



# St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in all its fullness!'** John 10:10  
**'Achieving great things through learning and growing together in a love-filled Christian family'**

## EYFS Autumn 1 Curriculum Overview

### Communication and Language

#### New Vocabulary

New vocabulary will be used in conversation within this area. Please see other areas to see which new vocab will be used in conversations.

#### Key Learning

- Guided talk
- Listening to and following instructions
- To begin to start a conversation
- Learning new vocabulary
- Listening to stories
- Listening to each other
- Retelling stories
- Roleplay

### Personal, Social and Emotional Development

#### New Vocabulary

Calm, fear, emotions, surprised, rules, sharing, differences

### **Key Learning**

- Behaving appropriately in our new school
- Creating classroom rules and learning how to follow them
- Listening to each other
- Talk about themselves and their likes and dislikes
- Following our school routine and learning about expectations e.g. tidy up time, waiting patiently
- Tour of the school environment
- Our feelings
- Making friends and playing together
- Sharing and turn taking
- Home time safety
- Understanding how everybody is different
- Personal hygiene

## **Physical Development**

### **New Vocabulary**

Safe, germs

### **Key Learning**

- Using cutlery
- Handwashing and toilet hygiene
- Riding scooters and bikes safely
- Beginning to explore moving in different ways
- Gross motor skills
- Outdoor exploration: Muddy Monday

## Literacy

### New Vocabulary

Letter, spiral, zigzag, wave, line, phoneme, grapheme, Capital.

Other new vocabulary will be taught whilst reading key stories.

### Key Learning

- Daily Phonics session focussing on Phase 1/2
- Rhyme time
- Mark making
- Using recognisable letter sounds
- Recognising our name
- Using books correctly
- Listening to stories
- How to use books correctly: the importance of our reading area

## Maths

### New Vocabulary

Pattern, sequence, more than, fewer than, repeating, large, small, big, little, short, tall, tallest, shortest

### Key Learning

- perceptually subitise within 3
- identify sub-groups in larger arrangements
- create their own patterns for numbers within 4
- practise using their fingers to represent quantities which they can subitise

- experience subitising in a range of contexts, including temporal patterns made by sounds.
- relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set
- have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song
- have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting
- have opportunities to develop an understanding that anything can be counted, including actions and sounds
- explore a range of strategies which support accurate counting.
- see that all numbers can be made of 1s
- compose their own collections within 4.
- understand that sets can be compared according to a range of attributes, including by their numerosity
- use the language of comparison, including 'more than' and 'fewer than'
- compare sets 'just by looking
- Find objects which are the same/ different.
- Sort objects into the same/different – based on colour, size, shape.
- Compare and order based on size (large/small, big/little, short/tall, tallest/shortest)
- Copy, continue, make their own simple repeating patterns (3 units of repeat).

## Religious Education (R.E)

### New Vocabulary

God, unique, Harvest, creation, prayer, courage, trust, service, forgive, generosity, respect, encouragement

### Key Learning

- Begin to explore our Christian values
- RE Unit: Who is special?
- RE Unit: Harvest

## Understanding the World

### New Vocabulary

Environment, different, Autumn, senses, shoulder, wrist, chest, hip, unique, sight

### Key Learning

- Our school environment: *describe their immediate environment using knowledge from observation, discussion*
- Muddy Monday: Where do I live? Can children name their school and town? Children will look at images of school and describe different things that they can see: *describe their environment using knowledge from observations and discussions*
- Naming and observing the weather: *understand changes in the natural world including seasons*
- Our senses (Know the names of the senses, describe what each of our senses does, explore how to make sounds)
- Our body (Know about and name body parts, describe what different body parts do, explore how our bodies change, think about how we are similar and different)
- Talk about our family and people who are important to us: *talk about the lives of the people around them (communication, observe, vocab, recall)*

## Expressive Arts and Design

### New Vocabulary

Tool, performance, amount

### Key Learning

- Singing nursery rhymes
- Drawing self portraits
- Painting- using tools effectively

- Kandinsky
- Develop own ideas when listening to music and performing
- Perform nursery rhymes
- Developing own ideas creatively
- Select and use resources

## Reminders and Homework

### **PE**

Please can children come to school in their PE kit every Monday and Friday. Please ensure that the children wear black joggers/leggings or black/navy shorts with their house PE t-shirt. Wellingtons and waterproofs need to be in school every Monday.

### **Reading books**

Children will change their reading books every Friday. Please make sure you have signed your child's reading record at least 3 times by Friday. Your child should be looking at and reading their books at least 3 times every week.

### **Water bottles**

Children should bring a water bottle into school every day. This should have water or clear flavoured water only.

### **Coats and bags**

Coats and school bags need to be brought in every day. Children will have access to the outdoors and will be able to go out in the rain too. Please ensure children bring book bags with the school logo which can be bought from local uniform providers.