



# EYFS Curriculum HT5

PS HE  
Relationships

**Commando Joe**  
Mission focus:  
Empathy, communication, teamwork,  
resilience, excellence

## Personal Development

**Trips and Visits**  
We will be exploring the forest and seaside using our very own immersive room!

**No Outsiders**  
The Family Book  
To understand that all families are different



## Literacy

### Inspirational text



Write short sentences with a capital letter, finger spaces and a full stop  
In line with phonics

Write short sentences with a capital letter, finger spaces and a full stop  
Attempt to/begin to use and

Children can read aloud their sentences  
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

Retrieval for halving, sharing and doubling up to 10

### Week 2

Recognising numerals up to 15 and counting amounts using 1:1 correspondence.

### Week 3

Ordering numbers to 15 and matching amounts.

### Week 4

Composition of numbers 11-15

### Week 5

3D shape

### Week 6

Measure

### Mental Maths

- Number bonds within 10
- counting up to 20
- Recognising numerals up to 20
- finding one more or one less

## Knowledge and Understanding of the World

### Peoples and Communities

This term we will be looking at our own community and the things within it.

### Past and present

We will be talking about our own past experiences of when we have spent time in different places.

### The Natural World

We will be learning about the different landscapes around us including forests, beaches and towns.

## Expressive Arts and Design

### Art

The children will be using different textures and patterns to create collages.

### Music

The children will be learning a range of new songs.



## Physical Development

Reception will be doing ball skills



## Computing

We will be learning how to navigate Beebots around a map.

## Phonics

The children will learn phase 4 phonics. This focuses on reading and writing words with adjacent consonants.

## R.E

Different religious stories



# Knowledge Jigsaw HT5: Discovering the UK

## Knowledge and Understanding of the World



### What I already know

I live in England.

Name the type of home I live in (flat, house, bungalow, caravan)

I have experienced going to different places near where I live.

### Towns and cities

A town is a built up place made up of houses and shops where people will live and work

The town we live in is called Wilmslow

Find Wilmslow on a map.

Name the features of a town.

(shop, library, doctors, school, park)

Use language to talk about how Wilmslow has changed over time

It has more shops  
It has more houses

A city is bigger than a town.

Name 2 cities (Manchester and London)

Name 5 landmarks associated with the Capital city London

(Big ben, Buckingham palace, London eye, houses of parliament, tower bridge)

Name the king of England and explain his role and why he is important.

He rules the country

### Woodland

Explain the meaning of the word landscape  
All the visible features of an area of land

Name woodland/forests as a natural feature of the world.

Name features of the forest/woodland

Trees, logs, sticks, stones, path

Name 5 woodland animals

(owl, badger, deer, fox, hedgehog, squirrel, mouse)



### Seaside

Explain the meaning of the word landscape  
All the visible features of an area of land

Name seaside as a natural feature of the world.

Name and compare features of the seaside and discuss whether they are natural or made by people.

Lighthouse, sand, seas, boat, shell, pebbles, rock pools, seaweed

Name 5 seaside animals

(crab, starfish, seagull, fish, jellyfish)

Locate the ocean on the globe

Name 5 ocean animals

(whale, dolphin, turtle, shark, octopus)



### Summer

Name the season summer



Explore the weather associated with summer.

(hot, sunny, dry)

Know how to keep safe in summer

(wear hats, wear sun cream, drink often, stay in the shade)

Use language to talk about special times and past events they have experienced in the summer

Going on holiday, playing outside, camping, family events such as BBQs etc.



### Key Vocabulary

#### Towns and Cities

Town, Wilmslow, Local, Map, Library, Shop, City, Capital City, landmark

#### Woodland

Landscape, habitat, woodland, forest, feature, bark, river, warren, den, flowers, trees, twig, branches, leaf, berries, acorns, fir, cones, conkers, pine, needles, path, stream rocks

#### Seaside

Landscape, habitat, seaside, beach, bucket, spade, lighthouse, lifeguard, lifeboat, pier, windbreak, deckchair, ice cream sand, ocean, coral, waves, rock pool, shells, seaweed, deep, shallow

#### Summer

Season, summer, shadow, weather, travel, sun, thunderstorm, sun cream, sun hat, burn, bright, hot, warm, outdoors, holiday, blossoming, greenery, barbecues, picnics

# Knowledge Jigsaw HT5: Discovering the UK

## Other Areas of Learning



### Religious Education (People and Communities)

People can celebrate and believe in different things

There are lots of religions from around the world

Name 2 religions  
**Christianity, Islam**

Listen to and retell different religious stories

**Noahs Ark**  
**The Prophet and the ants**



### Computing

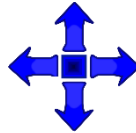
Know that directions will tell people where to go

Know directions forwards, backwards, left and right

Know that directions can be represented by a symbol

Use a range of directional symbols to instruct a Beebot where to go

Input directions into a Beebot in order to navigate it around a map



### 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

A body is the physical structure, including the bones, flesh, and organs, of a person or an animal

Know some body parts and what they are used for

Physical activity means **moving your body**

Being healthy means **taking care of your body by exercising or eating a balanced diet**

Know what to do to maintain healthy

Growing up means **changes to our body that make us go from, babies, toddler, child, adolescence, adult and elderly**

Know that we can grow babies to adults

Changes means a **process when something becomes different**

Know how people will be feeling moving into Year 1  
Memories means something remembered by the past

### Art

Know that different textures can be used to create a piece of artwork.

A collage is a piece of art that is made by sticking different materials together

Combine different materials together to make a collage



### Key Vocabulary

#### Religious Education

Celebrate religion, Christianity, Sikhism, Muslim story

#### Computing

Direction, forwards, backwards, left, right, beebot, symbol, instruction, input, navigate, map

#### PSED

Physical structure, bones, flesh, organs, body parts, exercising, balanced diet, health, baby, child, adolescence, elderly, memories

# Knowledge Jigsaw

## Expressive Arts and Design - Music



### 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 *There was a Princess* responding with movement to tell the story.

Select percussion instruments for each verse of the song to accompany the story.

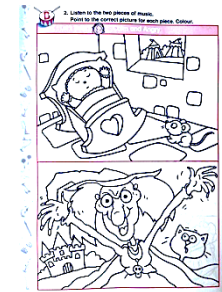
Follow and discuss the structure of music using pictures that tell a story.



### Performing, Composing, Listening and Appraising

Listen and respond to *Lullaby* by Johannes Brahms and *Sabre Dance* by Khachaturian, discussing the contrasting moods and tempo.

Learn and perform the song *Witch! Witch!* moving in time to a beat.



### Performing, Composing, Listening and Appraising

Listen and respond to the song *Little Red Riding Hood* comparing the difference between the timbre of the characters' voices.

Explore using appropriate voices to play the part of Red Riding Hood and the wolf.



### Performing, Composing, Listening and Appraising

Learn the call and response song *The Little Red Hen*, exploring farm animal sounds with voices and instruments.

Listen and identify different sounds made in the song pointing to the correct picture.



### Performing, Composing, Listening and Appraising

Explore body and vocal sounds with the song *Listen Here* making body percussion sounds in time to the beat.

Imitate animal sounds and identify different ones in extracts from *Carnival of the Animals* by Saint Saens.

Create a pattern of animal sounds in small groups and perform building up layers of sounds to explore texture in music.



# Knowledge Jigsaw HT5

## Physical Development – Ball Games



### What we already know

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

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

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

When kicking a ball, it is important to think about power and where you want to kick it. When kicking the ball, put your standing foot next to the ball and use the inside of your foot to kick the ball.

In sports such as football, players need to kick a ball.

Accuracy is just as important as how hard the ball can be kicked.



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

Move your feet to get in line with the ball when receiving it.

Point your hand towards your target.

Bend down low, step forwards with the opposite foot to the hand you roll with. Use a straight arm and swing it past your bottom. Point your hand towards your partner as you let go of the ball.

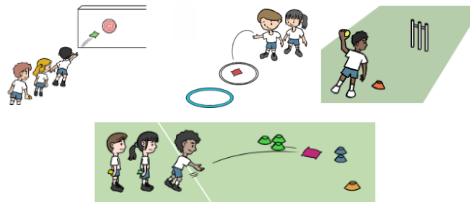
When stopping the ball, get ready by moving your feet in line with the ball, bending down low and cupping your hands together.



To throw successfully, it is important to keep your eyes on your target and use one hand to throw.

Look at the target, step forward, swing your arm and push as you release the ball/bean bag.

Different ways of throwing can be used for distance and accuracy. An underarm throw can be used for shorter distances whereas an overarm throw can be used for longer distances.



When dribbling a ball with your hands, push the ball as it starts to move down towards the floor and use soft hands to push the ball.

Use wide fingers to move the ball.

Watch the ball as it bounces back up and scoop it up with two hands.

Watch the ball as it bounces back up and catch with two hands pulling the ball into your chest.

Watch the ball and catch it with two hands.

Some sports require a team to kick a ball towards a target or a goal in order to score points/goals.

Make sure your partner is looking at you before you pass them the ball.

Point your foot at your partner when kicking.

Communicate with your partner to decide where you are going to go next.

