

Autumn Term		Reception and Nursery Curriculum Overview – It's Good to Me! (Year A)									
Link Texts:											
<div><div></div><div></div></div>											
Themes/Interests/Lines of Enquiry:											
<div><div></div><div>Rules and ExpectationsValuesFriendshipsFeelings and emotionsFamilyBodiesKeeping CleanCelebrationsSeasonal Changes</div></div>											
Seasonal Festivals/Celebrations/Events: Completion of EYFS Baseline Assessment in Reception, Bonfire Night (5 <sup>th</sup> November), Remembrance Day (11 <sup>th</sup> November), Christmas, Diwali (12 <sup>th</sup> November), Harvest (4 <sup>rd</sup> October), Autumn, 'I Can Leaves' Session.											
	Development Matters Coverage	Three and Four Year Olds					Children in Reception				
		<ul style="list-style-type: none"><li>Select and use activities and resources with help when needed.</li><li>Develop their sense of responsibility and membership of a community.</li><li>Be more outgoing with unfamiliar people.</li><li>Show more confidence in new social situations.</li><li>Play with one of more children. Extending and elaborating play ideas.</li><li>Help to find solutions to conflicts and rivalries.</li><li>Increasingly follow rules.</li><li>Talk about feelings using words like happy / sad / angry or worried.</li><li>Begin to understand how others might be feeling.</li></ul>					<ul style="list-style-type: none"><li>See themselves as a valuable individual.</li><li>Build constructive and respectful relationships.</li><li>Express their feelings and consider the feelings of others.</li><li>Show resilience and perseverance in the face of challenge.</li><li>Identify their own feelings socially and emotionally.</li><li>Manage their own needs.</li></ul>				
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"><li>Drawing our own family and talking about who is in our family.</li><li>Talking about feelings and describing how we feel using the mirrors.</li><li>Teaching children to share and take turns when using the different resources with their friends.</li><li>Create a set of classroom rules and discuss the importance of following these.</li><li>Learn how to tidy up the classroom environment and put resources back into the correct places. Discuss the importance of looking after our toys.</li><li>Introduce the values of 'Perseverance', 'Friendliness', 'Kindness' and 'Hope.'</li><li>Introduce and model positive mind set when facing new challenges.</li><li>Talk about individual differences and what makes us special e.g. hair colour, eye colour, likes/dislikes.</li><li>Learn how to meet their own needs with hands washing and toileting.</li><li></li></ul>									

CAL	Development Matters Coverage	<ul style="list-style-type: none"> <li>• Listen to longer stories.</li> <li>• Develop communication (and use a wider range of vocabulary).</li> <li>• Develop letter sound pronunciation.</li> <li>• Start a conversation with an adult or friend.</li> <li>• Use talk to organise themselves and their play.</li> <li>• Use longer sentences.</li> <li>• Understand a question or instruction that has 2 parts.</li> <li>• Know some rhymes.</li> <li>• Talk about familiar books.</li> <li>• Express a point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> </ul>
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> <li>• Introduce new vocabulary linked to key themes.</li> <li>• Group time activities talking about children’s likes/dislikes/interests/similarities/differences/feelings.</li> <li>• Learn a variety songs/poems/stories and perform using props</li> <li>• Introduce Talk Partners and how to be a successful speaker and listener. Establish clear expectations of what good speaking and listening looks like (knees to knees, eyes to eyes, looking at the speaker, taking it in turns).</li> <li>• Teach, model and practice active listening skills in teaching sessions and within provision</li> <li>• Daily story time sessions sharing and discussing a range of texts.</li> <li>• Looking at non-fiction books and discussing their features.</li> <li>• Model and encourage children to use daily social phrases — e.g. “Good morning, how are you?”, answering the register, please, thank you.</li> <li>• Listening games e.g. sound bingo, environmental sound walks, instrumental sound games.</li> <li>• Retelling familiar stories using puppets e.g. The Little Red Hen.</li> </ul>	
PD	Development Matters Coverage	<ul style="list-style-type: none"> <li>• Continue to develop their gross motor movement — balancing / riding / ball skills.</li> <li>• Skip / hop / stand on one leg</li> <li>• Use large muscle movements to wave.</li> <li>• Choose the right resources to carry out their plan.</li> <li>• Use one handed tools and equipment.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of ‘screen time’ - healthy eating - having a good sleep routine — tooth brushing.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - personal hygiene — mealtimes.</li> </ul>
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> <li>• Sharing the rules and expectations for our weekly PE sessions in the hall.</li> <li>• Dough Disco/scarf sessions — Hand and finger muscle development</li> <li>• Fine motor activities — e.g. using tweezers to pick up and move small objects, threading buttons and beads, small peg boards, pipe cleaners and colander.</li> <li>• Name writing activities - tracing over name, copying name card.</li> <li>• Showing the children how to hold mark making tools correctly.</li> <li>• Brain breaks — Moving in different ways.</li> <li>• Focus on gross motor skill development in the outdoor area (use of climbing frames, hills and bridge, group games) and during indoor PE sessions - spatial awareness.</li> <li>• Regular reminders about how to use the bathroom so we all stay clean (e.g. flushing the toilet and washing hands with soap)</li> <li>• Talk about the school dinner menu each day in Reception- making choices and trying new types of food</li> <li>• Healthy eating - encourage children to have a snack, try new fruit/vegetables.</li> <li>• Activities around oral health including linked stories and showing the children how to brush their teeth correctly e.g. oral health curiosity cube.</li> <li>• Scissor control activities — correct positioning in hand and cutting straight and curved lines.</li> <li>• Using tools to explore pumpkins/make potions.</li> </ul>	



Literacy	Development Matters Coverage	<ul style="list-style-type: none"> <li>Understand that print has meaning.</li> <li>Know the names of the different parts of a book.</li> <li>Know that print can has different purposes.</li> <li>Understand page sequencing and that we read English text from left to right and from top to bottom.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Write some of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known lettersound correspondences.</li> <li>Form lower-case and capital letters correctly.</li> </ul>
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> <li>Displaying familiar logos and images in the environment for children to recognise.</li> <li>Modelling how to read a book by going from left to right and top to bottom, turning the pages one at a time during story time sessions/Guided Reading in Reception.</li> <li>Introducing key vocabulary linked to the different parts of a book e.g. front cover, title, author, illustrator, blurb, index, contents page.</li> <li>Discussing key characters and events in the stories we share together.</li> <li>Rhyming activities e.g. rhyming books, bingo, odd one out.</li> <li>Daily RWI phonics lessons in differentiated groups.</li> <li>Phonics games – Matching initial sounds to pictures, initial sound bingo.</li> <li>Early reading games.</li> <li>Blending games on the IWB – Phonics Play Trash or Treasure/Obb and Bob.</li> <li>Writing linked to role play e.g. shopping lists in home corner, telephone messages, doctor's notes.</li> <li>Name writing activities - tracing over name, copying name card.</li> <li>Labelling pictures with initial sounds in Reception.</li> <li>Labelling parts of our bodies.</li> <li>Labelling fireworks using initial sounds or words e.g. bang, pop, crash.</li> </ul>	
Maths	Development Matters Coverage	<ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Talk about and explore 2D (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Understand position through words alone</li> <li>Make comparisons between objects relating to size and length.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> </ul>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Count beyond ten.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Compare length</li> </ul>
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> <li>Subitising games – Flashcards, bingo, interactive whiteboard games, dice games, using objects.</li> <li>Counting different amounts into tens frames.</li> <li>Identifying and recognising shapes and numerals in the environment e.g. number/shape hunts.</li> <li>Practising counting as part of daily routines e.g. how many children are here today?</li> <li>Carefully counting different objects e.g. people into houses, animals, linking elephants.</li> <li>Comparing groups of objects and using 'more' and 'fewer'. Looking at a number line to identify the relationship between consecutive numbers..</li> <li>Numberblocks videos to support recognition and understanding of numbers.</li> <li>Numberlies books to support with counting and recognition.</li> <li>Introduce 2d shapes and talk about their properties.</li> <li>Using 2d shapes to create pictures</li> <li>Introducing positional language such as 'in front' or 'behind' and using objects to demonstrate understanding.</li> <li>Comparing height/shoe size/hair length and begin to order.</li> <li>Sorting objects by size/shape/colour.</li> <li>Counting firework sounds using the drum.</li> <li>Making a potion using different amounts of objects.</li> <li>Match my actions game.</li> <li>Number rhymes/ number rhyme of the week.</li> </ul>	

UJW	Development Matters Coverage	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> <li>• Sharing family photographs – talking about themselves and their immediate family members (how families can be different to each other). Discuss any family member who live in different areas/countries.</li> <li>• Learn about the season of Autumn</li> <li>• nature walk within school grounds – collecting and taking photos of natural objects/seasonal changes</li> <li>• Talking about the weather daily and how it changes</li> <li>• Exploring the outdoor area - describing what they can see and do.</li> <li>• Harvest time – naming vegetables, how they grow, vegetable tasting.</li> <li>• Making bread in a small group (linked to The Little Red Hen) – following a recipe, talking about changes to ingredients when they are mixed together.</li> <li>• Doctors role play area – Showing an interest in different occupations.</li> <li>• Taking photos of the signs of Autumn/ visiting a special tree.</li> <li>• Looking at ice and exploring how this changes.</li> <li>• Talk about individual differences and what makes us special e.g. hair colour, eye colour, likes/dislikes.</li> <li>• Decorating a Christmas tree together.</li> <li>• Sharing experiences of bonfire night/Christmas.</li> <li>• Talking about occupations e.g. dentist/doctor.</li> <li>• Snap Science activities and exploring how toys work.</li> </ul>	
EAD	Development Matters Coverage	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>

	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"><li>● Daily access to creative areas to use a range of materials and media to create pictures and models.</li><li>● Draw or paint a family portrait (selecting own media and materials)</li><li>● Printing and observational drawings of fruit/vegetables linked to autumn/harvest- using pencil crayons (focus on choosing the correct matching colours/size of different vegetables/adding details e.g. a stalk, spots)</li><li>● Daily nursery rhymes and songs.</li><li>● Use collected leaves, conkers, pine cones to create artwork.</li><li>● Dolls house/home corner role play – acting out every day experiences.</li><li>● Representing different emotions using playdough, painting, drawings.</li><li>● Doctors role play area – taking on different roles e.g. doctor/nurse/patient/receptionist.</li><li>● Create a representation of the class minibeast to display in group areas.</li><li>● Listening activities – Discussing different sounds and music.</li><li>● Using instruments to make a song for Gerald to dance to.</li><li>● Junk modelling a house and decorating using a variety of materials.</li><li>● Firework pictures using different media and materials – e.g. marble painting, toilet roll tube stamps, chalk.</li><li>● Moving in different ways like fireworks to music using ribbons.</li><li>● KAPOW music lessons.</li><li>● Making a salt dough Christmas decoration.</li><li>● Using straws to create a skeleton.</li><li>● Creating our own shape pictures in the style of Kandinsky.</li></ul>
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