

	Autumn Term 1	Autumn Term 2
Value	Bravery	Belief
Linked books	Koala who could - Rachel Bright I am brave - Caryl Hart	Mabel and the Mountain - Kim Hillyard Counting on Katherine - Helaine Becker
Topic	All About Me	Light and Dark
Key Question	What is a family?	Can you lose your shadow?
Key Texts	Nursery Rhymes - Incy Wincy, Humpty Dumpty The Little Red Hen	Owl Babies Stick Man
Experiences and community links	Making Bread Afternoon Tea with Parents	Nativity Performance Flying Santa, Lantern parade, Christmas Crafternoon
Visits	Visit: Tour of school, School Library, St Mary Major Church Trip: Autumn Walk, Burrow Hill Cider Farm	Flying Santa (writing purpose - Christmas letters) Trip: Walk to post box (Santa Letters)
Special Celebrations and Events	Roald Dahl Day World Mental Health Day Rosh Hashanah Diwali Halloween Black History Month	Guy Fawkes - Bonfire Night Remembrance Day World nursery rhyme week Children in Need Hanukkah Christmas Christmas Jumper Day
PSED	- Settling into school - New routines - Learning school/class rules - Making friends - Building constructive and respectful relationships - All about me: same/different - Different families & homes - Identify feelings - Trying new things - Washing hands and keeping clean - Equipment safety - Firework safety Books: Starting school, Have you filled a bucket today?, Everyone Is Welcome Here and The Colour Monster.	- Kindness and caring - Express feelings - Conflict resolution - Asking questions - Taking turns - Awareness of boundaries - Talking positively about themselves and as a valuable individual - Different religions/beliefs - Trying new things - Washing hands and keeping clean - Using tools safely Books: Ravi's Roar, The Koala Who Could, Ruby's Worries, We are all different and Come Over to My House The Spots and the Dots - Helen Baugh, Along came a different - Tom McLaughlin
Communication and Language	- Listening to nursery rhymes, stories and songs with attention and recall - Join in with repeated refrains and anticipate key events/phrases.	- Listen with increased attention and recall and understands why listening is important - Talk about stories to build familiarity and understanding

		• Hear new vocabulary • Follow 1 a step instruction • Recall a simple past event • Ask: who, what, where, when questions to find out more		• Learn new vocabulary • Follow simple instructions • Begin to understand how/ why • Connect ideas or actions with simple connectives (and, or, but) • Use a range of tenses	
Physical Development		GROSS MOTOR SKILLS • Climbing: outdoor equipment • Pushing, patting objects • Catching a large ball • Jumping two feet together • Hopping on one foot	FINE MOTOR SKILLS • Funky fingers activities • Pencil grip/letter shapes • Threading & playdoh cutting • Copying name letters • Hold pencil between thumb and two fingers, no longer using whole-hand grasp	GROSS MOTOR SKILLS • Nativity & move rhythmically • Balancing • Moving freely- range of ways • Negotiate spatial awareness • Travel with confidence	FINE MOTOR SKILLS • Funky fingers activities • Letter shapes & name writing • Dough-Disco • Scissor control • One-handed tools/equipment • Hold pencil near point between first two fingers & thumb.
Phonics (Little Wandle)		Autumn 1 Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l New tricky words is I the			Autumn 2 Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits) • words ending -s /z/ (his) and with -s /z/ added at the end (bags) New tricky words put* pull* full* as and has his her go no to into she push* he of we me be
Reading		Our Literacy curriculum in EYFS is the foundation to our children developing a life-long love of reading to be able to learn to read and then read to learn. Reading consists of two dimensions: language comprehension and word reading . Learning outcomes are ongoing and developed upon throughout the year and children are continuously monitored and assessed and any concerns are addressed. Children's comprehension skills progress from retelling parts of stories and to answering simple retrieval questions and retelling stories using vocabulary and language from the text. This then builds to making predictions about what will happen next, answering more complex retrieval and inferential questions as well as asking their own clarification questions and making links to their own personal experiences. This includes the comparison between fiction and non-fiction texts as well as an exploration of poetry using a range of various reading strategies throughout the year			
		WORD READING • Hearing initial sounds • Continue a rhyming string • Matching rhyming pairs • Oral blending		WORD READING • Oral blending and segmenting • Blending VC and CVC words • Oral blending CVCC	
Mathematics - Cardinality/Counting, Comparison and Composition	Number and Numerical Patterns	Place Value: • Recite numbers to 10 • 1:1 correspondence when counting the same object 0-5, different objects and things that can't be seen. • Count to give or collect an amount of items 0-5. • Subitise 1-3 when arrange regularly • Recognise numerals 0-5 • Order numerals 0-5		Place Value: • Recite numbers to 20 • 1:1 correspondence when counting the same object and different objects 0-10 and things that can't be moved 0-5. • Count/collect an amount of items 0-10. • Count to move along 0-6 • Subitise 1-6 when arrange regularly • Recognise numerals 0-10	

		• Match numeral-quantity 0-5 • Separates object, recognising amount is still the same 0-5 Addition and Subtraction: • Look at small groups of objects (up to 5) comparing which has more, which has less and which have the same. • Comparing quantities of identical and non-identical objects.	• Order numerals 0-10 • Match numeral-quantity 0-10 • Separates object, recognising amount is still the same 0-10 Addition and Subtraction: • Use language 'more', 'less' and 'fewer' comparing two groups. • Explain unfair sharing • Add/takeaway an object to find one more and one less than an amount to 5. • Begin to identify smaller numbers with a number (0-5) e.g. 3 numicon is a 1 and a • Begin to partition objects into two groups that can be recombined to make the total
Understanding The World	Past and Present	<u>My family</u> • Talk about who is in their family • Talk about their family's jobs • Recognise that some families are similar/different to their own • Share experiences from special family times such as birthdays, weddings etc. • Understand how we are all different and what makes us unique to develop our sense of self.	<u>Space Travel</u> • Look at space travel: where did we first visit, where can we visit now, where will we visit in the future • Talk about change: how have space suits changed over time. • Use time language to understand present, past and future events.
	The Natural World	<u>Human Body and Senses</u> • Identifying/Naming body parts • Identify which body part is associated with which sense • Talk about how senses help us • Experiment with different sense though sensory boxes, tasting, listening walks and games. <u>Seasonal Changes</u> • Autumn and Weather • Leaf Man creations	<u>Forest</u> • Discuss animals that live in a woodland • Nocturnal and diurnal animals inducing features and habitats <u>Seasonal Changes</u> • Autumn and Weather • What's the same/different? <u>Shadows</u> • Understand how shadows are formed • Exploring shadow changes • Understand different sources of light, how they can be used. • Use knowledge of senses to find out how these are affected by light and dark
	People, Culture and Communities	<u>The Local Area</u> • Features of own immediate environment: school, house, estate • Explore different built up areas - town, village, city • Talk about special places in our environment - our house, school, shop, grandparent's house, church etc. • Talk about families • Looking after our Environment <u>Beliefs and Celebrations:</u>	<u>The Forest and Woodlands</u> • Features of forest/woodland • Compare woodland to our immediate environment • Local area map - woods? • Map of UK - Explore four countries and what they're like • Africa <u>Beliefs and Celebrations:</u> • Christianity: Incarnation - The First Christmas Story

		• Christianity: What is Harvest? • Sharing with family, foods • Rainbow fish - sharing scales • Judaism: (Rosh Hashanah + Yom Kippur)		• Hinduism: (Diwali) • Hanukkah	
MFL - Spanish		Numbers - El pollo pepe y los numeros - Nick Denchfield	Colours - El pollo Pepe y los colores - Nick Denchfield		Shapes - El Pollo Pepe y los formas - Nick Denchfield
Technology		• Explores toys with knobs, pulleys, buttons like cameras and phones • Ipad photos <i>Online safety: Smarty the Penguin</i>		• Knows information can be retrieved from computers • Operate simple equipment <i>Online safety: Linked to apps the children use</i>	
Expressive Arts and Design	Being Imaginative and Expressive	Opportunities for Expressive Arts and Design development are embedded throughout our EYFS curriculum and continuous provision opportunities. Learning outcomes are ongoing and monitored across the year for Being Imaginative and Creating with Materials. Children will be able to explore and represent their ideas and feelings through music, dance roe play and stories as well as safely use a variety of materials, tools, techniques, and experiment with colour, design, texture, form, and function.			
		• Singing Nursery Rhymes • Exploring the sounds of different instruments/ naming instruments • Imaginative role-play based on own first-hand experiences. • Build stories around toys Small World: Dolls House, Pirate Ship, Dinoland, Car Garage, Castle, Zoo, Ocean, Farm, Train track, Fire Station, Hospital and Police Station		• Nativity - singing and dancing • Movement in response to music, singing familiar sounds • Make up songs/ movements • Stanley's Stick - Home/work Represent ideas and build on their own experiences and vocabulary through role play.	
	Being Imaginative and Expressive	• Self-portraits - pastels/medias • Explore female artist Frida Kahlo • Family drawing • Autumn Art - Leaf Man Creations • Explore colour • Autumn Veg drawing and printing • Diwali - Candle Holder • What can I see?		• Firework Art • Poppy paintings • Textiles: Christmas Stocking (designs/sewing/evaluations) • Use different construction materials & a range of tools • Join construction pieces together to build and balance • Explore the male artist Vincent van Gogh - develop opinions. • Look at starry night work and sunflowers (link to bright, light and dark colours topic) • Create light and dark artwork	