

Curriculum Overview for Parents



Term: Autumn 1 2023
 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>To understand a question or instruction that has two parts, such as "Get your coat and wait at the door"</p>	<p><u>Fine Motor Skills</u></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. To take off and put on jumpers independently. To put on and zip coats.</p> <p><u>Gross Motor Skills</u></p> <p>Move confidently in a range of ways such as rolling, walking, crawling, hopping, skipping and climbing.</p> <p>Continue to develop movement, balancing through riding trikes and bikes, hopping and standing on one leg.</p> <p>Collaborate with others when moving large items in the construction area.</p>

Maths	Literacy	Texts
<p>Government Baseline Assessment to be completed by each child in the first 6 weeks.</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><u>Power Maths</u></p> <p>Unit 1 Numbers 1 – 5</p> <p>In this unit, children will learn to count reliably to 5 and recognise the numerals 1, 2, 3, 4 and 5. They will begin to recognise different representations of numbers up to 5, such as those shown in a five frame and on dice, and to understand that even if the order or arrangement changes, the number stays the same.</p> <p>Unit 2 Comparing groups within 5</p> <p>In this unit, children will be introduced to the language of more and fewer by comparing groups of up to 5 objects presented in different ways, including dice formation. They will also learn that groups of objects can have the same amount in them, even if they look different.</p> <p>Unit 3 Shape 2D and 3D shapes</p> <p>In this unit, the focus is on describing and comparing 3D and 2D shapes. Children will be introduced to shapes and their properties with a focus on rolling and stacking with 3D shapes and</p>	<p>Government Baseline Assessment to be completed by each child in the first 6 weeks.</p> <p><u>Comprehension</u></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - 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>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Retelling familiar stories.</p> <p><u>Word Reading</u></p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. <p>Read individual letters by saying the sounds for them.</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend 	<p><i>The Colour Monster Goes to School-Anna Llenas</i></p> <p><i>Peace at Last- Jill Murphy</i></p> <p><i>Owl Babies- Martin Waddell</i></p> <p><i>The Tiger who came to Tea-Judith Kerr</i></p> <p><i>We're going to the Dentist for a check- up- by Campbell books.</i></p> <p><i>Why should I brush my teeth? - Usborne books</i></p>

viewing 2D shapes in different orientations.	shopping list that starts at the top of the page; writing 'm' for mummy.	
Understanding the World	Expressive Arts and Design	Vocabulary
<p>Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties.</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. <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>Who am I?</p> <p>Old</p> <p>New</p> <p>A long time ago</p> <p>Before</p> <p>Now</p> <p>Next</p> <p>Similar</p> <p>Different</p> <p>Baby</p> <p>Brother</p> <p>Sister</p> <p>Family</p> <p>Dentist</p> <p>Filling</p> <p>Brush</p> <p>Twice</p> <p>Clean</p> <p>Toothbrush</p> <p>Toothpaste</p>

Experiences		
<p>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</p>		