



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 2 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

- Understand 'why' questions
- Start a conversation
- Listening skills
- Listening to stories
- How to use a book correctly
- Talk about familiar books
- Retell stories
- Learn new vocabulary

Personal, Social and Emotional Development

New Vocabulary

Relationship, stranger, private, confidence

Key Learning

- Start a conversation
- Listening skills
- Developing our confidence to perform
- Following classroom rules
- Dressing and undressing
- Same and different
- Caring
- Being a good friend
- Road safety
- Pants rule

Physical Development

New Vocabulary

Equipment, movement

Key Learning

- Gross motor skills
- Outdoor exploration: Muddy Monday
- Begin to negotiate space
- Posture

- Begin to develop fine motor skills for writing
- Pencil grip
- Begin to form letters
- Dressing and undressing
- Climbing up apparatus
- Skip, hop, stand on one leg
- Remember sequences of patterns and movements which are related to music and rhythm (Nativity performance)
- Develop fine motor skills
- Cutting skills

Literacy

New Vocabulary

Phoneme, grapheme

Other new vocabulary will be taught whilst reading key stories.

Key Learning

- Daily Phonics session focusing on Phase 2
- Rhyme time
- Read and write words including common exception words
- Mark making
- Write our name
- Using books correctly
- Listening to stories

Maths

New Vocabulary

Subitise, whole, part, triangle, square, rectangle, under, over, next to, in front, behind, compare

Key Learning

- continue from first half-term
- subitise within 5, perceptually and conceptually, depending on the arrangements.
- continue to develop their counting skills
- explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand
- begin to count beyond 5
- begin to recognise numerals, relating these to quantities they can subitise and count.
- explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot
- explore the composition of numbers within 5.
- compare sets using a variety of strategies, including 'just by looking', by subitising and by matching
- compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.
- 3 step patterns.
- 2D Shapes: Triangles., squares and rectangles
- Positional language
- Daily routines.

Religious Education (R.E)

New Vocabulary

Trust, compassion, miracle, generosity, courage

Key Learning

- Continue to explore our Christian values
- RE Unit: Special People
- RE Unit: Christmas: who celebrates and where do they worship

Understanding the World

New Vocabulary

Deciduous, fog, hygienic, remembrance, yesterday, tomorrow

Key Learning

- Muddy Monday: Explore our local area: children can name places in our local area e.g. Whitehall park and Jack Keys: *describe their immediate environment from observation and discussion; explore the natural world around them*
- How is Christmas celebrated in other countries?: *explain some similarities between life in this country and other countries from non-fiction texts and maps; know some differences between religious and cultural communities*
- Naming the season of Autumn and looking at the features: *understand changes in the natural world including seasons*
- Weather and seasons (Know the names of different seasons, state what weather is likely in different seasons, recognise types of weather, discuss ways to be safe in different types of weather)
- Health and safety (Know different ways to be safe, know about taking precautions, learn about how to help each other be safe, describe how to be healthy and hygienic)
- How we grow- birthdays: *similarities and differences between things in the past and now (chronology, communication, observe, describe, vocab, recall)*

- To talk about how we change as we grow: our life cycle: *similarities and differences between things in the past and now (chronology, vocab and describe)*
- Guy Fawkes and the Gunpowder plot: *to understand the past through settings, characters and events (research, observe)*
- Remembrance day: *to understand the past through settings, characters and events (research, observe)*
- Experience and become familiar with the language of time (vocabulary)

Expressive Arts and Design

New Vocabulary

percussion

Key Learning

- Develop storylines in their play
- Rhyme time
- Perform solo and in groups
- Using glue correctly and accurately
- Using percussion
- World nursery rhyme week
- Powder paint
- Drawing
- Develop confidence to perform

Reminders and Homework

PE

Please can children come to school in their PE kit every Monday and Wednesday. **From 27th November, PE will be on 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.

Rhyme Time

Please join us for our rhyme time every Wednesday 9-9.30am.