



Autumn Term  
Curriculum Overview

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| <p>Seasons<br/>Awareness Days<br/>and<br/>Celebrations<br/>Key Dates</p> | <p><b>19th – 25th</b> September Recycle Week<br/><b>1st October</b> - World smile day<br/><b>October</b> - Black History Month<br/><b>4th –10th October</b> - World Space Week<br/><b>10th October</b> - World Mental Health Day<br/><b>October</b> - ADHD Awareness Month<br/><b>5th November</b> - Bonfire Night/Firework safety<br/><b>11th November</b> - Remembrance Day<br/><b>12th November</b> - Diwali<br/><b>13th November</b> - World Kindness Day<br/><b>17th November</b> -Children in Need<br/><b>13th - 17th November</b> Anti Bullying Week<br/><b>19th -25th November</b> - Road Safety Week<br/><b>7th December</b> - Hanukkah<br/><b>December</b> - Christmas</p> |
| <p>Themes to<br/>Explore</p>   | <p>Family and diversity<br/>Feelings and Emotions<br/>Transition to my new class, rules and routines<br/>Friendships<br/>What makes me special<br/>Our favourite things<br/>Looking after myself at school and at home<br/>Our world/space<br/>Pumpkins, turnips and harvest<br/>Festivals and Fireworks<br/>Kindness<br/>Christmas</p>  |
| <p>Key Texts</p>   | <p>The Invisible String<br/>What makes Me a Me?<br/>Simon Sock<br/>A Great Big Cuddle<br/>Super Duper You<br/>Little Glow<br/>Tiny Little Rocket<br/>Beegu<br/>My First Book of Planets<br/>A Rocketful of Poems<br/>Little Glow</p>   |



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| <b>Personal, Social and Emotional Development</b> | <p>Select &amp; use resources; play with others; follow rules &amp; develop a sense of community; talk about feelings.</p> <p style="text-align: center;">Identify and discuss different feelings</p> <p style="text-align: center;">Encourage children to talk about what they are learning</p> <p style="text-align: center;">Develop sharing and turn taking skills</p> <p style="text-align: center;">Kindness Tree – adding a leaf each time there’s an act of kindness</p> <p style="text-align: center;">Show understanding of others’ feelings (empathy)</p> <p style="text-align: center;">My Happy Mind</p>  |                  |             |                      |                                  |                                       |                       |                           |                               |                              |                           |              |         |         |        |         |     |       |           |       |     |                 |         |             |                              |         |      |  |           |                  |             |                      |                                  |                                       |                       |                           |                               |                        |                           |              |
|---|--|------------------|-------------|----------------------|----------------------------------|---------------------------------------|-----------------------|---------------------------|-------------------------------|------------------------------|---------------------------|--------------|---------|---------|--------|---------|-----|-------|-----------|-------|-----|-----------------|---------|-------------|------------------------------|---------|------|--|-----------|------------------|-------------|----------------------|----------------------------------|---------------------------------------|-----------------------|---------------------------|-------------------------------|------------------------|---------------------------|--------------|
| <b>Communication and Language</b>                 | <p>Retell stories; learn rhymes; start conversations &amp; 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>  |                  |             |                      |                                  |                                       |                       |                           |                               |                              |                           |              |         |         |        |         |     |       |           |       |     |                 |         |             |                              |         |      |  |           |                  |             |                      |                                  |                                       |                       |                           |                               |                        |                           |              |
| <b>Physical Development</b>                       | <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 &amp; 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>   |                  |             |                      |                                  |                                       |                       |                           |                               |                              |                           |              |         |         |        |         |     |       |           |       |     |                 |         |             |                              |         |      |  |           |                  |             |                      |                                  |                                       |                       |                           |                               |                        |                           |              |
| <b>Literacy</b>                                   | <p style="text-align: center;"><b>Monster Phonics</b></p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Reception Progression Map</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #4CAF50; 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: #4CAF50; 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 l s s</td> <td>j v w x</td> <td>y z z z q u</td> <td>ch sh th<sup>th</sup> 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>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 l s s | j v w x | y z z z q u | ch sh th <sup>th</sup> 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      |         |         |        |         |     |       |           |       |     |                 |         |             |                              |         |      |  |           |                  |             |                      |                                  |                                       |                       |                           |                               |                        |                           |              |
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|-----------------------------------|--|
| <b>Mathematics</b>                | Getting to know you<br>Just like me<br>It's me 1, 2, 3<br>Light and Dark   |
| <b>Understanding the World</b>    | Talk about members of their immediate family and community.<br>Name and describe people who are familiar.<br>Introduce wider school community and their roles – Mr. Williams, Mr. Bate, office staff, cooks teachers on duty.<br>Explore the natural world around them – the playgrounds, the track and trees – tale seasonal photo of the oak tree.<br>Where do I live? Simple maps/Google Earth/Space<br>Snap Science – What am I made of?<br>What was Christmas like for my parents/grandparents? |
| <b>Expressive Arts and Design</b> | Texture & joining materials; draw with detail; respond to music, sing songs & improvise.<br>Develop storylines in their pretend play<br>Mark Making and self-portraits<br>Sing in a group – singing rhymes before transitions – lunch time, home time, Nativity<br>Learn Harvest song- Cauliflowers Fluffy   |
| <b>Enrichment</b>                 | Trip to Xplore Science Discovery Centre<br>Donating – trip to the charity shop<br>Nativity Play<br>Christmas stories and hot chocolate with buddies  |