

EYFS CURRICULUM OVERVIEW Term 1 2018-19



UNIT OF INQUIRY - How We Express Ourselves (Ongoing throughout the year)

	<p>Central Idea We use play to express our feelings and ideas and in order for us to come to new understandings</p> <p>Key Concepts Function Connection Perspective</p> <p>Related Concepts Motivation, Conflict/Cooperation, Expression, Choices</p>	<p>Lines of Inquiry Communicating through play Imaginative use of everyday materials Games and toys</p> <p>Key Vocabulary “Can I play....?” “Do you want to...?” “Let’s play together” “I like/don’t like” “What?” “Why?” “How?”</p>
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UNIT OF INQUIRY - Who We Are

	<p>Central Idea Being aware of our uniqueness, interests and abilities allows us to develop an identity.</p> <p>Key Concepts Function Connection Perspective</p> <p>Related Concepts Similarities/Differences, Behaviour, Identity, Needs/Wants, Movement Growth, Well Being, Feeling/Emotion, Self, Culture</p>	<p>Lines of Inquiry Our physical characteristics Our personal abilities and interests What makes us unique</p> <p>Key Vocabulary Me, myself, we, like, dislike, opinion, same, different, similar</p>
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LANGUAGE

	<p>Reading in Kindergarten Songs, poems and rhymes Storytime/book corner Recognising own name through self registration/name peg.</p> <p>Reading in Reception As above plus: Reading scheme books Reading own name and friends names Recognising some decodable words</p>	<p>Phonics, Spelling and Vocabulary Phase 1 (Kindergarten) listening games and rhymes Phase 2 (Reception) recognising sounds, oral segmenting and blending, recognising keywords and tricky words Using sounds to build words</p> <p>Writing Kindergarten and Reception Write dance Opportunities to make marks with different materials Writing own name</p> <p>Reception Begin to learn correct letter formation. Using known sounds in writing and mark making</p>
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MATHS

	<p>Kindergarten and Reception Rhymes and stories for counting Counting using everyday objects and using specific vocabulary 'bigger, smaller' Show an interest in representing numbers and number problems Use mathematical language in play e.g. Going on a bear hunt - over/under/through Data handling - making graphs about eye colour, likes and dislikes Realises that anything can be counted, including claps, steps or jumps</p>	<p>Reception Begin to recognise numbers to 10 (and above) Counting in the classroom and the local environment Estimating quantities Count out up to six objects from a larger group Learning how to write numerals</p>
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ICT

	<p>Creating: I can create pictures to share new learnings (e.g. various drawing iPad apps, Cbeebies). I can use line, eraser, colours, shapes I can find some letters on the keyboard with support</p>	<p>Communicating: I can use different forms of electronic communication in free play (e.g. walkie talkies, microphones) Becoming a responsible citizen: I know how to take good care of the iPads, headsets, IWB and other IT equipment. Collaborating: I can take turns to play a game on an iPad.</p>
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ART

	<p>Explore colours and how colours can be changed Explores what happens when they mix colours Chooses particular colours for a specific purpose Provide different artworks for the children to respond to and use to create from Beginning to be interested in different textures Experiments to create different textures</p>	<p>Experiments with mark making. Understands that lines can enclose a space, and then begin to use these shapes to represent objects. Creates simple representations of events, people and objects</p>
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FRENCH

	<p>Use puppets to sing simple songs, rhymes and stories in French to introduce; greetings such as; Bonjour/Au revoir. Be able to say basic colours such as rouge/ bleu Can begin to count numbers 1-5 in French Can begin to name family members - Papa, maman, mon frere, ma soeur/ le petit/bebe</p>	<p>Join in with games, songs and rhymes related to 'How we Express Ourselves Unit, 'Let's Play'. Join in with seasonal action songs. 'Le petit Sapin', Le 'Bonhomme de neige'.</p>
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MUSIC

	<p>We will look at beat and tempo, as well as the ability to listen to music and respond with body movement. Develop confidence in singing and playing in a beat. Show emotion through songs such as 'If You Are Happy and you know it' Sing songs from different cultural festivals and in different languages. Learning to understand the concept of taking turns when playing instruments. Acting out stories from nursery rhymes. Sing songs about parts of the body - 'Head shoulders knees and toes.' Leading a group with simple signs for louder/quieter and slower/faster. Becoming a responsible</p>
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	musician: Learning to take good care of instruments, playing them sensibly and putting them back at the end of the lesson. Learning action songs and rhymes with instruments, alphabet and number songs in different languages. Playing musical instruments in small groups, taking turns.
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PE

	<p><u>Movement Composition</u> In PE students will continue to focus on <i>Fundamental Movement Skills</i> such as: <i>throwing, catching and bouncing</i>. The importance of good hand-eye coordination and correct technique when performing a skill will be an area of focus for reception. Following rules and routines for safe participation in physical activity will also be an important introduction to PE lessons.</p>	<p><u>Fun Fitness</u> The students will understand how our body changes and feels during exercise. They will also look at ways our body changes during exercise and how regular physical activity is good for our body. The students will focus on learning to work independently in PE.</p>
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