

## EYFS Reception

### Curriculum Overview for Autumn 2

| Personal, social and emotional development   | Physical Development   | Literacy  |
|--|--|---|
| <p><u>Building Relationships</u><br/>By the end of term, children will know:</p> <ul style="list-style-type: none"><li>• What makes a good friend/friendship</li><li>• Begin to recognise if someone feels lonely and ways you can help</li><li>• Some simple strategies to resolve conflict positively – listening to others/asking for help</li><li>• What bullying is and that it is not acceptable.</li><li>• How to ask for help if a friend is making them feel unhappy or worried.</li><li>• What is kind and unkind behaviour</li></ul> <p><u>Managing Self</u><br/>By the end of term children will:</p> <ul style="list-style-type: none"><li>• Understand ways to keep themselves healthy and safe, including in the home:<ul style="list-style-type: none"><li>○ Healthy eating/drinking</li><li>○ Oral health/visiting the dentist</li><li>○ Who the emergency services are and how to contact them on 999.</li><li>○ To know basic online safety</li></ul></li><li>• Know strategies if they feel worried online.</li></ul> <p><u>Self-Regulation</u><br/>By the end of term children will know how to:</p> <ul style="list-style-type: none"><li>• Recognise others may not feel the same feelings at the same time</li><li>• Recognise how others may be feeling – empathy/sensitivity to others</li></ul> | <p><u>Gross Motor Skills</u><br/><u>GetSet4PE -Fundamentals</u><br/>By the end of term, children will have started to:</p> <ul style="list-style-type: none"><li>• Develop balancing</li><li>• Develop jumping and landing</li><li>• Develop hopping and landing</li></ul> <p><u>Fine Motor Skills</u><br/>During this term, children will continue to:</p> <ul style="list-style-type: none"><li>• Develop their dominant hand</li><li>• Develop recognisable letters</li><li>• Make snips with scissors</li><li>• Develop the use of cutlery</li><li>• Develop pencil/paintbrush grip (with support)</li><li>• Develop pencil/paintbrush control</li></ul> | <p><u>Word Reading</u><br/>During this term, the children will continue their Little Wandle phonics journey and learn the following graphemes and phonemes:</p> <ul style="list-style-type: none"><li>• ff ll ss j v w x y z zz qu sh th ch ng nk</li></ul> <p>They will also learn words with s/z suffix/ending</p> <p>The children will also learn the following common exception words:<br/>as and his her go no to into she he of we me be</p> <p><u>Comprehension</u><br/>During this term, children will continue to:</p> <ul style="list-style-type: none"><li>• Join in with stories - repeated/familiar phrases</li><li>• Develop new vocabulary in adult led sessions</li><li>• Ask questions about stories</li><li>• Answer literal questions – retrieval of who/what/where</li></ul> <p><u>Writing</u><br/>During this term, children will continue to:</p> <ul style="list-style-type: none"><li>• Develop their name writing.</li><li>• Work on correctly forming lower case letters.</li><li>• Write 3 letter words using the graphemes they have been taught.</li></ul> |

| Maths   | Understanding the World   | Expressive Arts and Design  |
|---|---|---|
| <p>Pupils will further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.<br/>Identify when a set can be subitised and when counting is needed</p> <p>Subitise different arrangements, both unstructured and structured</p> <p>Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</p> <p>Spot smaller numbers ‘hiding’ inside larger numbers</p> <p>Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <p>Hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number</p> <p>Develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p> <p>Compare sets of objects by matching</p> <p>Begin to develop the language of ‘whole’ when talking about objects which have part</p> | <p><u>Science Links</u><br/>Go on an autumn walk to identify seasonal changes. Know key changes that happen in Autumn (the leaves on trees change colour and fall to the ground, the weather turns colder/wetter and windier, there is less daylight)</p> <p><u>Geography Links</u><br/><u>My house</u><br/>To know that houses are not all the same -To know what type of house(s) I live in<br/>To know my address – house number and street<br/>To know the features of my street(s) – what can I see?<br/><u>My local area</u><br/>To know the local area is the Carlton Centre<br/>To know the Carlton Centre is in Lincoln<br/>To know what a community is (a group of people that live in the same place)<br/>To know some of the features Lincoln has – shops, schools, castle, Cathedral<br/>I know a map has signs and symbols to show the features of a place</p> <p><u>Religious Education</u><br/>Children will learn about the Christmas story and why this is important for Christians.</p> <p><u>Computing</u><br/><u>Creating media – sounds and images</u><br/>To know how to listen to audio stories/music – CD player/ipads<br/>To use a sound recorder</p> | <p><b>Media – chalk, wax crayons, tissue paper, salt dough</b><br/>Drawing - Chalk firework art<br/>Painting - Colour mixing – making green/orange<br/>Printmaking - Texture rubbings - Wax crayon/leaf<br/>Sculpture - Salt dough Diva lamps<br/>Structures - Junk models (houses)<br/>Artist - Kandinsky (Maths link - shapes) John Dyer (fireworks)</p> <p><u>Joining techniques</u><br/>To know tape can join pieces together<br/>To know there are different ways to join – tab</p> <p><u>Music</u><br/>Diwali and Christmas Music</p> <p><u>Drama</u><br/>Performing in the winter production</p> |