

EYFS Curriculum Overview 2024-2025

Key:

CL Communication & Language

PD Physical Development

PSED Personal, Social & Emotional Development

L Literacy

M Maths

UW Understanding world

EAD Expressive arts and design

Autumn Term

Autumn 1: General Themes and Focus books, stories, poems and songs

Week	Theme	Books/stories/ poems/songs	Skills/focus areas	School / Class Events
Week 1	Settling in	Owl Babies "Wow" said the Owl	PSED: Forming relationships; independence L: Recognising name, beginning to write name (Rec)	
Week 2	All About Me	The Colour Monster Hello... How are you? (Register song)	PSED: Matching colours to emotions CL: Talk about themselves KUW: places they have been on holiday (look on globe)	Share "All about Me" boxes
Week 3	All About Me / Families	The Large Family series	CL: Talk about their family L: Write their name (with name card as appropriate); begin to write names of family members (Rec)	Share all about me boxes
Week 4	All About Me / Family celebrations	So Much	KUW: Family celebrations including similarities / differences. All unique KUW: Taking photos	
Week 5	Autumn	The Leaf Thief Autumn Leaves are Falling... (song)	KUW: Recognising seasonal changes PSED: Acts of kindness	Harvest Donations Kindness challenge Week
Week 6	Autumn	Autumn is Here! It's Apple Time! (song) 5 Little Apples (song)	EAD: Singing together, creating & hearing the harmonies in a round. KUW, PD & L: Prepare & bake apple crumble following a recipe	
Week 7	Autumn	Leaf Man	EAD: Explore natural world. Natural Art (Andy Goldsworthy focus) KUW: Taking photos	Autumn Walk
Week 8	Halloween	Room on the Broom	L: CVC writing (Rec) CL, Lit, EAD: Retell the story and act it out	

Autumn 1: Specific Teaching Focus areas across the seven areas of learning.

This should be read in conjunction with:

The Statutory Framework for the Early Years Foundation Stage

Development Matters (non-statutory curriculum guidance for the early years foundation stage)

Whole School Curriculum Maps for each related subject

Little Wandle planning and guidance documents

NCETM Maths planning

It should be noted that this document provides only an outline and that the learning opportunities and teaching focuses are adapted throughout the term to reflect children's interests, achievements and progress.

Communication and Language

Continuous Provision Nursery and Reception:

Providing simulating environment with rich vocabulary, discussions, questions from all adults.

Ongoing opportunities throughout child-initiated learning, along with specific opportunities during PSHE (Jigsaw) sessions, snack times, story, song and rhyme times.

Personal, Social and Emotional Development

Continuous Provision Nursery and Reception:

Support and encouragement given to foster positive friendships, self-regulation and independence.

Adult-led teaching sessions: Weekly sessions using Jigsaw PSHE scheme for Nursery and Reception

Autumn 1: Being Me in My World

Physical Development

Continuous Provision Nursery and Reception:

Variety of activities and resources available to promote fine and gross motor development indoors and outdoors, to include:

Threading, cutting, playdough and other malleable materials.

Drawing, painting and other mark-making resources freely available indoors and outdoors.

Staff monitor pencil grip and letter formation and provide guidance as appropriate.

Loose parts and construction materials available indoors and outdoors.

Free-flow between indoors and outdoors available most of the day to support access to outdoor space for moving, running, climbing etc.

Balls of different sizes available outdoors.

Access to trikes, scooters, balance bikes and pedal bikes outside on a regular basis – guidance provided as appropriate.

Adult-led teaching sessions:

Weekly P.E. lesson: Fundamentals of P.E to include getting changed into and out of P.E. kit

Daily Yoga activity

Literacy

Reading

Continuous Provision Nursery and Reception:

Language rich environment indoors and outdoors. Opportunities to share stories, songs and nursery rhymes throughout the day. Adults model reading behaviours such as pointing to the words as reading from left to right. Book corner indoors, plus text around the environment including in the home corner. Reading shed outdoors, along with open-ended resources to support story telling and singing of songs and nursery rhymes.

Star Stories: We're Going on a Bear Hunt, Elmer and Owl babies

Adult-led teaching sessions: Focus books, stories, poems and songs read and discussed during adult-led class sessions (often linking with other curriculum areas, e.g. Understanding the World)

Little Wandle Phonics Scheme planning and guidance is followed for Nursery and Reception.

Nursery: Short adult-led session each day, following Little Wandle guidance and planning for Love of Reading & Rhyme Time.

Reception: Adult-led session each day following Little Wandle planning for phonics sessions and group reading sessions, with additional focus on continuing a rhyming string.

Writing

Continuous Provision Nursery and Reception:

Writing area in classroom providing provocations for writing captions, labels, lists, cards, invitations, stories etc.

Paper, clipboards and writing materials around the environment (indoors and outdoors) to encourage mark-making and early writing in all areas of provision.

Provocations and resources throughout indoor and outdoor environment linked to topic interests to encourage child-initiated writing.

Adult-led focus:

Nursery: mark-making (including drawing) encouraged by adults within CIL.

Reception: Labels, lists, captions: modelled by adults, children encouraged to write these during CIL e.g. to name and or label their work. Lists used to encourage turn taking throughout the environment.

Instructions: Introducing instructions, e.g. following apple crumble recipe (writing instructions to follow in Spring 2)

Mathematics

Continuous Provision Nursery and Reception:

Maths area within classroom with resources and activities linked to weekly focus area. Adults support and model use of mathematical understanding throughout the environment during child-initiated learning. Opportunities for measuring within the environment, e.g. in the mud kitchen, along with specific activities such as baking linked to topic learning e.g. apple crumble.

Adult-led teaching sessions:

Nursery: Weekly focus for adult-led sessions (based around songs and practical activities):

Recite numbers 1-5; Recognise numerals 1-3; Count amounts 1-3 with 1:1 correspondence; Subitise numbers 1-3.; Show numbers 1-3 on fingers; Comparison – which group of items has more; Extend and create ABAB patterns, e.g. stick, leaf, stick, leaf; Notice and correct an error in a repeating pattern; Select shapes appropriately, e.g. flat surfaces for building, a triangular prism for a roof; Combine shapes to make new ones.

Reception: Follow NCETM planning for Number:

Focus areas are: Subitising (up to 4); Counting, Cardinality and Ordinality up to 5; Composition of numbers up to 4; Comparison of number/quantity.

Use White Rose resources to support teaching of Shape, Space and Measures:

Focus areas are: Repeating patterns: continue, copy and create repeating patterns; Shape: select, rotate and manipulate shapes in order to develop spatial reasoning skills; compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Understanding the World

People, Culture and Communities (link with R.E.)

Focus areas for adult-led teaching and enhancements to the learning environment: Diwali and Christmas festivals

Link to R.E. Agreed Syllabus: **Explore** diverse ways of living, including beliefs and festival, **Share** their own beliefs, ideas and values and listen to and reflect on those of others in the class and beyond. **Listen and respond** to religious stories. **Listen and respond** to a range of stories that engage them, including faith stories, fables, some prayers, reflections and wise sayings

The Natural World (link with Geography):

Continuous Provision Nursery and Reception:

Topic themed investigation area within classroom to support the use of rich vocabulary with children to include positional language (linked with maps and Autumn walk), discussing similarities, differences and recognising changes (linked to season). Globe in home corner to support and prompt conversations.

Adult-led teaching sessions: using books relating to the theme, e.g. The Leaf Thief, to guide class and group discussions and teaching sessions – linking Understanding the World with Communication and Language, and Literacy.

Computing:

Digital Images – taking photos of themselves as part of All About Me theme.

Expressive Arts and Design

Links with Art, DT, Music:

Continuous Provision Nursery and Reception:

Ongoing continuous provision and adult suggested opportunities during CIL inside and out, linked with topic themed areas and providing access to a variety of tools and materials including pencils, pens, paint brushes, paint, scissors, tape, paper, fabric, ribbons, recycled packaging etc.

Continuous provision covering the following areas of learning:

Nursery: Explore materials freely. Choose resources to help reach a planned goal. Use tools to cut chosen materials. Join materials choosing the method from given tools. Use large movements to paint the structure as a finishing technique. Work as a team to build. Collaborate with others to manage large items. Take part in imaginative play and create stories.

Reception: Select materials with reasons. Use selected tools to cut accurately. Think about how to solve problems and make changes to improve. Listen to the ideas of others. Show more thought for finish of the design using materials such as adding decoration.

Adult-led activities or adult-suggested opportunities:

Art links:

Painting and drawings - Self portraits, observational drawings of apples, colour mixing autumn colours.

Photography - taking photo of their favourite body part, taking photos of shapes in the outdoors

Collage and montage - making bags for collecting items, developed with adding handles.

Sculptures - playdough - push, pull, roll, squeeze, pinch, cut. Collect natural objects on autumn walk to build, make patterns and stack, join to make sculptures. Join natural materials - wands and broomsticks. Andy Goldsworthy - nature artist – use as inspiration to make own natural art.

Textures - available in continuous provision.

Printing - shell imprinting in playdough, leaf printing with paint and leaf rubbing with pastels

DT links:

Food - explore ingredients for apple crumble, learn to chop safely; learn about oven safety. Chopping seasonal fruit and vegetables in the mud kitchen; (Rec) - secure development of fine motor skills to use knives, forks, spoons, cutters effectively and safely showing a dominant hand. Use selected tools to cut accurately and safely.

Music links:

Singing familiar songs, e.g. Nursery Rhymes; Learning new songs linked with Autumn theme.