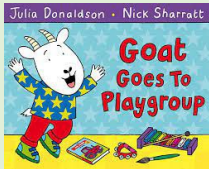
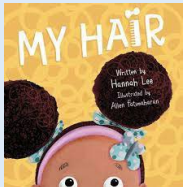
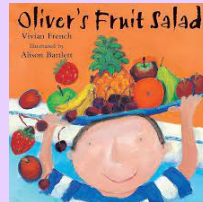


Curriculum Overview – EYFS – Butterfly Class – Autumn 1 – Me & My Community



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Transition & settling	About me	About my family	Healthy bodies	Healthy bodies	Healthy eating
Key Texts 	Key Text 	Key Text 	Key Text 	Key Text 	Key Text 
Other texts * George's First Day at Playgroup * Owl Babies * Dragon on the Doorstep	Other texts * Amazing * My Dad * I'm special I'm Me * Full Full of Love	Other texts * You Choose * Babies Don't Walk, They Ride * What do People do all Day?	Other texts * Aliens love underpants * Monsters Love Underpants * Wash, Scrub, Brush * Little Hedgehog's big day	Other texts * Questions and Answers About Your Body * Hospital dog * Autumn	Other Texts * Oliver's Vegetables * Eat Your Dinner * I will Not Ever Never Eat a Tomato
Nursery Rhymes & Songs * If you're happy and you know it * Clean up the room * Wiggle wiggle wiggle	Nursery Rhymes & Songs * Heads, shoulders, knees and toes	Nursery Rhymes & Songs * Tommy Thumb	Nursery Rhymes & Songs * Pantasaurus	Nursery Rhymes & Songs * Miss Polly Had a Dolly	Nursery Rhymes & Songs * Dingle dangle scarecrow * Old Macdonald * 3 little ducks * Big Red Combine Harvester

Communication and Language

- Enjoys listening to stories
- Understands prepositions on, in, under
- Understands negative e.g. no cup, isn't drinking
- Understands simple concepts e.g. big/little
- Can answer what do you see/hear/smell with
- Can recite some nursery rhymes
- Uses word endings (e.g go-ing, cat-s)
- Can start a conversation and continue it for many turns
- Can retell a simple event in order (e.g. went down slide, hurt finger)
- Uses pronouns he, she, I, they



Planned Provision

Listening, Attention and Understanding

- Baseline Wellcomm assessments
- model prepositions and tenses and assess understanding. Plan and deliver additional support activities as required
- Making sensory dough and soup. Talk about cooking instructions. Follow 1 or 2 part instructions. What can you see/feel/smell/taste.

Speaking

- Baseline assess sound production and speech clarity
- Make display / slideshow of photos of children playing in Butterfly class and use floor blocks to talk about past events with children
- Making family pictures using cut-outs / drawings to represent their family. Adult write name labels modelling writing. Model correct pronoun use
- Doctors role play – To build vocab including naming body parts and tell past events. Prescription pads model writing
- Sing nursery rhymes at whole class times and during play

Core Vocabulary

Is, isn't, on, in, under, big, little, like, he, she, I, they, see, hear, smell

Personal Social and Emotional Development



- Knows they are part of the nursery class and follows routines
- Explores the nursery environment
- Knows and follows classroom rules with support / prompts
- Makes friends in class and seeks out companionship of adults and other children
- Can identify members of their family

Planned Provision

Self Regulation

- Introduce Butterfly class rules and routines: attention bell, tidy up song, make a circle song, story carpet, end of day routine and learning heroes
- Establish circle time routine and using a talking object to take turns to speak and listen
- Circle times: Bubble turn taking game and finger puppets songs to establish circle time routine.
- Introduce Zones of Regulation
- Learn classroom transition/routine songs (wiggle wiggle wiggle; clean up the room)

Building Relationships

- Home visits to meet families and talk about children's likes and dislikes with parents/carers
- Select and share resource opportunities: Doctors role-play, cooking, snack,
- Introduce simple turn taking games such as pop-up pirate, connect 4, turn taking with equipment

Managing self

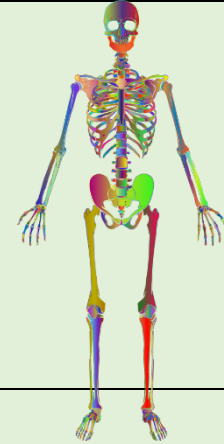
- Oral care and brushing teeth. Use the tooth brushing song and practice teeth brushing as a group
- Teach flip trick for putting on own coats
- Pantasuarus and the pants are private rule and song
- Teach and practice hand washing
- Fruit and veg snack: talk about healthy food choices
- Making vegetable soup: talk about healthy food choices & where food comes from

Core Vocabulary

Classroom, toilet, teacher, family, friend, St Judes School, Butterfly Class

Physical Development

- Navigates space, running in a controlled direction and turning corners
- Explores travelling at different levels, high and low, different shapes and across a range of basic equipment
- To upstairs or apparatus using alternate feet
- Can use a spoon or fork to eat independently
- Can copy block designs of up to 6 blocks
- May hold a pencil using a palm grip. Pivots from shoulder or elbow



Planned Provision

Gross Motor

- Big painting outside. Large paper/card on vertical and horizontal surface. Rainbow arches with big pavement chalk on outdoor chalkboard
- Introducing A-frame in garden (Model & teach safe alternate foot climb and over top of A-)
- Introduce big blocks and balance spots including rules and block safely and working together to move larger objects

Fine Motor

- Shaving foam finger drawing in tuff tray
- Music time: Action & body songs songs
- Small parts (sparkles, pasta etc) in playdough
- Tuff tray activities with a variety of tools (tweezers, spoons, chopsticks, scissor tongues etc)
- Tuff tray cutting activities (paper strips, spaghetti)
- Stubby chalk/pastel/crayon drawing
- Provide cutlery in home corner and for jelly bath
- Support children to use cutlery correctly at lunchtime as appropriate

Core Vocabulary

High, low, climb, fork spoon

Literacy

- Knows which way to hold a book and turns pages correctly
- Knows that print has meaning
- Can discriminate between environmental sounds
- Can tap/play a simple rhythm
- Recognises familiar words and signs
- Knows that writing is a way to communicate
- Draws vertical and horizontal lines and circles



Planned Provision

Comprehension

- Class stories. Introduce parts of book. Model looking at front cover and following text left to right
- Daily class stories
- Share stories with children indoor and out

Word Reading

- Aspects 1, 2 and 3 Monster Phonics
- Self registration. Recognising own name
- Environmental text. Familiar advertising and bland logos in the environment
- Nursery rhymes, body percussion and instruments

Writing

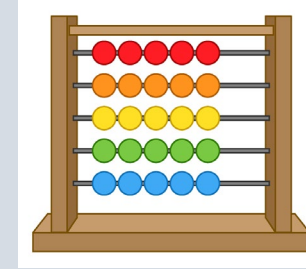
- Baseline pre-writing assessments (draws lines and circles)
- Writing prescriptions in the doctors role-play
- Squiggle while you wiggle/jumpstart Johnny Making gross motor circles
- Model/scribe writing family names

Core Vocabulary

Sound, write, clap, book, page, story

Mathematics

- Sing number songs using number names 1-5 in order
- Match objects that are the same and say why they match
- Compare quantities using more and less
- Group objects according to size or shape
- Identify circles, triangles and squares



Planned Provision

Number

- Baseline Assess early maths skills (to say the number names in order to 5)
- Introduce Number of the Week and Charlie and the Numbers 1-5
- Introduce 'tasty maths' counting fruit each day at snack time.
- Use comparisson language including more and less at snack time and in play
- Whole class: counting song puppets 1-5 counting songs
- Introduce class headcount routines at carpet times. Encourage children to join in with choral count (my turn, our turn)

Space, Shape & Measure

- Use 2D shape language during block play and craft activities etc
- Peek a boo 2D shape bag
- Kims game with 2D shapes
- 2D shape sorting tuff tray
- I am a shape programme (BBC)
- Making playdough. Measure and count quantities of flour and salt

Core Vocabulary

Square, circle, triangle, same, different, more, less

Understanding the World



- Uses and understands today, yesterday, now and next
- Can talk about their family in detail and identify familial relationships
- Develop positive attitudes about the differences between people
- Know the name of their school and their class
- Name different occupations and say how they help us
- Use all their senses to explore the natural environment
- Name some features of Autumn
- Name and describe the weather-

Planned Provision

Past and Present

- Watch people who help us video (cornerstones)
- Small world play with different occupations character figures
- Doctors role play (talking about past events)
- Making family pictures. Who's in your family?

People, cultures and communities

- Learn name of class and school
- Reduced small world resources to start year– observe children's interests and plan for future small world and role play setups
- Dressing up, birthday and Doctor's role-play
- Share stories about different people and families

The Natural World

- Fruit and veg identifying, cutting up and tasting (snack)
- Harvest festival and collection
- What's on your plate? Cutting and sticking activity
- Spotting and collecting signs of autumn
- Making playdough
- Making vegetable soup
- Sweeping and clearing leaves and conkers in the garden

Core Vocabulary

Family, mummy, daddy, brother, sister, now, next, autumn weather sunny, rainy, windy, hot, cold, doctor, dentist, farmer

Expressive Art & Design

- Uses a paintbrush to form lines and circles
- Explores different materials freely
- Takes part in simple pretend, imaginative and symbolic play



Planned Provision

Creating with Materials

- Blank faces – simple circle outline. On A3 in painting area indoors
- Blank bodies – draw round child on large paper. What's inside?
- Draw round children in chalk in garden
- Make clay hedgehogs using natural autumn materials
- Introduce self-selection art and mark making areas inside and out
- Draw controlled lines and circles using various media

Being Imaginative and Expressive

- Song bag nursery rhymes. Recap squirrels nursery rhymes & introduce to new children.
- scented playdoughs
- Introduce instrument box at music time
- Introduce small world and home corner play inside

Autumn 1 songs

- If you're happy and you know it
- Heads shoulders knees and toes
- Tommy thumb
- Miss polly had a dolly
- Dingle dangle scarecrow
- Old macdonald
- 3 little ducks
- Big red combine harvester

Core Vocabulary

Draw, paint, colour, line, circle

