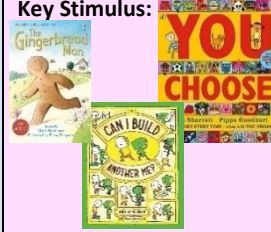
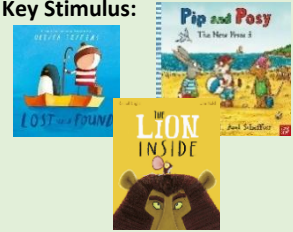




Curriculum Overview: EYFS Autumn Term 1

Marvellous Me!



Week 1 7 th September Establishing Week	Week 2 14 th September Establishing Week	Week 3 21 st September Families	Week 4 28 th October Celebrating Individuality	Weeks 5 5 th October Making Friends	Weeks 6 12 th October Feelings & Emotions
Baseline Assessments Introduce different areas of the classroom. Model use of resources and how to tidy away. Dojo Memo- Photos from first days	Baseline Assessments Introduce & Start Monster Phonics Introduce & Start Mastering Number Send Dojo Memo - Add family photo Start Jigsaw PSHE	Wellcomm Assesments Introduce & Start Drawing Club R.E & P.E Send Dojo Memo- Add baby photo	Reading books sent home		Introduce peg people
Key Stimulus: 	Key Stimulus: 	Key Stimulus: 	Key Stimulus: 	Key Stimulus: 	Key Stimulus: 
Nursery Rhyme/Song: Recap familiar nursery rhymes- Twinkle, Baa Baa	Nursery Rhyme/Song: Days of the week song	Nursery Rhyme/Song: Finger family	Nursery Rhyme/Song: Sesame Street 'What I am'	Nursery Rhyme/Song: This is the way we make friends	Nursery Rhyme/Song: If you're happy/angry/sad and you know it
Role Play: House set up					

Curriculum Overview: EYFS Autumn Term 1

C&L:

Listening, Attention & Understanding:

- To understand how to listen carefully, including not to interrupt
- To understand why listening is important
- To be able to follow a simple instruction consistently
- To be able to listen to stories and recall the main events

Speaking:

- To talk in front of a small group
- To communicate confidently with peers and adults in the setting
- To learn some new vocabulary
- Listen carefully to rhymes and songs paying attention to how they sound

Building Relationships:

- To seek support of adults when needed
- To gain confidence to speak to peers and class/year group staff
- To recognise that all families are different

Self-Regulation:

- To know the feelings happy, sad, angry, worried
- To be able to talk about feelings in simple terms
- To focus attention in a larger group situation
- To learn the zones of Regulation

Managing Self:

- To begin to learn the school rules and routines
- To learn the school values
- To practise velcro and buckles on shoes
- To explore different areas within the learning environment
- To use the toilet independently with some reminders to wash hands
- To know that we are humans
- To know the names of some parts of the human body (see vocab)

Jigsaw PSHE:

- 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 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 and this means we should all be allowed to learn and play
- I am learning what being responsible means



C&L Adult Led	Introduce carpet rules – legs crossed, lips closed, good looking, good listening.	Learn how to make a circle and sit down. Learn how to greet your friends. Learn how to answer the register.	Learn how to speak in full sentences with our friends and ask somebody if we can play with them	Introduce carpet spaces.		Link to Colour Monster
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Curriculum Overview: EYFS Autumn Term 1

	Introduce wiggly fingers when bell/ tambourine is rung.	Learn getting ready for home time. Learn when and how to say please and thank you e.g. when getting our lunch.				
PSED Adult Led	Learn how to manage feeling worried or upset about leaving a parent or guardian at the beginning of the day Read the Worrrysaurus and talk about all of the strategies we can use to calm down (going to a quiet space, looking at a book, speaking to an adult or friend). Introduce this as the yellow zone. Show children where the toilet is. Teach children where their pegs, going home box, book bag box and water bottle tray is. Learn lining up and walking into the hall for lunch quietly.	Learn and talk about times we are happy and in the green zone. Learn how to put coat on and off properly. Learn how to take shoes on and put wellies on. Learn how to put wellies on the welly rack nearly. Teach difference between the bin and recycling bin (what go's where). Model using them and only taking the things you need/putting back after. Ensure children know where each of the self-selection areas are in the classroom.	Learn and talk about times we have been angry in the red zone. Discuss and practise a mindfulness activity to help combat our angry emotions e.g. yoga, breathing, reading a book in a quiet space. Practising learnt routines throughout the day. Covered throughout other areas of learning. Introduce the use of a timer to things such as the iPads or scooters so children know when their turn is finished Model using names if we want to talk to someone	Discuss how we know we are tired (blue zone) and learn 3 key strategies that we can re-energise ourselves (drinking water, having a fruit or vegetable snack, exercising). Cooking simple biscuits (gingerbread people cutters) – focus on hand washing and turn taking Adult interactions to focus on solving conflict and restorative/reflective approach and encourage children to talk about what is happening and how they could resolve this independently (Zones of Regulation)	Revisit soothing and self-regulation strategies throughout the day and use brain breaks for all children regularly. Explain these using the language of zones of regulation e.g. I can see that lots of us are moving into the yellow zone because I can see people are a bit fidgety, let's do xyz to help ourselves focus again.	Read 'The Colour Monster' and 'The Feelings book' link back to the zones of regulation

Curriculum Overview: EYFS Autumn Term I

	Teach children to place their bookbag in the trolley nicely. Introduce the schools Rules Model tidying up using the pictures on labels to put all resources into the correct box/place. Teach putting lids on all pens and glue sticks. Teach hand washing and drying hands/using the bins appropriately.					
Jigsaw PSHE		PSHE: Being Me in My World# 1. Who... Me?!	PSHE: Being Me in My World 2. How am I feeling today?	PSHE: Being Me in My World 3. Being at School	PSHE: Being Me in My World 4. Gentle hands	PSHE: Being Me in My World 5. Our Rights 6. Our responsibilities
Enhancements		Chalks to draw favourite toys	Natural resources to create emotion faces	Game or activity for two or more children to encourage taking turns and sharing	Parachute play	Planting own seeds

Curriculum Overview: EYFS Autumn Term I

PD:

Gross Motor Skills:

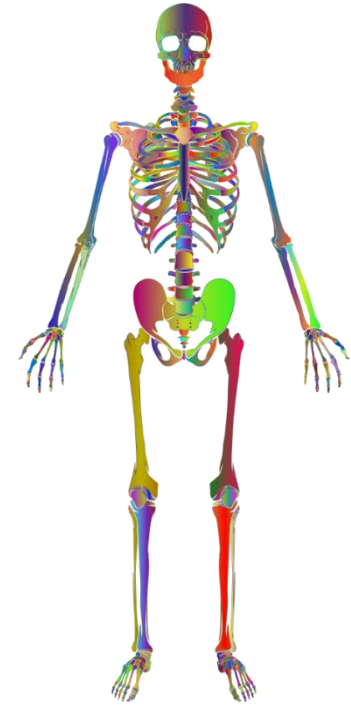
- To move safely and sensibly in a space with consideration of others.
- To develop moving safely and stopping with control.
- To use equipment safely and responsibly.
- To use different travelling actions whilst following a path.
- To work with others co-operatively and play as a group.
- To follow, copy and lead a partner.
- To line up and queue with support
- Learn how to use low A-frame

Fine Motor Skills:

- To use a dominant hand
- To mark make using different shapes
- To begin to use a tripod grip when using mark making tools
- To use tweezers to transfer objects
- To thread large beads
- To use large pegs
- To begin to copy letters
- Begin to know how to hold scissors correctly/safely and cut with control
- To hold a fork and spoon correctly
- To paint using large paintbrushes

Get Set 4 P.E

- Uses movement skills with developing balance and co-ordination.
- Negotiates space safely with consideration for myself and others.
- Demonstrates balance.
- Confidently and safely use a range of large and small apparatus.
- Combine movements, selecting actions in response to the task and apparatus.
- Use movement skills with developing strength, balance and co-ordination showing increasing control and grace.



Adult Led			Introduction to P.E Unit 2	Introduction to P.E Unit 2	Introduction to P.E Unit 2	Introduction to P.E Unit 2
Get Set 4 P.E:			Theme: People Who Help Us	Theme: Friends and Family	Theme: Houses and Homes	Theme: Morning Time
Enhancements	Tweezers and pom poms A-Frame Outside	Plastic knives and playdough Big blocks outside	Pegboards Obstacle course outside	Threading Beads Big brushes outside	Tap Tap boards Large paintbrushes outside	Scissors and coloured paper Egg chalks outside

Curriculum Overview: EYFS Autumn Term 1

Literacy

Word Reading:

- GPC s, a, t, p, i, n, m, d, g, o, c, k, e, u, r
- HFW a, at, as, in, it, is, l, an, and, am, dad, to, into, go, no the, can, got, on, get, not, cat, dog

Comprehension:

- To begin to use pictures to tell stories
- To independently look at book, holding them the correct way and turning pages
- To engage in story times, joining in with repeated phrases and actions

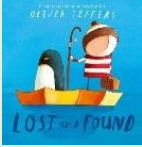
Writing:

- To copy their name
- To give meanings to the marks they make
- To copy taught letters
- To identify initial sounds with support
- To begin to write initial sounds in words



Reading:	Finding and reading their name card. Children to engage in story times with the key weekly texts and daily story time. Children to discuss their thoughts and feelings of their first week at school using words to describe their emotions.	Word Reading: See Monster Phonics Planning – S,A,T,P HFWs – a, at, as Comprehension: To learn to engage in story times and participate without calling out. To learn to engage in story times and ask key questions about the characters.	Word Reading: See Monster Phonics Planning – I,N HFWs – in, it, is, l, an Comprehension: Small world resources alongside a familiar book for children to develop play around the story added to the reading area	Word Reading: See Monster Phonics Planning – M,D,G HFWs – and, am, dad	Word Reading: See Monster Phonics Planning – O,C,K,CK HFWs – to, into, go, no, the	Word Reading: See Monster Phonics Planning – E,U,R HFWs – can, got, on, get, not, cat, dog.
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Curriculum Overview: EYFS Autumn Term 1

Writing:	Children to have access to name cards and mark making resources to practise writing their name- With an adult	Introduce children to their sound mats and letter formation sheets available in trays and in provision.	Sensory mark making trays	Story scribing	Story scribing	Labels for seed pots
			Vocabulary: HARMONIOUS TRIPLE INTELLIGENT BOASTFUL SQUABBLE DIVIDED UNIQUE POPULATED 	Vocabulary: LEAP ACCELERATE PURSUE BLOCK CUNNING SOGGY MOCKING DISAPPOINTED 	Vocabulary: CONFUSED ACCOMPANY DEJECTED MISPLACED CONSULTED MINIATURE CONSTRUCTED 	Vocabulary: HAPPY SAD ANGRY DISCOMBOBULATED ASSIST SHIMMERING SOBBING TRANQUILITY 

Curriculum Overview: EYFS Autumn Term 1

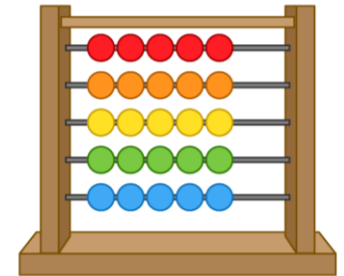
Maths

Number:

- Subitising within 3
- Focus on counting skills
- Explore how all numbers are made of 1s
- Focus on composition of 3 and 4
- Subitise objects and sounds
- Comparison of sets - 'just by looking'
- Use the language of comparison

Shape, Space & Measures:

- To compare and order by size (height and length)
- To compare and order objects according to mass
- To compare and order according to capacity



Adult Led Mastering Number		Week 1	Week 2	Week 3	Week 4	Week 5
White Rose		Subitising within 3	Focus on counting skills WRM Step 1	Explore how all numbers are made of 1s Focus on composition of 3 and 4 WRM Step 2	Subitise objects and sounds WRM Step 3	Comparison of sets Use the language of comparison: <i>more than</i> and <i>fewer than</i> WRM step 4-6
Focus Task		Quickly reveal small quantities of objects under a series of pots. The children must 'splat' the matching dot pattern or number plate with their hand or a fly swatter as fast as they can.	Provide baskets of mixed objects (up to 5 of each item) to sort – how many of each object have we got?	Explore ABC, AAB and ABB patterns. Use shapes, pegs or coloured blocks to make a repeating pattern of 3 objects. The children could begin by copying the pattern, then move on to extending the pattern before finally creating their own. Can they explain where the 3s are? How do they know?	Hide a selection of subitising cards for 1–4 in the environment. Give the children a numeral or dot card and ask them to find the matching cards. Talk to them about the cards that they find for their quantity. What do they notice about the way the dots are arranged? Can they talk about the smaller groups within the numbers that they see?	Play a game in pairs using subitising cards. Provide each child with a stack of cards placed upside down. The children turn over their cards at the same time and the person with the highest number of dots keeps both cards.

Curriculum Overview: EYFS Autumn Term 1

Enhancement		Leave out the square cards from Session 2 and some simple items of a similar size (e.g. pebbles, shells, etc.). Display a pattern of 3 using 3 dots and encourage the children to use the objects to match the pattern or to create their own different patterns of 3 on the cards.	Play skittles in the outdoor environment so the children can count how many skittles they have knocked down.	Provide small pieces of card for the children to create their own subitising cards to use with their friends. They could decorate the cards by sticking on shiny shapes (craft shapes) or using stampers. The children can then sort and match the cards created into 'all the 3s/all the 4s'.	Leave out the 1–3 boards provided (see NCETM_MasteringNumber_R_T1_W1-5_Bingo.pdf) for the children to match to subitising cards or to a 1–3 die.	Set up a game of skittles, using empty plastic bottles or similar items, and allow the children to try knocking them down by rolling a large, soft ball. Ask the children: Who has knocked over more than [...]? How do we know? Who has knocked over fewer than [...]?
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Curriculum Overview: EYFS Autumn Term 1

UOW:

Past and Present:

- To know about their own life-story
- To have an awareness of how they have grown and changed over time
- To know how old they are and begin to know how to identify when they were born
- Know that people around them were born at different times and are older or younger than they are
- To know that people change as they age (baby, toddler, child, teenager, adult)

People, Culture and Communities:

- To know about family structures and talk about who is part of their family
- Know that a family is a group of people (adults and children) who are related to each other
- To identify members of their own families (close and extended)
- To know that some families live together in one house while other families may live in different houses
- To identify similarities and differences between themselves and peers
- To know the name of their school
- To know the name of the town they live in
- To know that they live in England
- Begin to know that there are many different religions in the world

The Natural World:

- To begin to talk about and compare the weather that they experience
- Begin to know that there are four seasons in the UK: spring, summer, autumn, winter
- Begin to know that a season is a time of year and each season has its own temperature and weather patterns
- Begin to know how to recognise the signs of autumn
- To respect and care for the environment around them.
- To begin to know and remember the five senses



Adult Led	Children to talk with CT about which nursery they used to go to before starting at SJI	Talk about where we go to school. Learn that it is in Englefield Green. Lots of us live in Englefield Green. Talk about where others live.	Children to talk about their families- linked to story times. Children to share photos of family on Dojo.	Children to match pictures of them as a baby with a picture of them now.	Talk about Harvest and why we are learning our song and collecting food.	Learn about the signs of Autumn. Go for a walk around school and onto the field to spots signs
Enhancements		Photos of local area	Add photos to home corner	Add photos to home corner.	Harvest table	Autumn table
RE:		Who am I and where do I belong? Engage	Who am I and where do I belong? Enquire & Explore	Who am I and where do I belong? Evaluate	Who am I and where do I belong? Evaluate	Who am I and where do I belong? Express

Curriculum Overview: EYFS Autumn Term 1

EAD:	- To name common colours: red, yellow, blue, green, orange, white, black, pink, purple, brown - To create simple representations of people and objects using shapes. - To paint a self-portrait - To experiment with mixing colours. - Begin to know that red, yellow and blue are primary colours - Begin to know that primary colours are colours which cannot be made by mixing other colours - To use colours for a particular purpose - Know that painting is the practice of applying paint to a surface, usually with a brush - To role play using given props and costumes - To explore different techniques for joining materials (Glue Stick) - To know how to work safely. - To use different construction materials - To sing and perform nursery rhymes - To experiment with different instruments and their sounds - To talk about whether they like or dislike a piece of music - To create musical patterns using body percussion - To use costumes and resources to act out narratives					
Adult Led	Learn how to use the creative area resources appropriately. Learn how to use the resources in the role play area.	Music Session- Charanga	Learning how to name and mix colours Handprint colour mixing activity.	Self portraits	Music Session-Charanga	Introduce woodwork bench and teach how to use appropriately
Enhancements		Instruments in outside area	Drawing people who live in our house- make frame	Mirrors in provision. Chalk pens portrait tuff tray	Independent colour mixing recap	Junk modelling inside