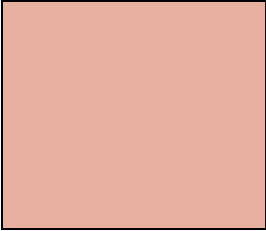


## EYFS Curriculum overview – Autumn term 2022

<b>Me and My World</b>	
Main themes	Myself, My feelings, My body, People who help us, <b>Seasonal:</b> Autumn, Harvest, Divali, Bonfire night, Christmas
Focus texts	The Colour Monster Elmer (LS) Guess How Much I Love You Dogger Avocado Baby (LS) The Big Book of Families Little Red Hen (Harvest) Funnybones People Who Help us non fiction texts Dear Santa Christmas story
<b>Key focus termly objectives</b>	
Communication and Language	<ul style="list-style-type: none"> <li>• <i>Understand how to listen carefully and why listening is important.</i></li> <li>• <i>Learn new vocabulary.</i></li> <li>• <i>Use new vocabulary through the day.</i></li> <li>• <i>Ask questions to find out more and to check they understand what has been said to them.</i></li> <li>• <i>Develop social phrases.</i></li> <li>• <i>Engage in story times.</i></li> <li>• <i>Listen to and talk about stories to build familiarity and understanding.</i></li> <li>• <i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></li> <li>• <i>Learn rhymes, poems and songs.</i></li> <li>• <i>Engage in non-fiction books.</i></li> </ul>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• <i>See themselves as a valuable individual.</i></li> <li>• <i>Build constructive and respectful relationships.</i></li> <li>• <i>Express their feelings and consider the feelings of others.</i></li> <li>• <i>Identify and moderate their own feelings socially and emotionally.</i></li> <li>• <i>Manage their own needs- personal hygiene.</i></li> <li>• <i>Know and talk about the different factors that support their overall health and wellbeing:</i> <ul style="list-style-type: none"> <li>○ <i>regular physical activity</i></li> <li>○ <i>healthy eating</i></li> <li>○ <i>toothbrushing</i></li> <li>○ <i>being a safe pedestrian</i></li> </ul> </li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• <i>Revise and refine the fundamental movement skills they have already acquired:</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Rolling - crawling - walking - jumping - running - hopping - skipping - climbing</i></li> <li>• <i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></li> <li>• <i>Develop overall body-strength, balance, co-ordination and agility.</i></li> <li>• <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></li> <li>• <i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></li> <li>• <i>Further develop the skills they need to manage the school day successfully:</i> <ul style="list-style-type: none"> <li>○ <i>lining up and queuing</i></li> <li>○ <i>mealtimes</i></li> </ul> </li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• <i>Read individual letters by saying the sounds for them.</i></li> <li>• <i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i></li> <li>• <i>Read a few common exception words matched to the school's phonic programme- Phase 2.</i></li> <li>• <i>Form lower-case letters correctly.</i></li> <li>• <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• <i>Count objects, actions and sounds.</i></li> <li>• <i>Subitise.</i></li> <li>• <i>Compare numbers.</i></li> <li>• <i>Understand the 'one more than/one less than' relationship between consecutive numbers.</i></li> <li>• <i>Automatically recall some number bonds for numbers 0-5.</i></li> <li>• <i>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</i></li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• <i>Understand the effect of changing seasons on the natural world around them.</i></li> <li>• <i>Talk about members of their immediate family and community.</i></li> <li>• <i>Name and describe people who are familiar to them.</i></li> <li>• <i>Understand that some places are special to members of their community.</i></li> <li>• <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></li> <li>• <i>Explore the natural world around them.</i></li> <li>• <i>Describe what they see, hear and feel whilst outside.</i></li> <li>• <i>Understand the effect of changing seasons on the natural world around them.</i></li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></li> </ul>

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- *Sing in a group or on their own, increasingly matching the pitch and following the melody.*
  - *Develop storylines in their pretend play.*
  - *Explore and engage in music making and dance, performing solo or in groups.*