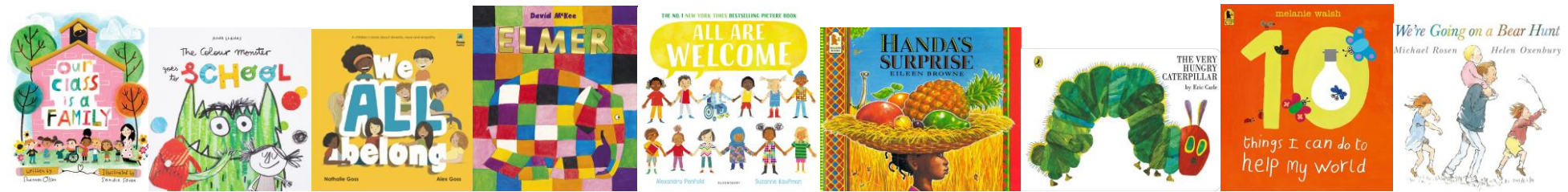


EYFS Autumn Term 1 Overview

All About Me



RE

Children will be taught about the daily routines and the prayers that we say in school. We will learn about prayer time as a time to be respectful and to talk to God. We will explore the Creation and Covenant Unit. This unit is designed to nurture an understanding of the world around us. It introduces children to God as creator of all that they see around them and the idea of giving thanks. It helps the children understand that they, their talents and gifts are God-given. It helps them understand that we have special signs to show we give God praise and that we can find out about God from the Bible.

RSE

Created and Loved by God

- Religious Understanding
- Me, by body, my health
- Emotional well-being
- Life cycles

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Settling in activities

- Play 'getting to know you' games
- Talking about likes/dislikes
- What makes you happy, sad and scared.
- Use stories such as 'The Colour Monster goes to school'. Talk about starting school.

Learn about areas in the classroom and introduce routines and expectations.

Create a class contract - discuss strategies for resolving conflict e.g kind hands, kind words.

New beginnings

- Talk about sharing, taking turns, being kind and helpful. Read stories that promote kindness and sharing e.g. The Squirrels who Squabbled.

Jigsaw Scheme of Learning - Being Me in My World

Making new friends

- Who are our new friends?
- Learning about our families by looking at pictures of all of the families in our class

How are we feeling?

- Talking about our feelings using words like 'happy', 'sad', 'angry' or 'worried'
- Developing new vocabulary linked to their emotions during carpet time.

	All about Me Use the toilet and wash hands independently.
COMMUNICATION AND LANGUAGE	• Listen to and engage with a range of stories including those about starting school, friendships, families and homes. • Provide opportunities for children to retell or act out relevant stories independently and with adult support e.g. using big books, puppets, small world area etc. • Use the role play areas to explore the roles of different adults/children familiar to the children. • Lots of opportunities for questioning such as - What has happened? Why are they there? What is going to happen next? Encourage children to tell their own stories. • Explore a range of familiar stories with patterns and rhymes and encourage use of new language. • Interact and communicate with adults and children on a daily basis in child initiated and teacher led activities - hold conversation when engaged in back and forth exchanges with their teacher and peers.
PHYSICAL DEVELOPMENT	Explore the areas of the school: • Playground • Woodland area • Hall space Explore ways of moving around including climbing, jumping, running etc. Introduce ways of experimenting with equipment • Roll the ball to a partner • Aiming balls at targets, in baskets, at skittles etc. Use ride on toys including scooters and cars. Making pathways, courses for vehicles to follow, providing time/ opportunities for children to practise & repeat actions. Use a variety of construction toys and building materials. Explore sand/ water play. Funky finger/finger gym activities • Dough disco • Threading • Pegs and boards • Tweezer play • Spray bottles, etc. to support fine motor control development. Mark making using a variety of tools such as pencils, pens, feathers, cotton buds, sticks, straws. Explore movement through dance activities and Cosmic Yoga sessions. Weekly PE sessions with Mrs Partridge.
LITERACY	Enjoy stories, rhymes and songs as part of every-day routines and story times at the end of the day. Have the opportunity to explore a wide range of texts in different areas of the classroom. Enjoy listening to and joining with familiar rhyming stories Daily phonics sessions • Unlocking Letters and Sounds - phase 2 s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss. Provide lots of mark making activities to increase motor skills and control.

	Name reading and writing.
MATHEMATICS	Baseline assessment Number Sense Maths scheme • Subitising 1 and 2 • Subitising 1 to 3 • Subitising 1 to 4 • Subitising 1 to 5 Daily Maths provision.
UNDERSTANDING THE WORLD	Getting to know our school environment - school rules, class rules Family photos - understanding their families history. Comparing myself to when I was a baby. Finding out about each other and links around the world and with other faiths and cultures Planting bulbs - link to creation story RE Harvest
EXPRESSIVE ARTS AND DESIGN	Painting and colour mixing - self portraits. Experiment with different mark making materials such as shaving foam, crayons, chalk pens, chalk, water etc. Using a variety of tools such as brushes, stamps, pipettes, rollers to experiment with mixing colours and creating texture and shape. Fruit printing.