

Autumn Term 1 - 2025 EYFS Curriculum Overview - Year A

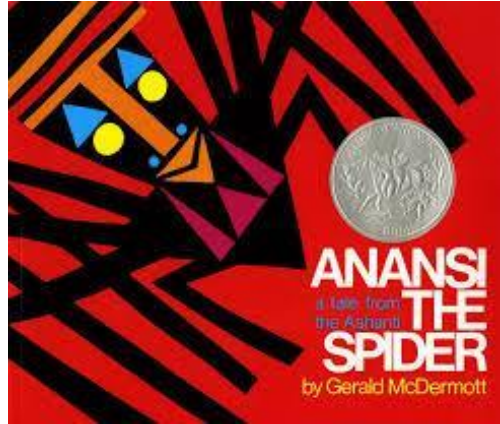
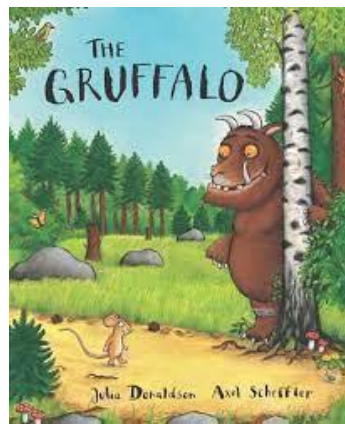
<p>Literacy In English we will be basing our work on the stories of The Gruffalo and Anansi. We will also be looking at non-fiction books about animals. We will develop a firm pencil grip and explore mark making opportunities and begin to form letters and hear the initial sounds in words which will help us to start writing words, labelling pictures and looking at the features of a narrative. We will consolidate understanding of rhyme in by identifying rhyme in stories and using it to predict and recall the story. for their pictures.</p> <p>Reception The children will label and write captions and will begin to write simple sentences in narrative and non-narrative forms. They will be writing speech and thought bubbles, writing messages to each other on notes and in cards.</p> <p>Phonics Children will have daily phonics sessions.</p> <p>Reception children will learn to hear, say and blend sounds in words and to recognise words by sight. Initially they will focus on learning the phase 2 sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, u, r, h, b, f, l</p> <p>Nursery children will discriminate between sounds, listen out for alliteration, and rhyme and then begin to develop hearing and saying the initial sounds in words. All children will learn how to listen carefully to stories and poems and be encouraged to talk about their ideas, thoughts, and feelings.</p>	<p>Mathematics- Measures Compare objects by length, thickness and weight/mass, using appropriate language to describe and order them. What makes objects similar and different. Explaining what we notice. Using the language of longer/taller and shorter to compare length or height. Using the language of wider/fatter/thicker and thinner to compare thickness. Using the language of heavier and lighter to compare mass/weight. Exploring how bigger things might not be heavier. Ordering a small set of objects by a given attribute</p> <p>Pattern- recognise, extend and make own repeating patterns with objects, colours and shapes</p> <p>Mastering Number Subitising perceptually subitise within 3 identify sub-groups in larger arrangements. create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise. experience subitising in a range of contexts, including temporal patterns made by sounds.</p> <p>Cardinality, ordinality and counting relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting.</p> <p>Composition see that all numbers can be made of 1s compose their own collections within 4.</p> <p>Comparison understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.</p>	<p>Expressive Arts & Design</p> <p>Art Drawing- Develop drawing skills, a firm hand grip and control of a range of tools and materials. Draw enclosures, lines and shapes and to fill with colour using chalk, crayons, felt tips and pencils accurately to create drawings of owls, bears / gruffalo characters or farm animals and ladybirds according to core text Observational drawing of flowers, trees and leaves</p> <p>DT Food-measuring, mixing playdough. Peeling, chopping apples, mixing making apple crumble Structures- building structures, walls, enclosures, towers with bricks inside & outside</p> <p>Music & Dance Learning the Gruffalo song, Old MacDonald, moving like different animals in PE Music-Exploring sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment My Stories - Explore: using their imagination. Listen and respond to a different song or piece of music in a different style. Use this music to inspire imaginative movement. Sings familiar songs e.g. pop songs, songs from TV programmes, rhymes, songs from home</p> <p>Drama- acting out the stories of The Gruffalo and Anansi Retelling the stories using picture sequencing, Re- enacting the stories in the role play areas inside and outside, exploring moving like different animals in PE. Performing The Nativity for parents on</p>
<p>Communication & Language</p> <p>The children will learn to listen to others during show and tell and storytelling and by joining in with rhymes and action songs. Sensory box with things for children to describe. Talk, ask and answer questions about families.</p> <p>Retell a simple past event in correct order. Recreate stories in role play and small world play. They will talk about what they are doing and explain what is happening.</p> <p>N - Enjoy listening to longer stories and can remember much of what happens Understand a wider range of vocabulary. Express a point of view. Start a conversation with an adult or a friend.</p> <p>R -Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives. Describe events in some detail. Engage in story times. 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.</p>	<p>Overarching Themes:</p> <h1>Animals, Forests, Feelings, Being Safe</h1> <p>The Gruffalo and Anansi 1st Half Autumn Term 2025</p> <p>Hook The Gruffalo- A parcel of clues delivered to school by special delivery Anansi The Carnival of the Animals</p>	<p>Physical Development Daily Busy Fingers activities to strengthen fingers. Pencil control, name tracing, mark making.</p> <p>Brain break Jump Start Jonny, Wake Up Shake Up, Funky Monkey, Daily Mile, Sticky Kids, PE, playground games, ride-on equipment, trim trail and climbing equipment time. Making bridges across 'fire pits' with planks, tyres etc... Establish regular routines for eating, drinking, washing and toileting so that children become familiar with the rhythm of the day.</p> <p>Introduction to PE Children will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop gross motor and fundamental movement skills such as running, jumping, balancing, changing direction, hopping, travelling and skipping. Children will also play simple games and begin to understand and use rules.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>

Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
 Develop their own narratives and explanations by connecting ideas or events
 Learn new vocabulary
 Use new vocabulary though the day
 Ask questions to find out more
 Sing a large repertoire of songs
 Listen to and learn rhymes, poems and songs

Harvest Festival Friday 26th September
 Old man's Day 2nd October
 Black History Focus Week 20-24 October

Be increasingly independent as they get dressed and undressed, for example putting coats on and doing up zips.
 Continue to develop their movement, balancing, riding and ball skills.
 Match their developing physical skills to tasks and activities in the setting.

R -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.
 Develop the foundations of a handwriting style which is fast, accurate and efficient.
 Handle equipment and tools effectively, including pencils for writing.
 Progress towards a more fluent style of moving with developing control and grace.
 Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.



The Gruffalo https://www.youtube.com/watch?v=X_EM-iZNguo audio book
<https://www.bbc.co.uk/iplayer/episode/b00pk64x/the-gruffalo> film

Anansi <https://www.youtube.com/watch?v=uv4WiXKyJuA>

Role play
 There will be a home corner set up in the classroom which will be enhanced in different ways

Outside we will develop a farmyard role play in the wild area incorporating the digging area and encourage shelter building for the toy animals

Small world - farm, animals and tractors

Personal, Social & Emotional Development

Children will be taught the classroom routines and rules and encouraged to share, take turns and play cooperatively. Children will be encouraged to learn each other's names and form friendships

Jigsaw Topic: Being Me In My World

- Self- identity
- Understanding feelings
- Being in a classroom
- Being Gentle
- Rights and responsibilities

RE
What makes People Special to Me and Others?

Friends, Family, Role Models, Moses, Jesus.
 The children talk about who is special to them and focus on families and then friends and the activities that might be carried out with people who are special. Then think about who might be a role model to them and why, before introducing Moses.

Understanding of the World

Science: Trees, plants, forest animals, forest habitats
 The children will learn about forest plants and animals
 They will visit the forest area and explore forest school activities one morning each week

They will plant bulbs. They will notice the change of seasons and how the plants and weather changes.
 Allow the children to create 'night pictures' using the class tablet/computer on Paint or 2simple.
 Teach the children facts about bears and owls and other nocturnal animals and provide them with non- fiction books.
 Create an 'investigation station' for the children with magnifying glasses, mirrors, feathers, sticks etc.
 Create a bird bath in the water tray.

Look at homes and habitats - why do different animals and creatures live where they do?
 Observe common garden animals, bugs and birds. Create spotter kits with the children, which could include binoculars, digital cameras, field journals, writing and drawing materials and posters or fact files about common native animals.

History
 N: talk about members of their immediate family and community
 N: Beginning to make sense of their own life story and family's history
 R: Name and describe people who are familiar to them

Geography
 R: Understand the effect of changing seasons on the natural world around them.
 Begin to understand the need to respect and care for the natural environment and all living things.
 N: Responds to spatial and positional language when used in conversation, e.g. pointing things out.
 R: Responds to and uses language of position and direction.
 Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.