



Year Group Topic Curriculum Map 2023-2024 **EYFS Autumn Term 1**

TOPIC	You've Got a Friend in Me		Driver subject(s)	PSED	
Values (s)	Ambition, Respect, Responsibility, Resilience and Compassion				
Learning Links	Past – Who are your friends from nursery or outside of school? Present – Why is it important to make new friends? Future – How do we maintain healthy friendships?		Global Themes	Citizenship, environment, kindness, working with others.	
Opening Wow /Immersive classroom	Playdough bread		End of topic showcase (Sharing with parents)	Bread making	
Trips/Visitors					
Key dates					
Communication and Language/Literacy	Mathematics	Understanding the world (Geography & History, Science)	Expressive arts and design (Art/DT/Music/Computing)	Physical Development (Fine Motor Skills & Gross Motor Skills)	RE/PSHE/RSE/PSED
English Text - The Little Red Hen (Rags to Riches story) Communication and Language <u>Listening, Attention and Understanding</u> *To be able to look at the person that is talking. *To be able to listen to an adult (no talking). *To be able to sit still for a short period of time during an appropriate activity. *To be able to stop and look when an adult addresses me by name. **To be able to recall what they have heard (in discussions and stories). *** To be able to offer an appropriate response to what has been said. <u>Speaking</u> *To be able to listen to an adult (no talking) *To be able to recall what has been said (to demonstrate comprehension) *To use a clear diction so as to be understood. *To use appropriate sentence structures in my utterances. **To be able to use 'target vocabulary' in our comments. ***To be able to contribute a linked comment (to support conversation). <u>LITERACY</u> <u>Comprehension:</u> *To be able to recall the characters and some key events from a story. **To comment on the predictions of key event in stories made by my teacher. ***To say and use some new vocabulary in my comments. <u>Word Reading:</u> *To be able to read the following individual letters by saying sounds for them: m a s d t l n p g o c k u b f e l h r j v y w z x **Be able to jump in when they hear the blend in words. <u>Writing:</u> *To be able to write the letters h, n, m, r, b and p. (Jumper family) **To be able to segment CV and CVC words containing the single letter sounds I know after modelling from an adult. **To be able to build CV and CVC words (magnetic tiles) after modelling from an adult	<u>Numerical Patterns</u> **To know how to compare quantities of identical and non-identical objects.	<u>GEOGRAPHY</u> <u>People, Culture and Communities</u> *To be able to name familiar places, buildings and settings. **To be able to name and talk about some special times in my life. **To name some features of a Christian wedding. ***To be able to make comments about my life: food, home, routines, weather etc. <u>The Natural World</u> *To know the names of natural objects. *To be able to name different animals. **To be able to name different types of weather. ***To be able to name the current season. ***To be able to explore the texture and movement of water. ***To explore the sounds that different objects make. ***To know how to use a torch. ***To explore magnets. <u>Past and Present</u> *To be able to name the people that are important to me. *To be able to name the people that live in my home. **To be able to name and talk about what is happening in my life now. ***To be about to recall character names and settings in books.	<u>Expressive Arts and Design</u> <u>Self - Portraits</u> *To be able to draw straight and curved lines to form different shapes. **To be able to have a purpose for my creation. **To be able to give meaning to the marks I make. **To be able to say what I like about my creation. ***To be able to use available props to support my play. **To sing along with a pre-recorded song and add actions **To be able to copy rhythm patterns with simple actions. **To explore the sounds different instruments make. <u>Music</u> Unit 1 – Me! Songs – Pat-a-cake, 1,2,3,4,5 Once I caught a fish alive, This Old Man, Five Little Ducks, Name Song, Things for fingers	<u>Gross Motor Skills</u> *To be able to keep my head up when moving. *To be able to stay within marked areas. *To be able to stop and stand still when asked. *To be able to change direction after stopping. **To be able to maintain balance on both legs, standing still for 10 seconds. ***To be able to side-step in both directions. ***To be able to gallop, leading with either foot. ***To be able to hop on either foot. ***To be able to skip (without skipping rope). <u>Fine Motor Skills</u> *To know that we use three fingers to hold a pencil. *To know that our pointing finger and our thumb hold the pencil. *To know that our middle finger supports the pencil. **To know how to use whole hand grasp scissors (loop scissors). ***To be able to draw lines and circles in my drawings.	<u>RE – Discovery RE Scheme</u> Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Talk about members of their immediate family and community. Learn new vocabulary Express their feelings and consider the feelings of others. Name and describe people who are familiar to them. Ask questions to find out more and to check they understand what has been said to them Comment on images of familiar situations in the past. Describe events in some detail. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Engage in story times. Think about the perspectives of others. Recognise that people have different beliefs and celebrate special times in different ways. Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <u>PSHCE/ RSE:</u> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. <u>PSED:</u> <u>Self-regulation:</u> *To know some words to describe feelings. **To know how to ask for something I want. **To know how to wait my turn. ***To know how to stop, look, listen and respond when their name is called. ***To be able to follow a simple instruction involving 1 idea or action after modelling from an adult <u>Managing Self:</u> *To be able to try a new activity with an adult (1:1) **To be able to walk around the classroom. **To know how to tidy the classroom. **To know how to stand in a line. ***To know how to ask to go to the toilet. ***To know how to use the toilet appropriately. ***To know how to wash my hands. ***To know how to ask for support. <u>Managing Relationships</u> *To be able to use the words 'please' and 'thank you'. *To know how to ask for a resource and wait until it is handed to me. **To know how to greet someone. ***To know how to communicate a need to an adult.