



Autumn Term
Curriculum Overview

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| <p>Seasons Awareness Days and Celebrations</p> | <p>23rd September Recycle Week October Black History Month 4th –10th October World Space Week 10th October World Mental Health Day 5th November Bonfire Night/Firework safety 10th November Diwali 11th November Remembrance Day 13th November World Kindness Day 18th November Children in Need 13th - 17th November Anti Bullying Week 14th November Road Safety Week December 18th Hanukkah</p> |
| <p>Themes to Explore</p> | <p>Family and diversity Feelings and Emotions Transition to my new class, rules and routines Friendships What makes me special Our favourite things Looking after myself at school and at home Festivals and Fireworks Kindness Pumpkins, turnips and harvest Christmas</p> |
| <p>Key Texts</p> | <p>The Invisible String What makes Me a Me? Simon Sock A Great Big Cuddle Super Duper You The Naughty Bus Little Glow</p> |
| <p>Personal, Social and Emotional Development</p> | <p>Select & use resources; play with others; follow rules & develop a sense of community; talk about feelings. Identify and discuss different feelings Encourage children to talk about what they are learning Develop sharing and turn taking skills Kindness Tree – adding a leaf each time there’s an act of kindness Show understanding of others’ feelings (empathy)</p> |



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| Communication and Language | <p>Retell stories; learn rhymes; start conversations & listen/respond; talk for getting on socially.</p> <p style="text-align: center;">Listening games – understand what makes a good listener</p> <p style="text-align: center;">Engage in conversation about themselves, their families and their interests</p> <p style="text-align: center;">Be able to express a point of view</p> <p style="text-align: center;">Express ideas and feelings</p> <p style="text-align: center;">Develop a narrative in their play</p> <p style="text-align: center;">Acquire and use new vocabulary</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Physical Development | <p style="text-align: center;">Fine Motor development - Holding one-handed tools and equipment correctly.</p> <p style="text-align: center;">Holding a pencil effectively to form recognisable letters.</p> <p style="text-align: center;">Gross Motor Development - Negotiating space successfully and adjusting speed or direction to avoid obstacles. Movement, balance, riding & ball skills; collaborate to move equipment safely; outdoor apparatus.</p> <p style="text-align: center;">Managing their own basic hygiene and personal needs successfully.</p> <p style="text-align: center;">GetSet4PE: Introduction to PE/fundamental Skill</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literacy | <p style="text-align: center;">Monster Phonics</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Reception Progression Map</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #4a7ebb; color: white;"> <th></th> <th>WEEK 1</th> <th>WEEK 2</th> <th>WEEK 3</th> <th>WEEK 4</th> <th>WEEK 5</th> <th>WEEK 6</th> <th>WEEK 7</th> <th>WEEK 8</th> <th>WEEK 9</th> <th>WEEK 10</th> <th>WEEK 11</th> <th>WEEK 12</th> </tr> </thead> <tbody> <tr style="background-color: #4a7ebb; color: white;"> <th>TERM 1</th> <td>s a t p</td> <td>i n</td> <td>m d g</td> <td>o c k c k</td> <td>e u r</td> <td>h b</td> <td>f f f l l s s</td> <td>j v w x</td> <td>y z z z q u</td> <td>ch sh thth th ng</td> <td>Long oo</td> <td>ar</td> </tr> <tr> <td></td> <td>a, at, as</td> <td>in, it, is I, an</td> <td>and, am dad</td> <td>to, into, go no, the</td> <td>get, dog, can, got, on, not, cat</td> <td>up, mum put, had oh, him his, big has</td> <td>he, she me, we be, of</td> <td>if, off, you my, they for</td> <td>will, all went, was from help</td> <td>too, her with, are yes</td> <td>then, them that this said</td> <td>ASSESSMENT 2</td> </tr> </tbody> </table> </div> <p style="text-align: center;">Phase 1 consolidation – Listening Games, discrimination of sounds, rhyming strings, initial letters.</p> <p style="text-align: center;">Name writing</p> <p style="text-align: center;">Fine motor- pencil control/letter formation</p> <p style="text-align: center;">Listen to stories and retell in adult inputs and in play</p> <p style="text-align: center;">Writing initial sounds and basic CVC labels</p> <p style="text-align: center;">Describe events in familiar stories and predict events (join in)</p> | | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 | WEEK 8 | WEEK 9 | WEEK 10 | WEEK 11 | WEEK 12 | TERM 1 | s a t p | i n | m d g | o c k c k | e u r | h b | f f f l l s s | j v w x | y z z z q u | ch sh th th th ng | Long oo | ar | | a, at, as | in, it, is I, an | and, am dad | to, into, go no, the | get, dog, can, got, on, not, cat | up, mum put, had oh, him his, big has | he, she me, we be, of | if, off, you my, they for | will, all went, was from help | too, her with, are yes | then, them that this said | ASSESSMENT 2 |
| | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 | WEEK 8 | WEEK 9 | WEEK 10 | WEEK 11 | WEEK 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TERM 1 | s a t p | i n | m d g | o c k c k | e u r | h b | f f f l l s s | j v w x | y z z z q u | ch sh th th th ng | Long oo | ar | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | a, at, as | in, it, is I, an | and, am dad | to, into, go no, the | get, dog, can, got, on, not, cat | up, mum put, had oh, him his, big has | he, she me, we be, of | if, off, you my, they for | will, all went, was from help | too, her with, are yes | then, them that this said | ASSESSMENT 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | <p style="text-align: center;">Getting to know you</p> <p style="text-align: center;">Just like me</p> <p style="text-align: center;">It's me 1, 2, 3</p> <p style="text-align: center;">Light and Dark</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



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| Understanding the World | Talk about members of their immediate family and community. Name and describe people who are familiar. Introduce wider school community and their roles – Mr. Williams, Mr. Bate, office staff, cooks teachers on duty. Explore the natural world around them – the playgrounds, the track and trees – take seasonal photo of the oak tree. Where do I live? Simple maps/Google Earth Snap Science – What am I made of? What was Christmas like for my parents/grandparents? |
| Expressive Arts and Design | Texture & joining materials; draw with detail; respond to music, sing songs & improvise. Develop storylines in their pretend play Mark Making and self-portraits Sing in a group – singing rhymes before transitions – lunch time, home time, Nativity Learn Harvest song- Cauliflowers Fluffy |
| Enrichment | Donating – trip to the charity shop Nativity Play Christmas stories and hot chocolate with buddies |