



Personal, Social and Emotional Development:

Personal, social, and emotional development is crucial in the EYFS, especially during the first weeks of school. It helps children feel secure, build friendships, and develop confidence. Positive relationships and emotional well-being support learning, resilience and independence, laying the foundation for healthy interactions and a successful transition into the school environment.

Self-regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Over this half term we will be working on the following within 'managing self.'

- New Beginnings.
- See themselves as a valuable individual.
- Being me in my world.
- Class Rules and Routines.
- Supporting children to build relationships

Building relationships: My feelings –supported by Kapow

- Week 1:** Settling in / baseline
- Week 2:** My feelings
- Week 3:** Feeling Jars
- Week 4:** Coping strategies
- Week 5:** Describing feelings
- Week 6:** Facial expressions
- Week 7:** Creating a calm corner

Reception – Autumn 1: Curriculum Map

Books:

- Super Duper You
- What Makes a Me?
- Not Now, Bernard
- Two Homes
- Only One You
- Marvellous Me
- The Colour Monster
- Ruby's worry
- Perfectly Norman
- Starting School
- You choose

Communication and Language:

Communication and language are vital in the EYFS, especially during the first weeks of school. It helps children express needs, build relationships, and understand routines. Strong communication fosters confidence, supports emotional well-being, and lays the foundation for literacy and learning across all areas of development.

Over this half term we will be working on the following:

Listening, Attention and Understanding:

- Settling in activities and carpet times.
- Listening to The Colour Monster – moods and feelings.
- Understanding how to listen carefully and why listening is important.
- Understanding 'Why' questions, e.g. "Why do you think The Colour Monster is red?"
- Learning new vocabulary linked to every area of the curriculum
- Understanding that a question or instruction that has 2 parts, e.g. "Put on your coat and line-up at the door."
- Engaging in story times.
- Learning rhymes and songs

Speaking:

- Developing social phrases. Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass
- Connecting one idea or action to another using a range of connectives.
- Using talk to organise themselves and their play.
- Individual speech assessments.

Marvelous me!

Welcome to School ☺

In our first half term, we'll focus on settling into our new classroom and getting to know each other. During the first few weeks, we'll spend time learning routines, exploring our learning environment, and building friendships through fun, welcoming activities. We'll also begin our exciting topic: *Marvellous Me!* This theme will help us discover what makes each of us unique, from our families and cultures to our likes, talents and dreams. Through stories, art and discussions, we'll celebrate ourselves and each other, creating a strong, supportive class community where everyone feels safe, valued, and ready to learn and grow.

Religious Education

Branch 1: Creation and Covenant

'The heavens are telling the glory of God' (Ps 19:1). In this branch, pupils will encounter the God who creates and calls a people. They will explore revelation of the Christian belief that all that has come from God, the Creation accounts in Genesis and scientific explanations of the process of Creation. They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament

- Week 1:** The sign of the cross – introducing key prayers – morning, before and after lunch, end of day.
- Week 2:** Catholics believe that God made our world.
- Week 3:** Catholics believe God made you and me.
- Week 4:** Catholics believe God loves each of us and we are part of a family.
- Week 5:** Catholics believe that we are all invited to be part of God's family.
- Week 6:** Catholics believe that we should look after ourselves and each other.
- Week 7:** Catholics believe that we should look after God's world.

Physical Development:

Physical development in the EYFS is essential during every week of school, supporting overall growth and readiness for learning.

- **Gross motor skills** help children develop coordination, balance, and strength through activities like running, climbing, and jumping, building confidence and physical well-being.
- **Fine motor skills** support hand-eye coordination and control, essential for tasks like writing, cutting, and self-care, laying the groundwork for academic and daily success.

Gross Motor skills: over this half term we will be working on the following:

Cooperation and Moving Gross Motor within continuous provision:

- Cooperation games i.e. parachute games.
- Climbing on outdoor equipment.
- Different ways of moving and retaining balance.
- Changing speed and direction.
- Negotiate space.
- Control of an object

PE lessons: Supported by PE Hub:

Gymnastics – Unit 1:

- Week 1:** Settling in
 - Week 2:** Moving Safely
 - Week 3:** Take off and land on two feet
 - Week 4:** Balance and move balls and beanbags
 - Week 5:** Travel on mats and benches
 - Week 6:** Copy and repeat actions
 - Week 7:** Performing simple shapes and balances
- Management Unit 1:**
- Week 1:** Settling in
 - Week 2:** Balancing bean bags
 - Week 3:** Moving through hoops in different ways
 - Week 4:** Reach and stretch to get equipment
 - Week 5:** Making bridges with our bodies
 - Week 6:** To travel under and over apparatus
 - Week 7:** To make shapes with our bodies

Fine motor skills:

- Dough activities.
- Daily name writing activities.
- Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills.
- Showing preference for dominant hand.
- Drawing lines and circles using gross motor movements.
- Holding a pencil/paint brush beyond whole hand grasp.
- Pencil Grip – encouraging tripod grip





Literacy:

Literacy is key in the EYFS, as it lays the foundation for reading and writing. Early exposure to stories, songs, and mark-making builds vocabulary, listening skills, and phonological awareness. These experiences support language development, spark imagination, and foster a lifelong love of reading and learning.

Literacy comprehension: Over this half term we will be:

- Listening to stories.
- Joining in with rhymes and showing an interest in stories with repeated refrains.
- Environment print.
- Having a favourite story/rhyme.
- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book.
- Sequencing familiar stories using pictures to tell the story.
- Recognising initial sounds.
- Name writing activities.
- Engage in extended conversations about stories, learning new vocabulary.

Literacy word reading: Supported by Little Wandle:

Week 1: Baseline
Week 2: Baseline
Week 3: s a t p
Week 4: l n m d
Week 5: g o c k
Tricky word: is
Week 6: c k e u r
Tricky word: I
Week 7: h b f l
Tricky Word: the

Expressive Arts and Design:

Expressive Arts and Design (EAD) in the EYFS is vital, as it encourages creativity, imagination and self-expression. Through music, dance, role play, and art, children explore ideas and emotions, developing confidence and communication skills.

It also lays the foundation for:

- Art:** Children experiment with colour, texture, and materials, building early artistic techniques and appreciation.
- Music and Drama:** Singing, movement, and imaginative play support rhythm, storytelling, and performance skills.
- Design and Technology:** Creating models and using tools fosters problem-solving, planning, and fine motor development.

Over this half term will be:

Creating with Materials:

- Self-portraits - Use of the continuous provision and how to use the paint and workshop areas.
- Autumn pictures.
- Mixing colours and exploring textures.

Being imaginative and Expressive:

- Singing songs and learning some familiar songs
- Harvest songs.
- Role-play - home corner.
- Small world play

Mathematics:

Mathematics is a vital part of the EYFS curriculum because it helps young children develop essential problem-solving and reasoning skills. Through playful activities like counting, sorting, measuring, and exploring shapes, children begin to understand patterns, numbers, and spatial awareness. These early experiences lay the foundation for future learning, supporting cognitive development and helping children make sense of the world around them in a fun and meaningful way.

In addition to continuous provision, we will cover the following, supported by White Rose Hub: **Match sort and compare** and **Measure and patterns**

Week 1: Baseline
Week 2: Baseline
Week 3: **Match sort and compare:** Match objects, Match pictures and objects and identify a set
Week 4: Sort objects to a type, explore sorting techniques, create sorting rules and compare amounts.
Week 5: Compare size, compare mass and capacity
Week 6: Explore simple patterns, copy and continue simple patterns and create simple patterns
Week 7: Consolidation

Understanding the world:

Understanding the World in the EYFS is vital, as it encourages curiosity and exploration. Children begin to make sense of their environment, communities and the natural world. Through hands-on experiences, they develop observation, questioning and comparison skills, laying the groundwork for scientific thinking and cultural awareness. Understanding of the World lays the foundation for key subjects:

- Science:** Children explore the natural world through observation, experimentation, and questioning—developing early scientific thinking.
- Geography:** They learn about places, environments, and communities, building spatial awareness and a sense of belonging in the world.
- History:** Through stories, family traditions, and timelines, children begin to understand the concept of time, change, and their place in history.

Past and Present:

- Who is in my family?
- Commenting on photos of their family - naming who they can see and of what relation they are to them.
- Can talk about what they do with their family and places they have been with their family.
- Read fictional stories about families and start to tell the difference between real and fiction.
- Ourselves - parts of the body.
- Role play - home setting.
- Their past and their life as a baby.

People, Culture and Communities:

- Describing their environment around them.
- Can they locate their home on google maps? Exploring what makes a family.
- The varying members of a family unit

The Natural World:

- Exploring the natural world around the outdoor