



EYFS Curriculum Overview

Autumn Term



| Area of Learning | Nursery Autumn 1 | Nursery Autumn 2 | Reception Autumn 1 | Reception Autumn 2 |
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| Overarching themes | All about me Autumn Black History Month | Celebrations | All about me Autumn Black History Month | Celebrations |
| Texts | One Ted falls out of bed One Bear at Bed time Goldilocks and the three bears We're going on a Bear Hunt | The Three Little Pigs The Gruffalo Stick Man Father Christmas Little Owl and the Christmas Star The Nativity Story | The Colour Monster Storm What can you see in Autumn? Owl Babies | Father Christmas needs a wee Rama and Sita Guy Fawkes (non-fiction) Christmas story (Bible) |
| Phonics | Environmental Sounds Instrumental sounds Body percussion | | Read Write Inc Single letter set 1 sounds (first 22) Oral blending Letter formation | Read Write Inc Read all single letter set 1 sounds Oral blending and segmenting Beginning to spell CVC words |
| Maths | Colours Sorting | Pattern Size Principles of counting Comparison | Mastering Number: Creating patterns and exploring numbers within 4, including perceptually subitising within 3 | Mastering Number: Creating patterns and exploring numbers within 5, including perceptually subitising within 5; begin to count beyond 5; begin to recognise numerals; explore the composition of numbers within 5. |
| | | | Shape, space and measures (WRM): Talking about the routine of the day and using language like, 'before' and 'after'; Using comparative language such as, 'taller', 'shorter' and 'the same'; Being more confident in identifying shapes in the environment; Recognising particular shapes that may be useful for certain tasks; Making more meaningful pictures, patterns and arrangements with shapes. | |
| Writing | Join in with repeated refrains and phrases in familiar stories Join in with and enjoy mark making activities Fine motor development activities | Copying pre-letter formation shapes Begin to give meaning to their marks Fine motor development activities | Finding dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name building Lists, shopping lists. Writing initial sounds. Use initial sounds to label characters/images. | Name writing and labelling using initialsounds. Story scribing. Retelling stories Writing Christmas lists. Sequence the story, e.g. Christmas story. Write cvc words. Model story mapping. |

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| | | | Label diagrams. | |
| Physical Development | Dance – nursery rhymes Self care skills, managing independent hygiene routines Moving around the environment safely and appropriately Dough Disco and additional fine motor development activities | | PE - Stability 2: Maintaining balance while twisting, bending and reaching. Dodging and evading others. Travelling with confidence over, under, around and through. Opportunities in provision: Move a ball with control in different directions Roll a ball Throw underarm Bounce and catch a ball Fine motor development activities – morning activity carousel | Locomotion 2: Jumping in a variety of ways and skipping (outdoor) Fine motor development activities – morning activity carousel |
| SCARF | Me and my relationships | Valuing Difference | Me and my relationships | Valuing Difference |
| Understanding the world – The Natural World | Autumn What do we see? Weather changes | Autumn / Winter What do we see? What goes to sleep? | Autumn treasure sticks (Begin tracking seasonal change) Investigation - Floating and Sinking in puddles/water area | Designing and making a Diva lamp Building a cenotaph out of blocks |
| Understanding the World – Past and Present | How have I changed since I was a baby? Links with SCARF Beginning to learn days of the week, Visual Timetables Yesterday, today, tomorrow, etc Begin ‘nursery timeline’ Black History Month | What are our favourite celebrations each year? Why do we have bonfires? Remembrance Add birthdays to the timeline/develop timeline | How have I changed since I was a baby? Links with SCARF Consolidating days of the week, Visual Timetables Yesterday, today, tomorrow, next week etc Begin ‘reception timeline’ Black History Month | What are our favourite celebrations each year? Guy Fawkes story Remembrance Diwali/Christmas in the past and now Real Artefacts Add birthdays to the timeline/develop timeline |
| Understanding the World – People and Communities | How do you get to school? | Festivals and celebrations around the world | How do you get to school? How long is your journey, how far away do you live? Middleton landmarks we know | Route to the Cenotaph in Middleton Looking at maps and drawing our own Festivals and celebrations around the world |
| RE | <u>Unit 1</u> Why is the word God so important to Christians? (Creation) | <u>Unit 2</u> Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation) | <u>Unit 1</u> Why is the word God so important to Christians? (Creation) | <u>Unit 2</u> Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation) |

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| Expressive Arts and Design | Self portraits | Celebration crafts | Self portraits Leaf rubbings Giuseppe Arcimboldo – fruit and veg printing | Bonfire and fireworks Rangoli patterns Christmas outdoor large scale patterns Printing and pattern wrapping paper design Colour mixing and changing colours |
| Music | Core nursery rhymes Modelling music provision | Celebration songs Christmas songs | Nursery Rhymes Autumn and All About Me themed songs Number songs | Nativity Play Music linked to celebrations |

*NB While this overview provides provocations and ideas to explore, we are a child led setting and follow our children's interests. This may mean some planned learning experiences are changed.