

1

Communication and Language

2

Personal, Social and Emotional Development & PSHE

8

Expressive Art and Design

BRENZETT CE PRIMARY SCHOOL

EYFS Medium Term Curriculum Overview - Autumn 2.

3

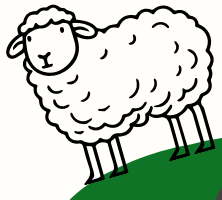
Physical Development

7

Religious Education

4

Literacy & Phonics

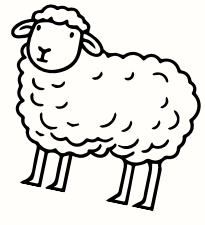


6

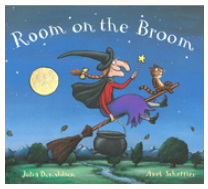
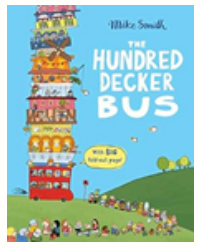
Understanding the World

5

Mathematics

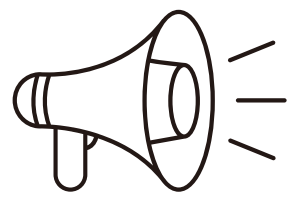


Key Themes: We're going on a Journey!

WC:	Week 1: 27.10.25	Week 2: 03.11.25	Week 3: 10.11.25	Week 4: 17.11.25	Week 5: 24.11.25	Week 6: 01.12.25	Week 7: 08.12.25	Week 8: 15.12.25
Key Texts:								
Maths (White rose):	Number 5 and 6 (recap)	Number 7	Part,part,whole	Circles, Triangles, squares and rectangles	Floating, sinking, sorting by size	Number 8	Number 9	Consolidation week
Maths (Mastering Early Number)	Comparison of sets (by looking)	Counting skills (fiveness of 5)	Comparison of sets (matching)	Composition of whole and parts	Composition of 3,4,5	Counting, ordinality and cardinality - matching numbers to 10	Consolidation - writing numbers to amounts	Consolidation - writing numbers to amounts
Other:	• Begin Nativity Practice • Diwali.	• Remembrance Service • Guy fawkes night	• Anti-Bullying Week. • Children in need - wear spotty • Parents evenings		• NHS height and weight check	• NHS height and weight check	• PTFA own clothes day (pj's?) • Nativity to parents	• Carol Concert at the Church. • Christmas Jumper day. • Panto at folkestone • PTFA fun day • Christingle service at the Church

Communication and Language:




Listening, Attention and Understanding:

- Responds to a series of instructions and responds to a range of questions. E.g. Get you coat and bag and line up at the door.'
- Listens carefully at story time and can retain what has been heard and recall key points.
- Contributes relevant comments in discussions showing they have listened to what has been said.
- Can focus attention in a whole class group for a teaching session, e.g. phonics.
- Uses talk to organise themselves and their play, e.g. 'Let's go on a bus …. You sit there, I'll be the driver'.

Speaking:

- Communicates with peers and adults in back-and-forth conversations.
- 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: "Why do you think the caterpillar got so fat?" with confidence.
- Uses talks to communicate needs, news, feelings and ideas.
- Uses some new vocabulary that has been shared/introduced in school.

Provision Enhancements:

- Role-play areas and interactive story-telling.
- Nativity
- Show and Tell
- Drawing Club
- Monitors to help form independence
- Child-led sessions (Children to take control over Dough Disco, Snack time, lining up).

Personal, Social and Emotional Development

Self – regulation:

- Can identify a range of feelings, e.g. scared, excited, angry as well as happy and sad.
- Can become engrossed in an activity and is beginning to switch attention to another task.
- Is willing to keep trying if something is difficult or challenging.
- Can focus attention in a group situation for a short period of time and can follow a range of instructions.

Building Relationships:

- Is able to identify when another child is upset and respond appropriately, e.g. asking them why they are sad or telling a grown up that their friend is sad today.
- Interacts with a variety of children and is building good relationships with adults and other children.
- Is aware of the needs of others but can find it hard to let others take the lead and is beginning to learn how to overcome this, with adult support.
- Continue to work on turn taking – children to become independent in using talk to engage in turn taking. The use of timers to monitor for themselves 'how long'.

Managing self:

- Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.
- Perseveres with fastenings on coats and follows instructions to dress and undress for PE and Forest School.
- Continuing to practice managing personal needs independently, and washes hands with less reminders.

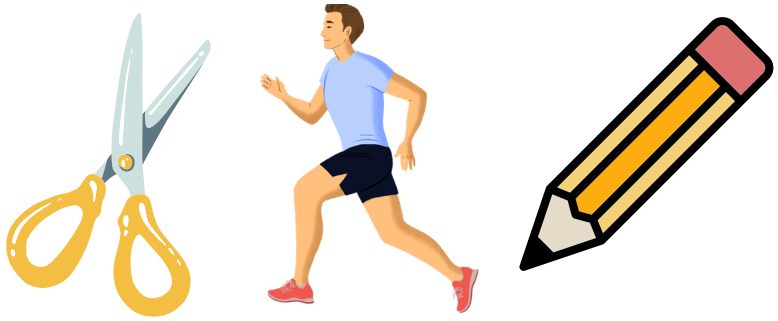
Buildin relationships: special relationships

Weekly theme	My family	Special people	Sharing	I am unique	My interests	Similarities and differences
LI:	To talk about our families. To understand that all families are valuable and special.	To talk about people that hold a special place in children's lives. To think about what it means to be a valued person.	To understand why it is important to share and cooperate with others. To develop strategies to help when trying to share with others.	To see themselves as a valuable individual. To understand that it is ok to like different things.	To see themselves as valuable individuals. To share their interests with the group	To explore diversity through thinking about similarities and differences.

Physical Development:

Gross Motor Skills:

- Uses a range of ways to move appropriately following instruction, e.g. jumping, hopping, sliding, slithering, galloping.
- Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.
- Uses large construction to build.
- Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder. .
- Can use spades to dig in sand and soil.



Fine Motor Skills:

- Attempts to use a tripod grip with some consistency. - Chn to remind each other 'grab the mouse and tuck his whiskers behind'.
- Often chooses to draw, representing recognisable objects or shapes in work.
- Can use scissors to make snips and cut lines, holding scissors in one hand.
- Is able to mould and shape playdough with fingers and tools.

Literacy and Phonics:

Read Write inc: Set 1 sounds - initial sounds and digraphs.
Green words: 1.1-1.5.
Red words: I, me, you, the, was.



Comprehension:

- Has a love of stories and listens attentively to story time.
- Enjoys talking to others about favourite stories.
- Is able to talk about the main events in the story and predict what might happen.
- Can retell a story using role play or small world resources, using some story language. E.g. Uses key repetitive phrases from stories shared at school.
- Children will be able to share elements of repetitive phrases from rhymes and poems that have become their favourites, through the play and role play.
- Confidently tell others the structure of a book - the blurb, the front cover, the title, the author the beginning, the end.

Word Reading:

- Can match the majority of the taught graphemes and phonemes - 16 set 1 sounds.
- Can blend and read simple cvc words.
- Beginning to read common exception words: I, me, the, you, was.
- Confident in recognising their name.]
- Children to begin understanding digraphs and can refer to these as this as well as 'special friends'. (Two letters that make one sound).

Writing:

- Majority of children to independently write their name with little to no support of materials or T/TA assistance.
- Children to write their 16 known set 1 sounds by letter sound with quick recall.
- To begin writing digraphs
- To begin understanding common exception words
- To engage in Drawing Club with code words to support writing
- Children to use tripod grip when holding a pencil

Mathematics:

Number:



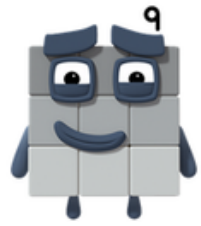


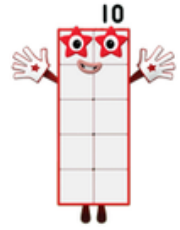
- Can subitise up to 5.
- Is beginning to talk about the different ways that amounts up to 5 can be made.
- Can recognise numerals 1 to 5.
- Link the numeral with its cardinal number value.
- Can confidently compose and partition numbers 1-10.
- Explore Numberblocks 6-10 in depth.
- Uses concrete materials to support counting e.g part whole models, tens frames, numicons, counting bears, number fans, counters.











Numerical Patterns:

- Counts objects accurately to 5 using one to one correspondence.
- Can identify when objects have the same, less than or more than.
- Count objects, actions and sounds in a range of situations, eg. in games, and everyday routines -register.
- Orders numbers to 5.
- Begin to rote count beyond 10.

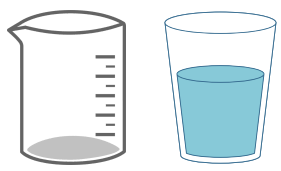
Shape, Space and Measure:

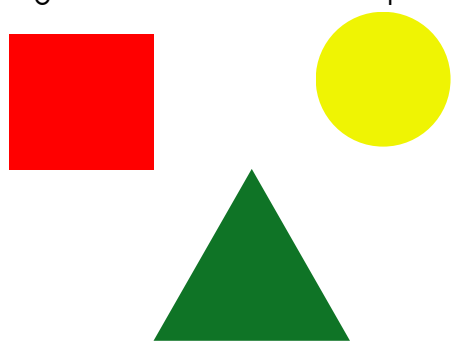
- Uses some shape names (circle, triangle, square) appropriately and begins to talk about their properties, eg. sides, corners, flat, round.
- Understands prepositional language, eg. on, under, front, back.
- Understands time vocabulary, eg. first, then, last, next.
- Recognises a repeated pattern and is beginning to create their own patterns and arrangements, eg. using colour, shape or real-life objects.



Capacity: (Recap)

- -More
- - Less
- -Full
- -Empty
- -Half full
- -Half Empty
- -Nearly Full
- -Nearly Empty





Understanding the World:

Past and Present:

- Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.
- 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.
- Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali.
- Knows that Collective Worship is part of the life of the school community.
- 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:

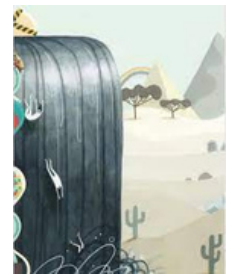
- Notices, observes and talks about seasonal changes. E.g Autumn into Winter.
- Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal, hibernation.
- Identifies differences in climates and weather.

Religious Education:



Understanding Christianity:

The Fall. What does it mean to fall?



Incarnation:

Why do Christians perform Nativity plays at Christmas?

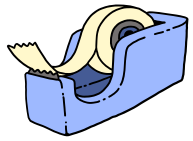
I wonder...

Who is Jesus?
How do Christians celebrate the birth of Jesus?
Who is Joseph?
What other celebrations are there in the world?
How does a Christian celebrate Christmas?

Key Themes:

- Christmas
- Diwali





Expressive Art and Design:






Creating with Materials:

- Can use scissors to make snips and cut lines, holding scissors in one hand.
- Use a paintbrush to form lines and circles.
- Will combine different media in their creations. Eg. using tape and glue, different construction materials whilst in the junk modelling station.
- Uses a range of shapes and colours to represent observational drawings.
- Makes independent choices about the resources needed and talk about their creations.




Being Imaginative and Expressive:

- Plays alongside others to develop storylines in role play or small world.
- Children will explore creating rhythms and patterns with a range of objects that make a sound.
- Sings familiar songs e.g Nursery Rhymes, songs from films, family favourites.
- Children can listen to and recall familiar parts of a poem.
- Rehearses for, and performs in, the nativity play.
- Performing a song to a group.
- Moves in response to music. Can follow and copy simple dance moves.

Art and Design - Marvellous Marks: Drawing

	Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	Week 6:
Theme	Wax crayons	Felt tip pens	Chalk	Observational pencil drawings	Self-portraits	Self-portraits in colour
What will we create?	Mark making with wax crayons, exploring textures in the classroom environment by taking wax rubbings and collecting patterns.	Investigating felt tips as a tool for mark making and developing fine motor skills as they create patterns.	Mark making outdoors with chalk, practising creating patterns in a new medium and identifying similarities and differences between the drawing tools used.	Developing skills in observation, using pencils to draw and reflecting on whether their drawings show what they can see.	Creating self-portraits by applying their observational skills, using mirrors to draw their faces carefully.	Comparing how colour is used by artists, applying what they have practised when drawing from observation and creating a colourful self-portrait.
Learning Intentions	• To explore making marks with wax crayons. • To investigate the marks and patterns made by different textures.	• To explore making marks with felt tips. • To use a felt tip to make patterns.	• To explore making marks with chalk. • To make controlled large and small movements. • To compare different ways of making marks and drawing.	• To explore mark making using pencils. • To create a simple observational drawing.	• To explore mark making using pencils. • To create a simple observational drawing.	• To use a variety of colours and materials to create a self-portrait. • To express their own self-image through art.