

EYFS Autumn Curriculum Map

What makes me amazing? and Who are the people who help us?
Purpose of the theme:

- To learn about the children and their families and for the children to learn about their own abilities.
- Ask questions about who they are and how they are the same or different from others.
- To compare similarities and differences between each other and investigate different occupations.



Communication and Language

Listening attention and understanding

Listening Elephant

Letters and Sounds Phase 1

Attention and Listening programme

Speaking

Talk for writing – Mr Wiggle and Mr Waggle

Action Rhymes

Speaking in front of a small group of children

Personal, Social and Emotional

Learning about the boundaries and routines of the school day.

Golden Rules

We are Kind and Helpful

We are Honest

We look after Property

We work Hard

We listen

Sharing and cooperation

Independence

Physical Development

Gross Motor skills

The outdoor area provides opportunities for the children to develop their gross motor skills. The swings are excellent for core strength. The blocks and planks for developing muscles, the bikes for balance and coordination.

Fine Motor skills

Digging in the sandpit is excellent for developing the skills needed for writing later on.

Threading, beads, tweezers

Literacy

Introduction to writing – drawing, foam, sand etc.
Blending a pencil
Name writing
Introduction to phonics
Developing correct letter formation
Exploring different text types
Talk for writing

Comprehension

Repeat words and phrases from familiar stories.
Ask questions about the book. Makes comments and shares their own ideas.
Develop play around favourite stories using props.
Engage in extended conversations about stories, learning new vocabulary.

Word Reading

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
Understand the five key concepts about print
print has meaning
print can have different purposes
we read English text from left to right and from top to bottom
the names of the different parts of a book
page sequencing.

Number

Fast recognition of up to 3 objects, without having to count them, individually ('subitising').
Recite numbers past 5.
Say one number for each item in order: 1, 2, 3, 4, 5.
Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
Show 'finger numbers' up to 5.
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Experiment with their own symbols and marks as well as numerals.
Solve real world mathematical problems with numbers: up to 5
Compare quantities using language: 'more than', 'fewer than'.

Maths

Expressive Arts and Design

Creating with Materials

Explore different materials freely, in order to develop their ideas about how to use them and what to make.
Develop their own ideas and then decide which materials to use to express them.
Join different materials and explore different textures.
Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Use drawing to represent ideas like movement or loud noises.
Explore colour and colour-mixing.

Being Imaginative and Expressive

Take part in simple pretend play, using an object to represent something else even though they are not similar.
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

People who help us visitors.
We are excited to meet lots of different people who help us in our local community. Some of our visitors include; a PCSO, a Dentist, the Fire Service and a Vet.



Understanding of the world

Past and Present

Begin to make sense of their own life-story and family's history.
People, Culture and Communities
Show interest in different occupations.