EYFS - Curriculum Map - Autumn Term

EYFS at NSJ - Autumn Term

My Place in the World



Welcome to My Place in the World! In this exciting topic, we will explore our local community, learning about the people and places that make it special, and discover how we all belong. Through fun activities, maps, and stories, we will find out about different cultures, families, and how we can make a difference. Get ready to celebrate who you are and the amazing world around you!

Area of Learning		Enquiry Question and/or Content	
Communication and Language	Listening, Attention and Understanding	*The Communication and Language areas of learning are developed throughout the year and are applied to a range of activities the children do within the classroom and throughout the school day. Our continuous provision is thematic and is updated regularly. Here, the children have innumerable opportunities to develop their communication and language skills. Our 'Drawing Club' also enables children to develop in these areas. We use WellComm to assess children's proficiency in communication and language and target specific areas for development throughout the term.*	
	Speaking		
Personal, Social and Emotional Development *PSHE*	Self-Regulation	*All of the PSED areas of learning are developed throughout the year and are applied to a range of activities the children do within the classroom and throughout the school day. Our continuous provision is thematic and is updated regularly. Here, the children have innumerable opportunities to demonstrate their PSED. We teach our Jigsaw lessons discretely each week, within which the different areas are revisited and specific skills are taught, in order for the children to apply these independently.*	
	Managing Self		
	Building Relationships		
	Jigsaw	*Who am I and how do I fit in?* *In this unit, the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.*	*What makes me, me? What makes you, you?* *In this unit, the children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.*
Physical *PE*	Gross Motor Skills	*Locomotion: Walking and Jumping (PE)* *The unit will explore walking using different body parts in different directions, at different levels and speeds. They will also explore jumping at different speeds, levels, heights and distances. The children will apply walking and jumping techniques.*	*Gymnastics (PE)* *The unit of work will explore 'champion gymnastics'. The children will create movements and balances in big and small ways on the floor and on apparatus. The children will work in pairs to explore creating movements and balances with a partner.*
	Fine Motor Skills	*The children's fine motor skills are developed throughout the year and are applied to a range of activities the children do*	

<table>
<tr><td></td><td></td><td colspan="2">within the classroom and throughout the school day. Our continuous provision is thematic and is updated regularly. Here, the children have innumerable opportunities to develop their fine motor skills.</td></tr>
<tr><td rowspan="4">Literacy</td><td>Comprehension</td><td colspan="2">We use Talk Through Stories every day to develop children's love of stories, bringing them to life through talk. It specifically and systematically builds their vocabulary and comprehension so they understand – and love – the books that they will go on to read for themselves. The texts for Autumn term are listed below.</td></tr>
<tr><td colspan="2">The Colour Monster
Elmer
The Rainbow Fish
The Wall and the Wild
The Bear and the Piano
Stickman</td></tr>
<tr><td>Word Reading
Writing</td><td colspan="2">RWInc
Children begin learning Set 1 sounds, focusing on oral blending, segmenting, and letter formation. They develop phonological awareness through rhythm and rhyme and start reading and writing simple words. Daily short phonics sessions build the foundation for confident early reading and writing.</td></tr>
<tr><td>As the children are learning their sounds this half term, they focus on transcription of simple CVC words, using known sounds. They use the Read, Write Inc. rhymes to develop their letter formation and we develop core fine motor skills to enable them to do this.</td><td>Drawing Club is a creative, story-based approach that supports early literacy, language development, and fine motor skills in the Foundation Stage. Each week, children explore a high-quality text through daily drawing and storytelling prompts, encouraging imagination, mark-making, and vocabulary growth.</td></tr>
<tr><td rowspan="3">Mathematics</td><td>Number</td><td colspan="2">What can we find out about numbers 1 to 5?
As part of this area of learning, the children will develop a deep understanding of the numbers 1 to 5, including the composition of each number. They will use a range of resources and representations to embed their understanding of each number as well as the relationships between them. They will learn to subitise and recall number bonds to these amounts, as well as calculating 1 more and 1 less.</td></tr>
<tr><td>Numerical Patterns</td><td colspan="2">What can we discover about numbers and patterns?
As part of this area of learning, the children will hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. They will begin to explore simple patterns. They will build their independence by copying and continuing patterns before being about to create simple patterns of their own.</td></tr>
<tr><td>Shape, Space and Measure</td><td colspan="2">How can we sort and compare things by their size, shape and capacity?
As part of this area of learning, the children will match objects and pictures, enabling them to identify sets of objects and leading them on to sorting and comparing. They will then apply their understanding of comparison to size, mass and capacity. They will also begin exploring simple shapes, such as circles and triangles. They develop their understanding of shapes with four sides, being able to identify, name and combine them.</td></tr>
<tr><td>Understanding</td><td>Past and Present</td><td colspan="2">How are we all connected?
As part of this area of learning, the children will create their own family trees in order to develop their understanding of the lives of the people around them.
The children will also learn about people who help them, including the emergency services and adults in our school community, to develop their understanding of the roles of people in society.</td></tr>
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the World *History* *Geography* *Science* *Computing* *RE*	People, Culture and Communities	*What can we discover about where we live and our community?* *As part of this area of learning, the children will explore their local environment, including our school and local area, in order to describe their immediate environment, using knowledge from their observations and discussions. They will also create maps to accompany their journeys.* *The children will also use their family trees to explore different cultures within this country, which they are part of and are present within our school community.*	
	The Natural World	*What changes can we see in our world as winter approaches?* *As part of this area of learning, the children will take part in an Autumn walk, identifying how the seasons affect our local area, in order to explore the natural world around them and understand some important processes and changes.* *The children will also look at the concepts of night/day and dark/light, in order to recognise similarities and differences in the natural world.*	
	Technology	*How can we think like everyday superheroes to solve problems and give instructions?* *The children will explore activities based on our everyday superheroes, which have been designed to help them develop their computational thinking skills. The children will create patterns on a police car, guide a delivery person to their destination and design a uniform for a firefighter, in order to develop an understanding of algorithms, patterns, logical reasoning and abstraction.*	
	RE	*Why is the word 'God' special to Christians?* *In this unit, the children will find out about the Christian belief that God created the heavens and the earth. They will learn the key events from the creation story found in Genesis 1.*	*Why do Christians perform a special Nativity play?* *In this unit, the children will learn the key events from the Christian Christmas story. They will also work hard to put together their own Nativity play, which we will perform in Church at Christmas time.*
Expressive Art and Design *Art* *DT* *Music*	Creating with Materials	*How can we join materials to build something new?* *In this unit, the children will explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.*	*How can we use different materials to draw ourselves?* *In this unit, the children will explore mark making using different drawing materials, such as wax crayons, felt tips, chalk and pencil. They will begin to draw from observations, using faces and self-portraits as stimuli.*
	Being Imaginative and Expressive	*How can we tell stories through music?* *In this unit, the children will learn to sing well-known nursery rhymes and action songs. They will perform their songs and nursery rhyme stories with others and develop rhythm to move in time with the music.*	*How can we share the Nativity story through performance?* *In this unit, the children will learn their nativity songs and performance parts in order to present this important story in Church with Key Stage 1. They will learn Makaton actions to accompany their singing and move with the music.*

Thematic Days

W/B 22nd September Recycling Week	**W/B 6th October** Space Week	**20th October** Diwali	**5th November** Bonfire Night	**11th November** Remembrance Day	**W/B 17th November** Road Safety Week

Visits / Visitors

School Walk	**Local area walk** Beresford Ave, Beverley Road, Wellesley Ave	**Trip to St John's Church**	**Visit from local Police**	**Winter walk** To Beresford park	**Trip to Clough road fire station**