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Communication
and Language

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Personal,
Social and
Emotional
Development &
PSHE

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Physical
Development



EYFS Medium Term
Curriculum
Overview -
Autumn 1.

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Expressive Art
and Design

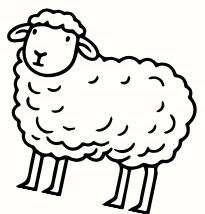
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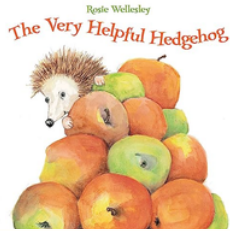
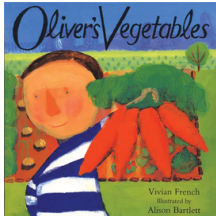


6
Understanding
the World

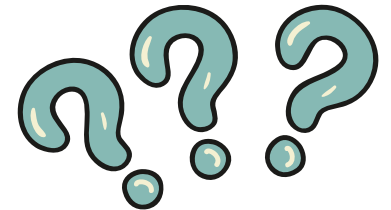




Key Themes: All about me! Harvest and Seasonal Changes.

| | | | | | | | |
|-----------------------|--|--|--|--|--|--|---|
| WC: | <p>Week 1 and 2: 02.09.24 4 09.09.24 4</p> | <p>Week 3: 16.09.24</p> | <p>Week 4: 23.09.24</p> | <p>Week 5: 30.09.24</p> | <p>Week 6: 07.10.24</p> | <p>Week 7: 14.10.24</p> | <p>Week 8: 21.10.24</p> |
| Key Texts: |  |  |  |  |  |  |  |
| Maths: | Settling in. | | Number 1 | Number 2 | Number 3 | Number 4 | Number 5 |
| Other: | <ul style="list-style-type: none"> • First week back - children half days | <ul style="list-style-type: none"> • Teddy bears picnic EYFS • Self portraits • Name writing term 1 | <ul style="list-style-type: none"> • Who lives in your house? • Reception Baseline | <ul style="list-style-type: none"> • Autumn walk | <ul style="list-style-type: none"> • Harvest | <ul style="list-style-type: none"> • Changing seasons | <ul style="list-style-type: none"> • Pumpkin picking TBC • Harvest Festival |
| Academic focus | | <ul style="list-style-type: none"> • Understand what the children's prior knowledge is. | Reception Baseline | | | | |

Communication and Language:



Listening, Attention and Understanding:

- Follows a range of instructions linked to class routines, e.g. 'Put your drink bottle in the blue box or Hang your coat up on your peg.'
- Listens to stories and can recall the main events.
- Contributes sensible comments to discussions and conversations. E.g. engaging a conversation with an adult or peers. Uses talk to organise themselves and their play, e.g. 'Let's go on a bus You sit there, I'll be the driver'.
- Begins to understand rules and routines of the school.

Speaking:

- Engages in conversation with adults and peers.
- Children may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Can understand questions. Eg. 'why' questions, like: "Why do you think the caterpillar got so fat?"

Provision Enhancements:

- Role-play areas and interactive story-telling.
- Family pictures
- Farmer's market
- Show and Tell
- Monitors to help form independence
- Child-led (Children to start to take control over Dough Disco, Snack time, lining up).

Personal, Social and Emotional Development

Self - regulation:

- Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.
- Can focus attention in a group situation for a short period of time and can follow a range of instructions.
- The use of bucket time to engage children's attention for longer periods of time.


Building Relationships:

- Can play with other children as part of a game or activity, without adult support.
- Can take turns and share sometimes with adult support.
- Makes new friends in the class, and talks to adults to share news or as part of an activity.

Managing self:

- Confident to access the environment with minimal support and follows the rules as part of the new routine.
- Reliably toilet trained and just needs some reminders to wash hands and help with fastenings.
- May need some assistance with getting dressed and undressed for Forest School.

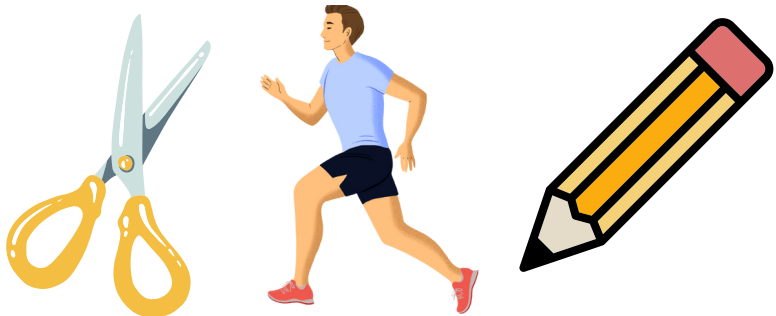
PSHE - JIGSAW. Being Me in My World.

|  | Week 1: | Week 2: | Week 3: | Week 4: | Week 5: | Week 6: |
|--|---|---|--|---|---|--|
| Weekly celebrations | Help others to feel welcome | Try to make our classroom a better place | Think about everyone's right to learn | Care about other people's feelings | Work well with others | Choose to follow the Learning Charter |
| Pieces | Who... Me?! | How am I feeling today? | Being at School | Gentle hands | Our rights | Our Responsibilities |
| Learning Intentions | I understand how it feels to belong and that we are similar and different | I can start to recognise and manage my feelings | I enjoy working with others to make my school a good place to be | I understand why it is good to be kind and use gentle hands | I am starting to understand children's rights | I am learning what being responsible means |

Physical Development:

Gross Motor Skills:

- Skip, hop, stand on one leg and hold a pose in games like musical statues.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Are beginning to use trikes and scooters confidently.
- Use large-muscle movements to wave flags, streamers, paint and make marks.
- Can use spades to dig in sand and soil.



Fine Motor Skills:

- Shows a preference for a dominant hand, eg. can thread large beads onto string.
- Uses drawing equipment to draw a figure, eg. a circle with stick arms and legs.
- Beginning to show some control when using writing equipment, eg. can form some recognisable letter shapes from their name.
- Beginning to hold scissors correctly and make some snips with support.

Literacy and Phonics:

Speed Sounds Set 1

| | | | | |
|---|----|----|----|----|
| m | a | s | d | t |
| i | n | p | g | o |
| c | k | u | b | f |
| e | l | h | sh | r |
| j | v | y | w | th |
| z | ch | qu | x | ng |

Read Write inc: Set 1 sounds - initial sounds and digraphs.

Comprehension:

- Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book.
- Joins in with familiar rhymes and songs.
- E.g. children show an interest in books and will enjoy turning the pages and beginning to talk about the pictures.
- Can start to predict what happens in a story based off the front cover and what will happen next.

Word Reading:

- Beginning to identify some initial sounds in words.
- Can discriminate between sounds, e.g. identifying different sounds in the environment, that the tap dripping is different to the sound of the door closing.
- Can keep a simple rhythm and match rhyming words.
- Is able to recognise own name.
- Can orally blend some simple cvc words.

Writing:

- Can say the initial sound in a word.
- Uses some recognisable letter shapes when writing own name.
- Can orally segment some simple cvc words.
- Mark making and copy patterns.
- Begin to wrote initial sounds
- Can use sounds to identify the ordering of the letters in their name correctly.

Mathematics: NCETM Mastering Number



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS



Number:

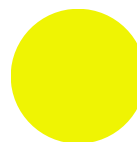
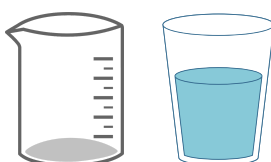
- Have an understanding of numbers to 5, eg. using number names in their play.
- Can subitise to 3.
- Recognise some numerals, eg. numbers of personal significance such as their age, or door number.
- Uses concrete materials to support counting e.g part whole models, tens frames, numicons, counting bears, number fans, counters.
- Count objects, actions and sounds.
- Match one number name to each item (one-one principle)
- Link the numeral with its cardinal number value.

Numerical Patterns:

- Compares amounts using the language of 'more'.
- Rote counts to 10, eg. through song.
- Count backwards from 5.
- Say one number for each item in order from 1 to 5. Children know that the last number reached tells you how many there are (cardinal principle)

Shape, Space and Measure:

- Uses some everyday language to talk about and compare size and shape, eg. big and small.
- Noticing patterns around them, eg, stripes or spots on clothes, designs and wallpaper.
- Can continue a simple pattern, eg. an ABAB pattern or stick, leaf, stick, leaf.
- Compare length





Understanding the World:



Past and Present:

- Talks in detail about family and identifies relationships within the family. E.g. getting to know you activities.
- Begins to understand days of the week and yesterday/tomorrow/weekend.

People, Cultures and Communities:

- Talks about the different roles of people within our school and wider community.
- Talks about the world around and the people and places that are familiar. e.g. People within their families and own homes.
- Talks about some features of a Christian Church and knows that the school is connected to the church. E.g. Visit the local Church



The Natural World:

- Explores the natural world and talk about out the things that are noticed.
- Recognises change and can describe what is happening. E.g the change in weather within Term 1.
- The 5 senses.

Religious Education:



Understanding Christianity: The Fall. What does it mean to fall?



Creation:

Why is the word 'GOD' so important to Christians?

I wonder...

Who is Jesus?

What is a Christian?

What other celebrations are there in the world?

What is a Bible?

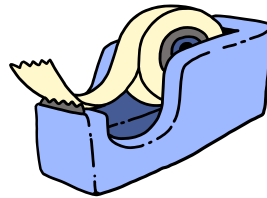
Key Themes:

- Harvest

Expressive Art and Design:

Creating with Materials:

- Uses drawing materials to create pictures with a range of lines and shapes, eg. a face, animal.
- Children have their own ideas and decide which materials to use to express them, eg. a house with Lego, or a mask using a paper plate.
- Children explore colour and colour mixing.
- Create using junk modelling and materials.
- Exploring creating using their senses with paint.



Being Imaginative and Expressive:

- Accesses role play and small world resources, sometimes playing with others to develop storylines.
- Experiments with a range of percussion instruments and uses objects to explore sounds e.g pots and pans.
- Joins in with singing in a familiar group. Can join in with some Nursery Rhymes.

