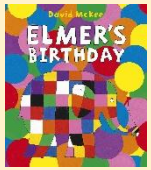
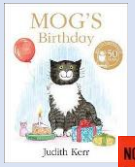
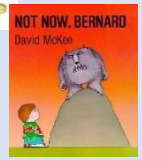
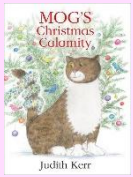
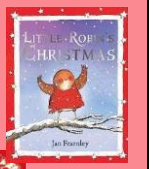
Curriculum Overview: EYFS Autumn Term 2

Sparkle and Shine!

WOW moment: Have a party day. Children to come in party clothes, decorations up, etc. Role play adapted weekly

Week 1 2nd November Establishing Week Fireworks and Diwali	Week 2 9th November Remembrance	Week 3 16th November Birthdays	Week 4 23rd November Birthdays	Week 5 30th November Christmas	Week 6 7th December Christmas	Week: 7 14th December Christmas
	Send Dojo- Party Day	Party day Phonics Assessments Dojo- Photos from birthdays	Send Dojo memo- envelopes for postbox walk	Send Dojo memo – Parent helpers for postbox walk	Make Christmas cards Send Dojo memo – Christmas party Walk to Postbox	Christmas party Phonics Assessments
Key Stimulus:   	Key Stimulus:  	Key Stimulus:  	Key Stimulus:  	Key Stimulus:  	Key Stimulus:   	Key Stimulus:  
Nursery Rhyme/Song: Nursery Rhyme Focus	Nursery Rhyme/Song: Nursery Rhyme Focus	Nursery Rhyme/Song: Nativity Songs	Nursery Rhyme/Song: Nativity Songs	Nursery Rhyme/Song: Nativity Songs	Nursery Rhyme/Song: Nativity Songs	Nursery Rhyme/Song: Christmas songs
Role Play: House decorated to reflect different celebrations; Firework Night, Diwali, birthday, Christmas						

Curriculum Overview: EYFS Autumn Term 2



C&L:

Listening, Attention & Understanding:

- To engage in story times, poetry, joining in with repeated phrases and actions
- To understand the difference between a question and an answer
- To be able to follow a simple 2- step instruction consistently

Speaking:

- To answer questions in front of a whole class.
- To use some new vocabulary throughout the day
- To answer question in full sentences
- Learn rhymes, poems and songs

Building Relationships:

- To play with other children (children who are playing with the same activity)
- To begin to develop friendships
- To have positive relationships with staff

Self-Regulation:

- To know a wider range of feelings: scared, excited
- To begin to identify a wider range of feelings in themselves
- To be able to focus attention in a whole class teaching session
- To adapt behaviour in a range of situations



Managing Self:

- To follow the school rules and routines with adult support and understand the need to have them
- To have confidence to try new activities
- To put coat on independently
- To put wellington boots on independently
- To practise doing up a zip/buttons on a coat



Jigsaw PSHE:

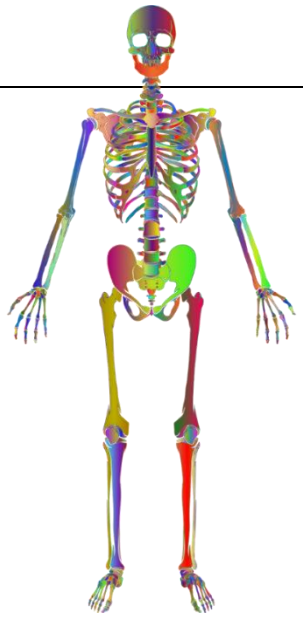
- I can identify something I am good at and understand everyone is good at different things
- I understand that being different makes us all special
- I know we are all different but the same in some ways
- I can tell you why I think my home is special to me
- I can tell you how to be a kind friend
- I know which words to use to stand up for myself when someone says or does something unkind

Adult Led	Reminder of carpet rules – legs crossed, lips closed, hands up, good looking, good listening. Reminder of how to make a circle.	Reminders to speak in full sentences with our friends and ask somebody if we can play with them.	Coat practise- Children to bring coats inside and try to put on. If cannot put on teach flip trick. If can put on teach how to do	Focus during interactions- New vocab, model full sentences, give 2 step instructions	Focus during interactions- New vocab, model full sentences, give 2 step instructions	Children to get undressed and dressed for Nativity show.	Coat recap. Check who can now put coat on/do up zips/buttons

Curriculum Overview: EYFS Autumn Term 2

	Reminder of wiggly fingers when bell/ tambourine is rung.		zip/buttons. Zip poster challenge				
Jigsaw PSHE	**PSHE- Celebrating Difference** **1. What am I good at?**	**PSHE- Celebrating Difference** **2. I'm Special, I'm Me!**	**PSHE- Celebrating Difference** **3. Families**	**PSHE- Celebrating Difference** **4. Homes**	**PSHE- Celebrating Difference** **5. Making Friends**	**PSHE- Celebrating Difference** **6. Standing Up for Yourself**	
Enhancements	Jigsaw pieces - children to draw/write on a jigsaw piece something that they are good or enjoy doing	Fingerprint painting - invite the children to experiment with printing their fingerprints to create their own marks which may lead to artistic creations!	Family portraits using loose parts i.e. glass beads, wooden rings, pasta shells, fabrics, string, buttons	Can children build homes and shelters for animals and wildlife using natural resources/big construction	Mud kitchen - can you make a recipe for friendship? A sprinkle of… kindness, a spoonful of laughter etc	Create a class kindness jar - children to put a pom-pom in if someone has been kind to them - keep out all week and then review how many there are at the end of each day	

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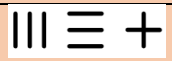
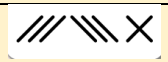
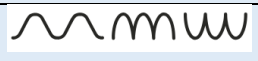
PD:

Gross Motor Skills:

- To create sequences using shapes, balances and travelling actions.
- To develop balancing and safely using apparatus
- To develop jumping and landing safely from a height.
- To develop rocking and rolling.
- To explore travelling around, over and through apparatus.
- To create sequences using apparatus.
- To line up and queue with minimal support
- Learn how to use the basketball hoop

Fine Motor Skills:

- To begin to use anticlockwise movement and retrace vertical lines
- To hold scissors correctly and cut along a straight and zigzagged line
- To use a tripod grip when using mark making tools
- To accurately draw lines, circles and shapes to draw pictures
- To copy taught patterns with correct formation
- To write own name
- To begin to hold a knife correctly and use to cut food with support

Adult Led Get Set 4 P.E:	Gymnastics Unit 2 Theme: Jack and the Beanstalk To create short sequences using shapes, balances and travelling actions.	Gymnastics Unit 2 Theme: Jack and the Beanstalk To develop balancing and safely using apparatus.	Gymnastics Unit 2 Theme: Jack and the Beanstalk To develop jumping and landing safely from a height.	Gymnastics Unit 2 Theme: Goldilocks and the Three Bears To develop rocking and rolling.	Gymnastics Unit 2 Theme: Goldilocks and the Three Bears To explore travelling around, over and through apparatus.	Gymnastics Unit 2 Theme: Goldilocks and the Three Bears To create sequences using apparatus.	Gymnastics Unit 2 Theme: Jack and the Beanstalk To create short sequences using shapes, balances and travelling actions.
Enhancements	Firework sensory tray patterns snip the fireworks Rangoli patterns	Model basketball hoop outside Poppy window pictures	Knife and forks in playdough for cutting practise	Sort the balloons	Threading beads onto string or pipe cleaners to make a friendship bracelet for someone in class- Link to PSHE	Decorate tree with pegs	Snowflakes
Handwriting							

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Literacy

Word Reading:

- GPC h,b,f,ff,l,ll,ss,j,v,w,x,y,z,zz, qu, ch ,sh, th
- HFW up, mum, put, has, had, him, his, oh, big, he, she, me, we, be, of, if, off, you, my, they, for, was, will, all, went, from, help, too, her, with, are, yes, then, them, this, that, said

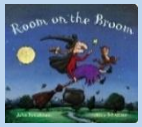
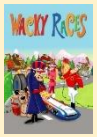
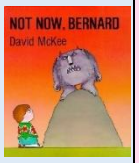
Comprehension:

- To begin to answer questions about the stories read to them
- To sequence familiar stories with support
- To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes

Writing:

- To write their name
- To begin to write CVC words using taught sounds



Reading:	Word Reading Monster Phonics h,b HFWs: up, mum, put, has, had, him, his, oh, big	Word Reading: Monster Phonics f,ff,l,ll,ss HFWs: he, she, me, we, be, of	**Word Reading:** **Assessment Week** Monster Phonics j,v,w,x HFWs: if, off, you, my, they, for, going	Word Reading: Monster Phonics y,z,zz,qu HFWs: was, will, all, went, from, help	Word Reading: Monster Phonics ch,sh,th,ng HFWs: too, her, with, are, yes	Word Reading: Monster Phonics oo cool blue ar then, them, this, that, said	Word Reading: Monster phonics assessments and recap
Writing enhancements	Children to write their name for pencil grip assessment Firework chalk- black paper- words		Writing birthday invitations/party list	Writing birthday cards	Writing Christmas Cards	Christmas lists	Old Christmas Cards
DRAWING CLUB	**Vocabulary:** WHOOSH SPLAT SCALY HORRIBLE DOWN ADD FIERY SWOOP 	**Vocabulary:** ENCHANTED CONVERSATION ENDLESS DESPAIR STOP COVERED STEAMING GLOOPY 	**Vocabulary:** ACCELARATE BREAK HAZARD STEERING CHUCKLE DEMOLISH OVERTAKE TRANSPORT 	**Vocabulary:** GOBBLE DESTROY IGNORE FIERSOME CHOMP LEAKING SPLATTER ASTONISHED 	**Vocabulary:** CALAMITY DANGER HERO EMERGENCY DREAMING LOVELY 	**Vocabulary:** 	

Curriculum Overview: EYFS Autumn Term 2

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Maths

Number:

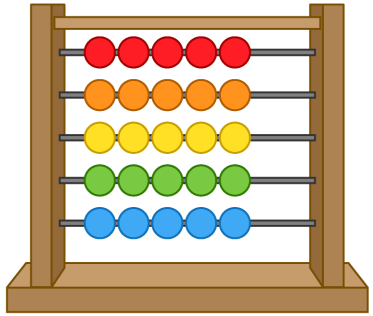
- Focus on the 'five-ness of 5' using one hand and the die pattern for 5
- Comparison of sets - by matching
- Use the language of comparison
- Explore the concept of 'whole' and 'part'
- Focus on the composition of 3, 4 and 5
- Practise object counting skills
- Match numerals to quantities within 10
- Verbal counting beyond 20

Numerical patterns

- To talk about key events in their daily routine and to begin to order these

Shape, Space & Measures:

- To name, identify and compare circle, square, triangle
- To notice and identify 2D shapes in the environment
- To use and understand positional language
- To identify and name shapes with four sides
- To combine shapes with 4 sides



Adult Led	MN Week 6 Focus: Counting, ordinality and cardinality	MN Week 7 Focus: Comparison	MN Week 8 Focus: Composition	MN Week 9 Focus: Composition	MN Week 10 Focus: Counting, ordinality and cardinality	WR Maths Circles and Triangles and position	WR Maths Shapes with 4 sides My day and night
Focus Task	Pizza toppings	Towers of 5	Jigsaw Puzzles	Interlocking cubes	Which colour is missing?	Positional language game	Day and night sorting game
Enhancement	Chalk track games outside	Balance scales	Constructing and deconstructing activties	Stompolines	Sorting game	Loose parts shape art	Shape pictures

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UOW:

Past and Present:

- Begin to know that the past refers to events that happened before a set time (or the current day) e.g. Remembrance Sunday
- To begin to know about significant people and events from the past (e.g. Guy Fawkes)
- To begin to know about the past through settings, characters and events encountered in books read in class and storytelling



People, Culture and Communities:

- Know that in the UK people often celebrate birthdays, Christmas, Easter, weddings, Harvest
- Know that a celebration is a time when people come together to remember something and that these may be shared with family
- Begin to know that an important celebration for Hindus and some other religions is Diwali, which is a five-day festival of light, celebrating light (good) over darkness (evil)
- Begin to know that Christians believe that Jesus is the son of God
- Know that Christmas is a special day that celebrates the birth of Jesus
- To begin to discuss some aspects of the Christmas story
- Begin to know how to describe some features of their immediate environment, e.g. roads, houses, shops, schools, parks, churches, etc.
- To begin to draw information from a simple map of the local area

The Natural World:

- To begin to understand the effect of changing seasons on the world around them
- Begin to know how to recognise the signs of winter

Adult Led	Learn about bonfire night- link to fire safety Learn the Diwali story	Cbeebies remembrance video. Why do we wear poppies?	Talk about birthdays. Do the children know when their birthday is?	Look at photos on Dojo from birthdays.	Learn the Nativity Story	Learn that School in on Barley Mow Road, the post box is on Harvest Road. Children to know what road they live on. Look at maps of route to post box.	Recap the Nativity Story
Enhancements	Bonfire night photos in environment Clay Divas- Link to EAD	Children to make own poppy-link to EAD Poppy window display	Photos of birthday celbrations around the world	Print photos and out for discussion before added to celebration board	Nativity characters in environment for children to retell the story	Children to draw their own map	
RE:	Introduce reflection area and how we can use it.	Learn the home time prayer.	**RE: Why do we have celebrations?** Engage	RE: **Why do we have celebrations?** Talk about birthdays Explore	RE: **Why do we have celebrations?** Talk about how Christmas is (or isn't) celebrated in our homes. Evaluate	RE: **Why do we have celebrations?** Look at photos from post box walk. Look for signs that Christmas is coming - Evaluate	

Curriculum Overview: EYFS Autumn Term 2

<table>
<tr><td>EAD:</td><td colspan="7">Creating with Materials
- To use some cooking techniques
- To know how to work safely and hygienically
- Know that we can make marks with pencils, pens, crayons, chalks
- Know that we can use a range of movements to create marks.
- To know that we draw lines, circles and shapes to draw pictures
- Begin to know that a line is a mark we can make to join marks together
- Know that a drawing is a picture or diagram made with a pencil, pen or crayon (rather than paint)
- Know how to talk about the marks we make and what they represent
- To explore different techniques for joining materials (Glue Stick, sellotape tape, PVA)
- To use a range of media to create e.g. clay / salt dough etc (diva lamp)
Being Imaginative
- To begin to build up a repertoire of songs
- To sing songs talking about their pace and volume
- To use costumes and resources to act out narrative
- To act out well know stories
- To perform songs in the Christmas Play
</td></tr>
<tr><td>Adult Led</td><td>Look at Jackson Pollock. Link to fireworks</td><td>Model variety of media to create poopy picture</td><td>Introduce songs for the Nativity</td><td>Look at a selection of birthday cards and discuss features we usually see.</td><td>Practise Nativity songs</td><td>Look at a selection of Christmas cards and discuss the features we usually see.</td><td></td></tr>
<tr><td>Music
Charanga</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Enhanancements</td><td>Fireworks paintings</td><td>Children to create a poppy picture using either paints, pastels, collage or mixed media. Or Mini Mash</td><td>Make party decorations to use in the role play-</td><td>Making to design and make their own birthday cards</td><td>Introduce junk modelling to creative area. Look at joining methods.</td><td>Design and making Christmas cards</td><td>Opportunities to make Christmas crafts, e.g. stockings, baubles, snowmen, etc</td></tr>
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