

**Curriculum Overview for Parents**



Term: Autumn 1 2025  
 Year: EYFS  
 Teacher/s: Mrs O'Boyle and Miss Suiter  
 Theme: **Who am I?**

PSED	Communication and Language	Physical Development
<p>To follow the school rules and make strong relationships with staff and peers.</p> <p>To separate confidently from their parent/carer at the start of the school day and become involved within the classroom, enjoying exploring new activities.</p> <p>To take part in pretend play, communicating and negotiating with their peers.</p> <p>To participate in small group and 1:1 discussion, offering thoughts and insights, using recently introduced vocabulary.</p> <p>Be increasingly independent in meeting their own care needs, e.g., using the toilet and washing and drying their hands thoroughly.</p>	<p>Learn a number of songs and rhymes e.g. Heads, Shoulders, Knees and Toes, I'm a Little Teapot, Incy Wincey Spider, 5 Current buns etc.</p> <p>To enjoy listening to stories and remember much of what happens in the story.</p> <p>To read and re-read texts so that children can add actions and join in with repetitive language e.g. 'I can't stand this!' etc.</p> <p>Use a wider range of vocabulary through retelling stories and starting conversations.</p> <p>To use longer sentences of 4 to 6 words.</p> <p>Use talk to organise themselves and their play.</p> <p>To understand a question or instruction that has two parts, such as "Get your coat and wait at the door"</p>	<p><b><u>Fine Motor Skills</u></b></p> <p>Threading, cutting, weaving, playdough.</p> <p>Start learning to use a knife and fork.</p> <p>To use one-handed tools e.g. scissors.</p> <p>To use a comfortable grip and good control when holding a pen and pencils. Create a self-portrait, holding pens, pencils and paintbrushes. Draw a person using circle and rectangle shapes with some features e.g. eyes, mouth, arms and legs. To form recognisable letters to form their name with adult support. To take off and put on jumpers independently. To put on and zip coats.</p> <p><b><u>Gross Motor Skills</u></b></p> <p>Confidently sit on the carpet or chair for a short period of time.</p> <p>Move confidently in a range of ways such as rolling, walking, crawling, hopping, skipping and climbing.</p>

		<p>Use upper body strength to lift, carry and hold boxes and crates.</p> <p>Collaborate with others when moving large items in the construction area.</p> <p>Continue to develop movement, balancing through riding trikes and bikes, hopping and standing on one leg.</p>
<b>Maths</b>	<b>Literacy</b>	<b>Texts</b>
<p><b>Government Baseline Assessment to be completed by each child in the first 6 weeks.</b></p> <p>Fast recognition of 3 objects without having to count (subitising) Recite numbers past five. Say one number for each object 1:1 and know the last number counted is the total. Show finger numbers to 5.</p> <p style="text-align: center;"><b><u>White Rose Maths</u></b></p> <p><b>Block 1- Match, Sort and Compare</b> In this unit, children will learn to match objects, identify sets, explore sorting techniques and compare amounts.</p> <p><b>Block 2-Measure and Patterns</b> In this unit, children will compare size, mass and capacity. They will also explore, copy, continue and create simple patterns.</p>	<p><b>Government Baseline Assessment to be completed by each child in the first 6 weeks.</b></p> <p style="text-align: center;"><b><u>Comprehension</u></b></p> <p>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.</p> <p>Engage in extended conversations about stories, learning new vocabulary. Retelling familiar stories.</p> <p style="text-align: center;"><b><u>Word Reading</u></b></p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words so that they can read short words made up of known letters.</p>	<p><i>The Colour Monster Goes to School-Anna Llenas</i> <i>Peace at Last- Jill Murphy</i> <i>Owl Babies- Martin Waddell</i> <i>The Tiger who came to Tea-Judith Kerr</i> <i>Elmer- David Mckee</i> <i>We're going to the Dentist for a check- up- by Campbell books.</i> <i>Why should I brush my teeth? - Usborne books</i></p>

	<p>Read some common exception words matched to the <b>Little Wandle</b> phonic programme.</p> <p style="text-align: center;"><b><u>Writing</u></b></p> <p>To mark make with meaning using a range of tools with a dominant hand.</p> <p>Write name with support.</p> <p>Focus on mark making and developing fine motor.</p> <p>Create/draw using:</p> <ul style="list-style-type: none"> <li>- anticlockwise circles</li> <li>- lines going top to bottom</li> <li>- lines/shapes going from left to right</li> </ul> <p>Start to form some letters correctly.</p>	
<b>Understanding the World</b>	<b>Expressive Arts and Design</b>	<b>Vocabulary</b>
<p>Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Name and describe people who are familiar to them.</p> <p>Show an interest in different occupations, What jobs do people in our family do? What does a dentist do? Find out about the role of a dentist.</p>	<p>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. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park 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.</p>	<p style="text-align: center;"><b>Who am I?</b></p> <p style="text-align: center;">Old</p> <p style="text-align: center;">New</p> <p style="text-align: center;">A long time ago</p> <p style="text-align: center;">Before</p> <p style="text-align: center;">Now</p> <p style="text-align: center;">Next</p> <p style="text-align: center;">Similar</p> <p style="text-align: center;">Different</p> <p style="text-align: center;">Baby</p> <p style="text-align: center;">Brother</p> <p style="text-align: center;">Sister</p> <p style="text-align: center;">Family</p>

		Dentist Filling Brush Twice Clean Toothbrush Toothpaste
Experiences		
To go on an Autumn trail. Learn about Harvest. Talk about family birthdays. Sing their favourite songs. Have a tea party. Act out stories. Dentist role play area		