

<b>EYFS Autumn Term Curriculum Map</b>		
	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>
<b>Themes</b>	Starting School Marvellous Me Weather and Seasons	Celebrations
<b>Core Texts</b>	I'm (Almost) Always kind What Makes Me A Me? The Squirrels Who Squabbled Pumpkin Soup	Celebrations Around The World The Nativity Story Shu Lin's Grandpa Standing Up To Racism
<b>WOW Moments</b>	Starting big school Parents in school to support transition Introduction to Wild At Heart Harvest Festival at church Cooking - Making soup	Campfire (weather dependant) Bears party – baking a cake Nativity performance Christmas party
<b>RE</b>	Early Years Chatterbox Unit: I am Special  Early Years Chatterbox Unit: Special Times  Class Worship – Harvest and the Creation story (talk about Awe and Wonder)	Early Years Chatterbox Unit: Special Times (world faiths)  Early Years Chatterbox Unit: Christmas  Class Worship – Giving
<b>Personal, Social &amp; Emotional Development</b>	Class/school rules Building relationships Healthy eating NSPCC - Talk PANTS with Pantosaurus My Happy Minds – Meet Your Brain	My Happy Mind Places activities My Happy Body stories Importance of sleep Oral hygiene
<b>Communication and Language</b>	Listening and attention skills 1:1 discussions Retelling stories	Joining in with repeated refrains in stories 1:1 discussions Retelling stories
<b>Physical Development</b>	<b>Gross Motor</b> Revise and refine fundamental movement skills Yoga  <b>Fine Motor</b> Play Dough Tripod Grip Writing position Chopping with a knife	<b>Gross Motor</b> Revise and refine fundamental movement skills Gymnastics  <b>Fine Motor</b> Scissor skills Doing up zips
<b>Literacy</b>	Introduce ELS Phase 2 sounds Harder to read and spell words  Drawing & labelling Ordering letters of my name Writing my name  Rhymes  Structured story time linked to core texts	Introduce ELS Phase 3 sounds Harder to read and spell words  Identifying initial sounds Writing initial sounds Writing CVC words  Drawing Club – Letters and sounds  Poetry  Structured story time linked to core texts

<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Develop stable order principle; count items touching 1:1; recognise numerals to 5; subitise to 5 and match numerals with a number of items to 5.</li> <li>• Recognise, describe and build repeating patterns, including ABAB, AAB, ABC and AABC. Fix missing elements of a pattern, duplicate a pattern and extend a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Use number names and language to compare; know the order of number names in relation to each other; show an awareness of composition to five including partitioning; recall number bonds to 5; recognise doubles (to 4); add one and subtract one with numbers to 5; represent mathematical problems with part-whole models; recognise one more and one less in a counting sequence.</li> <li>• Order and compare lengths, connect knowledge of number to length, measure objects using non-standard units.</li> <li>• Recognise that size does not denote weight; know when an object is heavier or lighter; know when two objects are of equal weight; explore standard units.</li> </ul>
<b>Understanding the world</b>	<p>How I've changed</p> <p>Families and communities</p> <p>Body parts</p> <p>The 5 senses</p> <p>Seasons - Autumn</p>	<p>Diwali</p> <p>Remembrance Day</p> <p>Bonfire Night</p> <p>The Christmas Story</p> <p>People, culture and communities</p>
<b>Expressive arts and design</b>	<p>Singing nursery rhymes</p> <p>Self-portraits</p> <p>Mixing colours</p>	<p>Singing nursery rhymes</p> <p>Performing</p>