

Early Years learning is different to that in KS1 and KS2 due to an emphasis and importance of learning through play. We plan for progression in all areas, through gradual challenge in our provision and our interactions with the children. We weave our curriculum through everything we do throughout the day and our learning can be both planned and spontaneous following the interests and lead of our children. All areas of the EYFS curriculum will always be found in our continuous provision resources, enhancements and open-ended activities. It is our passion to provide a broad and adventurous curriculum with the children regularly being the instigators.

“What adventure will you go on today?”

Communication and language

Listening:

Listen to others 1:1, in small groups and whole class.
Enjoy listening to stories and remember what happens.
Listen carefully to rhymes and songs, paying attention to how they sound.
Know how to listen carefully using whole body listening and know why listening is important.

Attention:

Maintain attention in whole class and small group contexts for a short time.
Try to pay attention to more than one thing at a time.

Respond:

Engage in story times and describe different texts.
Join in with repeated refrains and anticipate key events and phrases in stories or rhymes.
Know how to respond appropriately when asked e.g., bells = freeze and show me fiddly fingers’

Understanding:

Know how to follow 1 step instructions e.g., put book bag in drawer.
To know about others.

Speaking:

Use sentences of 4-6 words to talk about themselves and others and their play.
Learn and sing a repertoire of songs e.g., nursery rhymes or number songs.
Know some social phrases e.g., ‘Good Morning!’
Learn new vocabulary.

Kingfisher Class Autumn 1 Curriculum 2023

Marvellous Me!

Themes and areas for adventure in Autumn 1

Autumn

Starting school

Making friends

Family

Feelings

All about me

Personal, Social and Emotional Development

Express feelings:

Know that all feelings are ok.
Know how to recognise their own feelings and talk about their feelings using the Zones of Regulation and words like ‘happy’, ‘sad’, ‘excited’, ‘angry’.

Begin to understand how others might be feeling.

Know they can rely on their teachers and friends for support if they are worried.

Manage behaviour:

Can inhibit own actions and welcome distractions when upset.
Know the behavioural expectations of the Class and School.
Know that following rules is important.

Self-awareness:

Know what they like and do not like.

Independence:

Know how to organise themselves in the morning e.g., bag and coat on peg, water bottle in box, name card on board.
Know how to manage their own personal hygiene e.g., toileting.
To choose an activity independently.

Collaboration:

Know that it is important to work together to keep the class rules.
Join in with group activities.

Social skills:

Know how to engage in positive interactions with adults and peers and to know and demonstrate friendly behaviour.
Play with one or more children, extending and elaborating play ideas and to begin to take turns.

Physical Development

Fine motor:

Use a range of mark making tools competently and confidently. Suggested tools: pencils for drawing and writing, felt pens, crayons, chalks, paintbrushes.

Learn to use malleable materials and finger gym activities to strengthen fingers and hands.

Know how to use scissors effectively.

Know how to use a fork, knife and spoon effectively.

Begin to use a dominant hand.

Begin to form recognisable letters which are formed mostly correctly.

Gross motor:

Know how to use climbing equipment safely and competently.

Learn to negotiate space safely and effectively.

Know how to use the trim trail safely.

Get Set 4 PE Scheme – Introduction to PE

Moving safely and sensibly

Stopping with control

Using equipment safely and

responsibly

To use different travelling actions

To learn to work co-operatively

To follow, copy and lead a

partner

Learn how to develop overall body strength, co-ordination, balance, and agility.

Literacy

Comprehension:

Listen and enjoy sharing a range of books.

Know how to hold a book correctly, how to hold the book the right way up and turn some pages appropriately.

Know that a book has a beginning and end.

Know that text in English is read top to bottom and left to right.

Know the difference between text and illustrations.

Know how to recognise some familiar words in print, e.g. own name.

Know that illustrations help to understand what is happening in a story.

Know familiar rhymes, stories or poems and complete a repeated refrain.

Know how to sequence familiar stories.

Word reading:

Hear general sound discrimination.

Listen to and identify sounds in the environment.

Listen to and hear initial sounds in familiar words.

To identify sounds learnt on a sound mat.

Know what the taught letters look like.

Phonics:

Read Write Inc set 1 sounds – m,a,s,t,d,i,n,p,g,o,c,k

Begin to learn to blend sounds to read words.

Writing:

Emergent writing:

Know that writing communicates meaning.

Know that marks can have meaning.

Know how to write their name by copying it from a name card or try to write it from memory.

Know how to form the letters for sounds learned.

Composition:

Know that ideas for stories can be written down.

Use talk to link ideas, clarify thinking and feelings.

Mathematics

Number:

Know how to count by rote, count objects, count aloud by clapping, stamping, drumming etc, sing counting songs, and using fingers to represent numbers.

Know how to count objects with a start and an end.

Subitise up to 5 (recognise quantities up to 5 without counting)

Numerical patterns:

Know how to match and sort into groups, recognising what is the same and what is different. Know how to compare groups, recognising more or less than.

Use the language of big, little, small, large, tall, long and short to compare objects.

Know how to use balance scales to compare mass and make equal masses.

Copy, create and continue simple patterns.

Understanding the World

Know the members of their immediate family and the relationship to them and name and describe people who are familiar to them.

Know that you can find out information from different sources e.g., internet, books.

Know and talk about the special things in their own lives.

Know how to respect and take care of school resources.

Know how to show respect and care for the natural environment and all living things.

Know that families in other countries across the world engage in similar activities to their own family. Know some differences in family celebrations across the world.

Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps, Pete's story map around school, seating maps, nature area map.

Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside.

Explore the natural world around them by taking part in forest school sessions.

RE:

Know that Christians believe God made our wonderful world.

Know what is special about our world.

Know that we are all unique.

Know what harvest is and why it is important.

Expressive Arts and Design

Mark Making/Drawing:

Know how to grip a pencil correctly and make marks, create lines and circles. Know that marks can have meaning.

Create a self-portrait in paint.

Create a portrait of their family.

Colour:

Know the names of light colours and dark colours.

Know how colours can be changed using light and dark colours.

Know how colours can be changed by mixing them.

Painting:

Artist study – Know that Jackson Pollock created splatter painting.

Know how to collaborate with others to create artwork.

Printing:

Know how to print using hands, feet, and fingers.

Materials:

Know that materials can feel different. Know some words to describe materials.

3D Work:

Know what transient art is. (Transient art will continue to be offered in continuous provision throughout the year.)

Cutting Skills:

Know how to safely pass scissors to another person.

Know how to use scissors to make snips in paper.

Songs and Rhyme Knowledge

Listening to stories.

Listening to and discuss a variety of genre of music.

Discussing how music makes us feel.

Move our bodies to a beat.

Use our bodies as an instrument.

Enrichment

Harvest

All about me presentation

Forest School

Diwali

Trips and visits

Autumn walk

Walk around our school environment

Dates for parents:

Reception Photos – 28th & 29th Sep

Parent consultations – 18th Oct