

## EYFS Curriculum Overview Autumn 2020

### All About Me, Goldilocks, Harvest and Farming, People Who Help Us, Diwali, Dinosaurs, Christmas

<b>Specific</b>	<b>Communication and Language</b>	<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>	
	<p>Listen with attention to story/ relate to own experience</p> <p>Respond to a story with imagination and enthusiasm.</p> <p>Talk clearly about own experiences and listen to others. Talk about themselves; listen to partner/other children.</p> <p>Opportunities to talk about families.</p> <p>Harvest Celebration</p> <p>Sharing and relating to a traditional story.</p> <p>Compare the food they like/dislike: to begin to use the vocabulary necessary to explain why.</p> <p>Talk with others about meaningful experiences.</p> <p>Talk about themselves - describe what they look like and things that make them special.</p>	<p>JIGSAW topics:</p> <ul style="list-style-type: none"> <li>- Term 1 - Being me in my World</li> <li>- Term 2 - Celebrating Difference</li> </ul> <p>Talk about themselves - describe what they look like and things that make them special.</p> <p>How do we feel about being in a new place?</p> <p>How do we feel about our families? Why are families important? Are all families the same?</p> <p>To make connections between different parts of their life experience.</p> <p>Notice that friends/friendship is important.</p> <p>Build positive relationships with familiar adults and children.</p> <p>Become familiar with the Golden Rules and work as a team to follow them.</p>	<p>To move larger objects in construction areas with increasing control.</p> <p>To use pencils/writing tools with greater ease and control (writing labels etc.).</p> <p>Use scissors/glue sticks and large chinks with greater control and ease.</p> <p>Threading equipment.</p> <p>Outdoor circuit on playground equipment.</p> <p>Climbing/balancing/stretching.</p> <p>Outdoor area bikes/trikes/scooters.</p> <p>Handwriting skills and activities.</p>	
<b>Prime</b>	<b>Expressive Arts &amp; Design</b>	<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>
	<p>Explore shape and colour by creating patterns.</p> <p>Make a class display about their families.</p> <p>Opportunities for:</p> <p>Junk modelling</p> <p>Painting</p> <p>Colouring</p> <p>Dancing</p> <p>Singing</p> <p>Making Music</p>	<p>Listen with attention to stories and relate to own experience.</p> <p>Read labels and recognise initial sounds to help read these.</p> <p>Phase 1 and start Phase 2 of Letters and Sounds</p> <p>Begin to use initial letter/other sounds in name /words.</p> <p>Read their name,</p> <p>Join in with a repeated refrain</p> <p>Begin to ascribe meanings to marks (made or seen).</p> <p>Listen to and use oral language to hear and join in with rhymes.</p>	<p>Numbers to 5</p> <p>Sorting into Groups</p> <p>Comparing Groups of identical and non-identical objects</p> <p>Change within 5 - 1 more/less</p> <p>Time - My day</p>	<p>Where do we live? What is our house like?</p> <p>Our school.</p> <p>Our classroom and where things are.</p> <p>Making links - that there are all kinds of families.</p> <p>Talking about people who are important to me.</p> <p>Learning about different communities and cultures.</p> <p>Looking for signs of Autumn and Winter and other changes in their environment.</p>