

EYFS Overview – Autumn 1 2024

| Area of Learning | Nursery   | Reception  |
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| PSED             | <ul style="list-style-type: none"> <li>• Becoming familiar with first classroom environment and new routines</li> <li>• following rules, routines and being aware of boundaries in and around school</li> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• increasingly follow rules, understanding why they are important.</li> </ul> | <p>Jigsaw PSED unit:<br/>Becoming familiar with a new classroom environment and new routines</p>   |
| PD               | <p><b><u>Fine Motor:</u></b><br/>To start eating independently</p> <p>To build towers with blocks</p> <p><b><u>Gross Motor:</u></b></p> <p>To begin to develop own movement e.g. balancing, riding trikes and ball skills.</p> <p>To begin to use large movements to wave flags and streamers, paint and make marks.</p> <p>To begin to match developing physical skills to tasks and activities in the setting e.g. crawl, walk or run.</p>  | <p><b><u>Fine Motor:</u></b><br/>Threading, cutting, weaving, playdough and other malleable materials and fine motor activities.</p> <p>Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements both on a large and small scale.</p> <p>Hold pencil/paintbrush beyond whole hand grasp Pencil grip.</p> <p>Fastening buttons and zips.</p> <p><b><u>Gross Motor:</u></b></p> <p>Co-operation games ie parachute games. Explore different ways of moving, running, hopping, skipping, and climbing.</p> <p>Children supported to develop good personal hygiene.</p> <p>Still needs regular reminders about thorough handwashing and toileting.</p> |
| CL               | <p>Welcoming children and families into the setting Settling activities making friends and learning their names.</p> <p>All about me Children chatting about what they are doing Talking about what they like to play with Model talk routines through the day eg “Good morning’ when arriving at school in the morning</p>   | <p>Welcoming children and families into the setting.</p> <p>Making friends and learning their names.</p> <p>Children talking about themselves and their families.</p> <p>Children talking about experiences that are familiar to them.</p>   |

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|         | Recognises that adults are there to support and indicate they need help either verbally or nonverbally Enjoys listening to simple stories and understand what is happening with the help of the pictures.   | Modelling sentence starters Model talk routines through the day eg “Good morning’ when arriving at school in the morning.<br>Developing story language “once upon a time” ...<br><br>Chats confidently to familiar adults.   |
| Reading | Little Wandle - Foundations for Phonics:<br><ul style="list-style-type: none"> <li>• Sharing high quality stories and poems with children</li> <li>• Learning a range of nursery rhymes and action rhymes • Listening Activities (Play with Sounds, Bertha the Bus, Name Play, Voice Sounds, What’s in the Box)</li> <li>• Oral Blending <ul style="list-style-type: none"> <li>• Listening to sounds in the environment</li> </ul> </li> </ul> Learning to find own name label | <b>Word Reading:</b><br>Phonics- Little Wandle<br>Reading- initial sounds oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.<br>Help children read sounds speedily to make sound blending easier.<br>Listen to children read aloud ensuring books are consistent with their developing phonics knowledge.<br><b>Comprehension:</b><br>Joining in with rhymes and showing an interest in stories with repeated refrains.<br>Having a favourite story or rhyme,<br>Understands the five key concepts about print: print has meaning-print can have different purposes- we read<br>English from left to right and top to bottom- naming the parts of a book.<br>Sequencing familiar stories through the use of pictures. Engage in extended conversations about stories and learning new vocabulary |
| Writing | To enjoy mark making freely. To add some marks to our drawings. To begin to understand the five key concepts of print - print has meaning.  | Making marks with a purpose.<br>Producing some letter-like forms.<br>Drawing a picture of themselves or their family and having a go at writing their name independently or copy it from a name card.<br>Writing patterns in sand/paint etc using a range of tools eg finger, pencil, paintbrush.<br>Dominant hand or tripod grip<br>Giving meaning to marks or patterns on paper explaining to an adult what they have written.<br><br><ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy</li> </ul>  |
| Maths   | To begin to talk about and explore shapes in the environment using informal language.<br>To begin to make comparisons about size, linking experiences from play to stories and rhymes.<br>To begin to recite numbers to 5 To begin to make comparisons between objects relating to size.  | <ul style="list-style-type: none"> <li>• Subitising (including equivalence, more and less)</li> <li>• Counting skills (stable order and one to one correspondence)</li> </ul>  |

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| <p>UW</p>  | <p>To use all our senses in hands-on exploration of natural materials.<br/>         To begin to talk about what we can see.<br/>         To explore how things work.</p> <p>To begin to talk about our lives and families.</p> <p>To begin to develop positive attitudes about the differences between people</p> <p>Begins to talk about the location of familiar places by going on frequent walks of local area</p>  | <p><b>History:</b><br/> <b>Investigating and interpreting the past:</b><br/>         Children will spend time talking about photos and memories of events in their own lives and the lives of family members. Children will be invited to bring in pictures of when they were babies and discuss about how they have changed since they were a baby. Encourage to order/ timeline in plausible chronological order.</p> <p><b>Geography:</b><br/> <b>Investigating places:</b><br/>         Children will learn to describe where places are and what they notice about them.</p> <ul style="list-style-type: none"> <li>• exploring school ground</li> <li>• naming/ locating parts of the school e.g office, forest school, playground</li> </ul> <p>Children will explore maps and photographs of their local area, children will discuss what they can see.</p> <p>Children will relate to and discuss about family members who may live in different countries or holidays they have been on.</p> <ul style="list-style-type: none"> <li>• recognise features of school/local area</li> <li>• express their opinions on natural and built environments.</li> <li>• Talk about a range of real maps, globes and maps/plans/aerial views of the classroom/school</li> <li>• They notice and recognising buildings, roads and other simple features</li> </ul> <p><b>Science:</b><br/> <b>Scientific enquiry:</b><br/>         This is the process used to find out about the world. The children will be given a sensory rich environment both indoors and outdoors to observe. The children will observe objects which engage all the senses: rough, knobbly, smooth, smelly, sweet, sour etc. Children will be provided with a range of tools: magnifying glasses, cameras, microscopes etc. Children will label, sort and classify.</p> |
| <p>EAD</p> | <p>To begin to take part in simple pretend play using an object to represent something else even though they are not similar.</p> <p>To begin to explore different materials freely, in order to develop ideas about how to use them and what to make.</p> <p>To begin to create closed shapes with continuous lines, and begin to use these shapes to represent object.</p> <p>To begin to explore colour and colourmixing</p> <p>To listen with increased attention to sounds<br/>         To begin to remember and sing entire song,</p> | <p><b>Artist Study: Kandinsky, Jackson Pollock, Henri Matisse</b><br/> <b>Drawing and Painting: (Self-portraits)</b><br/> <b>Kandinsky - concentric circles</b><br/> <b>Jackson Pollock – drip/splatter paintings</b></p> <ul style="list-style-type: none"> <li>• hold and control a variety of media and use them to make and repeat various marks and lines</li> <li>• experience drawing and painting on a range of surfaces and scales</li> </ul> <p><b>Print making: (Leaf rubbings, Poppy printing)</b></p> <ul style="list-style-type: none"> <li>• make rubbings from textured surfaces</li> <li>• make a range of other prints</li> </ul> <p><b>Collage: (Henri Matisse)</b></p> <ul style="list-style-type: none"> <li>• hold scissors and cut a range of materials</li> <li>• adds material to develop model e.g paper, straws</li> </ul>   |

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|  |  | <p><b>Textiles:</b></p> <ul style="list-style-type: none"><li>• colour matching</li><li>• hold scissors and cut fabrics and threads</li><li>• handling and manipulating a wide range of fabrics and threads to cover dolls, thread beads etc</li></ul> <p><b>Role Play:</b></p> <ul style="list-style-type: none"><li>• developing storylines in their play</li><li>• Create collaboratively sharing resources and skills</li></ul> |
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|                      | Week 1  | Week 2  | Week 3  | Week 4   | Week 5  | Week 6   | Week 7   | Week 8   |
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| Reading              | Settling week                                 | Little Wandle sounds taught:<br>s a t p   | Little Wandle sounds taught:<br>i n m d   | Little Wandle sounds taught:<br>g o c k<br>New tricky word:<br>is  | Little Wandle sounds taught:<br>c k e u r<br>New tricky word:<br>l  | Little Wandle sounds taught:<br>h b f l<br>New tricky word:<br>the                               | Little Wandle Assessment week  | Review   |
| Writing              | Drawing Club Book- We're going on a bear hunt | Drawing Club Tale- Little Red Hen   | Drawing Club Animation- Mr Benn- zoo keeper   | Drawing Club Book- Not now Bernard   | Drawing Club Tale- Goldilocks   | Drawing Club Animation- Pink Panther (Season 1 Ep 1)   | Drawing Club Book- A dark, dark tale   | Drawing Club Tale- Three Little Pigs   |
| Maths                | Settling week                                 | Numbers/ counting in the environment  | Subitising (including equivalence, more and less)   | Subitising (including equivalence, more and less)  | Counting skills (stable order and one to one correspondence)  | Counting skills (stable order and one to one correspondence)                                     | Review   | Review   |
| Understand the World |   | H- photographs of adults in the room/ their families. Discuss.<br>S- Exploring objects in the environment outdoor & in, Labelling with key words, | H- Discussing/ observing photographs of the chn throughout their life- comparing.<br>S- Start to discuss the senses. Taste/ Smell activity. | H- Ordering/ creating a timeline in plausible order.<br>S- Exploring outdoor area with magnifying glasses- minibeast checklists. | G- Exploring school grounds. Describe where places are, what they notice about them.<br>S- What is a minibeast? Adult led input | G- Make a class map of school. Chn naming/ locating parts of school.<br>S- Labelling minibeasts. | G- look at world maps/ globes relate to family members who live in different countries.<br>S- sorting/ classifying minibeasts. | G- recognising buildings, roads and other features.<br>S- sorting/ classifying minibeasts. |
| EAD                  |   | Drawing Self-portraits using mirrors.   | Print making- rubbings from different textures.   | Collaging- holding scissors correctly, adding layers.  | Kandinsky- Concentric Circles   | Kandinsky- Concentric Circles  | Jackson Pollock- drip/ splatter paintings  | Jackson Pollock- drip/ splatter paintings  |
| PE                   |   | Theme: people who help us<br>To move around safely in space.  | Theme: friends and family<br>To follow instructions and stop safely.  | Theme: houses and homes<br>To stop safely and develop control when using equipment.  | Theme: morning time<br>To follow instructions and play safely as a group.   | Theme: at the shops<br>To follow a path and take turns.  | Theme: dinner time<br>To work co-operatively with a partner.   | Games  |

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| RE                           |   | Autumn 1- Thematic Unit: What makes people special?<br><b>-Families</b>                     | Autumn 1- Thematic Unit: What makes people special?<br><b>-Friends</b>   | Autumn 1- Thematic Unit: What makes people special?<br><b>-Role Models</b> | Autumn 1- Thematic Unit: What makes people special?<br><b>-Moses</b>                             | Autumn 1- Thematic Unit: What makes people special?<br><b>-Jesus (part 1)</b>                                  | Autumn 1- Thematic Unit: What makes people special?<br><b>-Jesus (part 2)</b> |  |
| PSHE                         |   | Help others to feel welcome.  | Recognising and managing feelings.   | Think about everyone's right to learn.                                     | Care about other people's feelings.  | Work well with others.   | Learning what being responsible means.  |  |
| Music                        |   |   |  |  |  |  |   |  |
| Construction/<br>Small World | Building models<br>Stacking<br>Balancing blocks | Small world enhanced with farm animals, grass, straw/hay<br><br>Building farm animals homes | Small world enhanced with zoo animals (grouping, classifying, habitats)<br><br>Building models<br>Stacking<br>Balancing blocks | Child initiated small world<br><br>Building hills/<br>mountains            | Small world enhanced with Goldilocks<br><br>Building tables<br>Building beds<br>Balancing blocks | Child initiated small world<br><br>Building structures with a suggested amount of blocks (one to one counting) | Building models<br>Stacking<br>Balancing blocks                               | Small world enhanced with pigs, wolves, straws, sticks, bricks<br><br>Building the three little pig houses and testing them.<br>Planning out houses.<br>Writing lists of materials needed. |