, string, etc.

To know that the two types of thread used in weaving are known as the warp and the weft.

To know that the warp is the thread that runs up and down the loom.

To know that the weft is the thread that is woven under and over the warp.

Know that the loom is the equipment used in weaving.

To know that weaving can be done by hand or by machine.

Weaving in nature



To know that animals such as spiders and birds can weave.

To know that spiders weave their webs from silk.

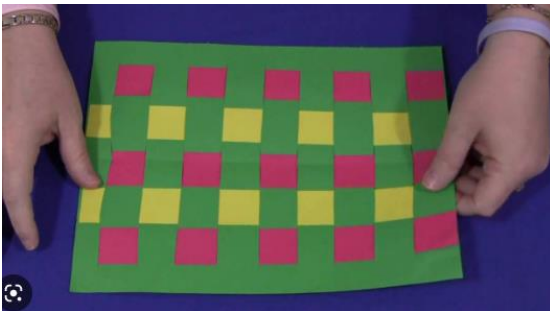
To know that birds weave their nests using natural and found materials.



Weaving with paper

Know how to work with a paper loom.

Know how to weave the paper weft under and over the paper warp to create a paper pattern.



Weaving with textiles

Know how to work with a card loom.

Know how to weave the textile weft under and over the warp to create a textile pattern.



Weaving across time and place

To know that weaving is one of the oldest crafts.

To know that weaving can be traced back to the time of the Stone Age.

To know that Stone Age people first used weaving to create shelter, fences and baskets from twigs and branches.

To know that, over time, people learnt how to weave cloth.



Knowledge Jigsaw HT3: Things with Wings

Music (Expressive Arts)



What we already know

- I can explore making sounds with percussion instruments to suit a mood or purpose.
- I can use my body to show fast and slow tempo and high and low pitch.
- I can perform traditional nursery rhymes and songs with actions.
- I can copy actions and use my body to move expressively to music.
- I can echo simple patterns by clapping and playing an instrument.
- I can show the pulse in music.
- I can identify dynamic changes in music (loud and soft).

Performing, Composing, Listening and Appraising

- Listen to and perform *I Have a Small Teddy* identifying facts about the teddy and memorising lyrics and actions.
- Listen to *The Teddy Bears' Picnic* identifying the mood, tempo and events in the story.
- Perform sounds to accompany a story using percussion instruments to suit the characters and events.



Performing, Composing, Listening and Appraising

Respond with movement to *The Snow Is Dancing* by Debussy using gentle, light movements to describe snowflakes.

Compose music to describe snowflakes on percussion instruments, exploring loud and quiet sounds.



.Performing

- Identify high and low-pitched sounds in four extracts of music e.g. *The Aviary* by Saint Saens.
- Discuss the instruments used to describe birds and how the instruments suggest bird like movements.
- Show a regular beat by moving in time to the pulse and perform on instruments in time to the music.



Performing, Listening and Appraising

- Perform the story of Chicken Licken inventing vocal sounds to show the different kinds of birds.
- Explore high, medium and low-pitched sounds in the song *See, See, See*



Performing and Composing

- Perform *Duckling Duckling* performing on carefully chosen instruments to represent each different animal.
- Copy short, simple phrases on chime bars and claves in time to the song.



Knowledge Jigsaw HT3: Things with Wings



P.E Gymnastics (Physical Development)

What we already know

Using counts of 8s can help me stay in time with other children

Levels can go from high to medium and to low.

Direction moves forwards, backwards, sideways

You can move their bodies in different ways.

Clear actions are important so that the audience knows what I'm doing.

When creating a routine, big, confident actions and movements can be used to express an idea.

Ideas can come from pictures, music, videos, objects etc.

A range of levels and actions can be used to develop movements and ideas.

Use ideas that appeal to them to express different movements and shapes such as animals.

Use counting to help with basic dance routines/sequences.

Using a range of 4 and 8 counts can allow a sequence to develop.

Actions can be linked together during a routine.

E.g.

Start seated put on one shoe, then the other (8 counts).

Jump on the spot (8 counts).

Put on your jacket one arm 2 counts, other arm 2 counts, zip it up 4 counts (8 counts).

Skip in one direction 8 counts, skip in other direction (8 counts).

Skip towards each other in the middle of the circle 4 counts and back 4 counts (8 counts).

Wave to school friends either side of you 4 counts one way, 4 counts the other way (8 counts).

Use a range of levels and actions to develop their movements and ideas.

Direction: Forwards, backwards, sideways

Action: The movement a dancer does e.g. travel, jump, kick.

It is important to listen to instructions and work well with others.

When performing it's important to remain confident and to keep their shapes and movements large.

Know what they are going to perform and how.

Knowledge Jigsaw HT3: Things with Wings



P.E Dance (Physical Development)

What we already know

Five basic shapes: tuck shape, straight shape, star shape, pike shape and straddle shape.

It's important to use muscles in their arms, legs and tummy's to hold a shape while maintain control.

To land safely when jumping I need to bend my knees, keep my chest up and put arms out on landing.

Barrel and straight rolls.

Link three movements (rolls, balances, jumps or shapes) into a short sequence.

Different speeds and levels can be used to travel over, around and along apparatus

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

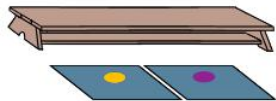


Balances can take place on or with apparatus

Different body parts can be used to travel around a space. Holding a shape or a balance is important in gymnastics.

Children to develop their balances with or on apparatus. They need to hold for 5 seconds.

Hoops, bean bags etc. can be used to maintain posture and strength.



Continue to refine and improve both a barrel and straight roll.

When doing a straight roll, legs and feet need to be together.

When doing a barrel roll, you need to curl your feet.

Barrel roll

Start on your shins with your bottom touching your heels. Hands and elbows are touching the floor with your elbows next to your knees and your chest bent down on top of your thighs.

Straight roll:

Start on your stomach, arms above head and knees/ankles together. Squeeze your muscles to help you to stay in the straight shape.

Children to practice and refine different types of jumps such:

Straight jumps: Start with your hands by your side, swing them forwards in line with your ears, palms facing inwards, legs together, toes pointed, finish with knees bent.

Jumping Jacks: Palms facing forwards and toes pointed.

