



# Curriculum Planner

**Term: Autumn 2 2024**

**Year: EYFS**

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

<b>Church school value of the term:</b>	<b>British value of the term:</b>
<b>Compassion</b>	<b>Mutual Respect</b>

<b>Dream big</b>	<b>Love God</b>	<b>Live well</b>
High academic ambition High expectations Career aspirations The world is your oyster!	Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
Key books Working together Whole group book shares Class library to encourage home reading Confidence in sharing and talking about books Phase 1 phonics and beginning phase 2/ Talk for Writing / Story sacks / Re-telling stories/Story listening station Descriptive language: characters. Story and character focus on topic: repetitive phrases. Respecting each other's views and opinions in P4C discussions.	Compassion– Collective worship focus Class collective worship book Class reflection area Whole school collective worship Watching the seasons change Caring for plants as they grow End of day and lunchtime prayers Godly play Litter picking Discussions about feelings	Fruit, milk and water – keeping our bodies healthy Running and controlling movement Family traditions Gross motor skills on climbing equipment Getting changed for PE – independence Cleaning teeth as part of a weekly routine Washing hands Being aware when children need the toilet Going to the toilet independently Modelling play for new children TastED

<p align="center"><b><u>Communication and language</u></b></p> <p><b>Nursery</b> use Elklan activities to support children’s understanding and verbal reasoning.</p> <p><b>Nursery and Reception</b> use Wellcomm to support children with English as an Additional Language.</p> <p><b>Reception</b> use NELI as an early language intervention</p> <p>All adults model good spoken English and develop children’s vocabulary through the use of quality texts, discussions and modelling.</p> <p><b>Modelling</b> – Adults model one word to convey need eg drink; they then add a word on eg more drink, drink please; extending the sentence at the pace of the child eg can I have a drink please until the child is able to communicate need.</p>	<p align="center"><b><u>Physical development</u></b></p> <p>See <b>pre-writing skills</b> progression document for details of how we support children’s fine motor development and early writing skills.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to support future gross motor activities.</p> <p>Develop the small motor skills so that they can use a range of tools, competently, safely and confidently.</p> <p>Develop core muscle strength to achieve a good posture when sitting at a table or on the floor.</p>	<p align="center"><b><u>Personal, social and emotional development</u></b></p> <p align="center"><b>Nursery New children throughout the year</b></p> <p align="center">Settling in / Building relationships / Social interactions</p>
<p><b>Nursery</b></p> <p>Baseline assessments</p> <p>Daily singing – nursery rhymes</p> <p>Action songs</p> <p>Daily story time of familiar books – continued throughout the year.</p> <p>Sings songs – Nativity</p> <p>Listen to, understand and follow simple instructions</p> <p>Talk about what I am doing.</p> <p>Talk about home celebrations</p> <p>Stories about celebrations.</p> <p>Know that stories have beginning, middle and end.</p> <p>Wellcomm activities</p> <p>Word Aware words</p>	<p><b>Gross motor</b> - outside climbing, balancing and riding bikes/scooters</p> <p>Negotiating space.</p> <p><b>Fine motor focus</b> – upwards and downwards movements</p> <p>Dough disco /squiggle whilst you wiggle</p> <p>Marking making opportunities inside and outside</p> <p>Manipulating a range of fine motor equipment.</p> <p><b>Independent</b> putting on coats and being more independent of toileting needs.</p>	<p>Building confidence</p> <p>Confident with daily routines</p> <p>Behaviour expectations – adapting behavior.</p> <p>Importance of oral health Selecting activities and routines.</p> <p>Dealing with conflict</p> <p>Dealing with change</p> <p>Turn taking</p> <p>Asking adults for help International ‘play project’</p>
<p><b>Reception</b></p> <p>Talk for writing</p> <p>Sing songs</p> <p>Speak in front of a group of people</p> <p>Make comments and celebrate similarities and differences (festivals, cultures, religions)</p> <p>Wellcomm activities</p>	<p align="center"><b><u>Gymnastics</u></b></p> <p>To develop confidence in fundamental movements</p> <p>To experience jumping, sliding, rolling, moving over, under and on apparatus.</p> <p><b>Gross Motor</b> –</p> <p>Use climbing equipment safely and competently.</p> <p>To use the Trim trail safely.</p> <p>Negotiate space effectively</p> <p>Balance and coordinate safely.</p> <p><b>Fine Motor-</b></p> <p>Begin to use a dominant hand</p> <p>Begin to form recognisable letters.</p> <p>Begin to use scissors effectively.</p> <p><b>Independently</b> –</p> <p>To attend to toileting needs</p> <p align="center">To wash hands independently</p>	<p>Discussing different cultures and festivals</p> <p>Talk about differences</p> <p>Celebrate cultures and differences within community</p> <p>Managing hygiene with support</p>

<p style="text-align: center;"><b><u>Literacy</u></b></p> <p><b>Reception</b> follow Ruth Miskin’s Read, Write inc as our systematic synthetic phonics programme.</p> <p><b><u>Nursery</u></b>            Book corner            Daily story time/Nursery Rhymes/ Storck sacks            Weekly book focus – extended conversations and extending vocabulary.            Talk for writing            Identify words/pictures            Book title/cover/pages            Exploring initial sound in familiar words            Talk about familiar stories            Find familiar letters in name.            Structures of stories.            Model reading            Parts of a book – cover/pages/ back/spine.            Talking about the marks they make.            Identify marks made.            Weekly mark making            Name writing – when ready            Word Aware words            ‘The Nativity’            Christmas stories            Eg. ‘Shhh Santa’            ‘Hurry Santa’            Diwali</p>	<p style="text-align: center;"><b><u>Mathematics</u></b></p> <p>Recognising and counting numbers to 5.            2D Shapes.            Number rhymes.            Sequencing.            More and less            Day of the week            White Rose Maths activities            Numberblocks            Subitising            Key vocab focus</p>	<p style="text-align: center;"><b><u>Science</u></b></p> <p>Exploring natural materials            Diwali            Christmas            Family traditions            Birthdays            Use of CD player and ipad            Observe Seasonal changes            World Hello Day            Different cultures traditions            Significant events in own lives and families lives.            TastED</p> <p><b>Nursery</b> focus on Godly play, daily prayers, Bible stories and other appropriate texts linked to our Church School values and have Noah Ark as a core text throughout the year.</p>
<p style="text-align: center;"><b><u>Reception</u></b></p> <p>Phonics            Listen to daily stories            Individual readers            Oral blending            Sounds making words            Red words            Sequencing familiar stories            Demonstrating understanding of what has been read/heard            Sentence about the nativity            Write a sentence and label a picture (nativity)</p>	<p><b>Baseline: Getting to know your learners</b>            Match, Sort, Compare            Explore Pattern            1,2,3,4,5            One more, one less            Compare shapes            Night/Day time</p>	<p>Family customs            Bonfire night            Diwali            Christmas            How things work            World Hello Day            Change of season – autumn to winter</p> <p><b>Reception RE: Unit 3/4 - Special people to me</b></p>

<p>Write a letter to Santa Speech bubbles</p> <p>The Nativity Whatever next How to catch a star Christmas stories</p>																				
<p style="text-align: center;"><b><u>Expressive arts and design</u></b></p> <p style="text-align: center;"><b><u>Nursery</u></b></p> <p>Developing pretend play. Exploring a range of materials Make a range of marks with a range of tools. Drawing details on representations Sing whole song and listen to sounds. Move body to music Explore painting and colours. Explore a range of instruments. Clay divas Rangoli patterns Firework images Christmas characters Christmas cards using different media and techniques</p> <p>Artist and composer of the month</p> <p style="text-align: center;"><b><u>Reception</u></b></p> <p>Painting My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, once upon a time</p> <p>Artist and composer of the month</p>	<p style="text-align: center;"><b><u>Cultural Capital</u></b></p> <p>Use of outside space. High quality language and communication skills modelled. Access to high quality text within books throughout the curriculum Lincolnshire Smiles Woodland walk Adult modelling of high-quality language through Word Aware and Drawing Club</p> <p style="text-align: center;"><b><u>Core text</u></b></p> <p><b><u>Nursery</u></b></p> <table border="0" style="width: 100%;"> <tr> <td>The Very Hungry Caterpillar</td> <td>The Three Little Pigs</td> </tr> <tr> <td>The Gingerbread Man</td> <td>Whatever Next!</td> </tr> <tr> <td>Little Red Riding Hood</td> <td>Peace at Last</td> </tr> <tr> <td>Noah's Ark</td> <td>Owl Babies</td> </tr> </table> <p><b><u>Reception</u></b></p> <table border="0" style="width: 100%;"> <tr> <td>Bonfire night</td> <td>Oi Frog!</td> </tr> <tr> <td>1, 2, 3, what can you see in Autumn?</td> <td></td> </tr> <tr> <td>How to catch a star</td> <td>The Nativity</td> </tr> <tr> <td>The very helpful hedgehog</td> <td>Rama and Sita</td> </tr> <tr> <td>Whatever next?</td> <td>Christmas stories</td> </tr> </table>	The Very Hungry Caterpillar	The Three Little Pigs	The Gingerbread Man	Whatever Next!	Little Red Riding Hood	Peace at Last	Noah's Ark	Owl Babies	Bonfire night	Oi Frog!	1, 2, 3, what can you see in Autumn?		How to catch a star	The Nativity	The very helpful hedgehog	Rama and Sita	Whatever next?	Christmas stories	<p style="text-align: center;"><b><u>Global learning</u></b></p> <p>Understanding what the world is Global Learning Exploring different countries through Language of the moment and class nationality World Hello Day Learning about England Diwali – Hindu festival of lights Traditional Indian stories</p> <p style="text-align: center;"><b><u>Caring for our environment and each other</u></b></p> <p>Litter picking Washing hands Supporting with toileting Helping our friends Woodland walk</p>
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**Parental engagement:**

Library books

Daily contact at the gate

Christmas Nativity Talk for Writing and songs (Reception and Nursery separately)

**Visitors and visits**

Meet Santa – online

Lincolnshire Smiles (oral care)