EYFS Curriculum at Eynsham Community Primary School – Marvelous Me Autumn Term

Physical development

Exploring routines at school that include hygiene and self-care.
Labelling body parts
Developing pencil grip in a range of activities
Creative activities children have opportunity to practice fine motor skills
Use of the bikes in the garden to develop gross motor skills

In order to develop the following skills:

Develop their small motor skills so that they can handle tools, objects, construction and malleable materials safely and with increasing control.
Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health, including *oral health*.
Develop the overall body strength, coordination, balance and agility.

Communication and Language

Circle Time when discussing emotions
Listening and responding to other children in class discussions
Working collaboratively to complete a joint goal
Comparing cultures and life experiences with other children and listening to them appropriately
Developing confidence when discussing past experiences with an emphasis on *vocabulary*.
Work on questions, what a question is and some examples of this.

In order to develop the following skills:

Understand how to listen carefully and why listening is important.
Start to explore, learn and use new vocabulary throughout the day.
Exploring how and why things happen through discussions and talk.
Listens and responds to ideas expressed by others in conversation or discussion.
Develop confidence when articulating ideas and thoughts in well-formed sentences.
Introducing a storyline to play that reflects their own experiences.

Key vocabulary:

happy, sad, angry , calm , you, me, family, culture, routine, household, hygiene, clean, listen, instruction, questions, answers, differences, village, town, family tree, traditions.

Experiences:

Little Red Hen experience at Cogges Farm. Children will have a day at Cogges Farm, where they will pick the wheat, ground the flour and bake bread.

High Quality Texts

Understanding the world

Exploring different types of families and understanding that they can be different.
Looking at other cultures and traditions and comparing family routines.
Have the opportunity to communicate with school in a different area.
Identify ways in which people are different, such as appearance, personality and likes and dislikes.

In order to develop the following skills:
Develop confidence talking about members of their family and community and reflect on past experiences and events in their life.
Exploring their local area and describing key features such as shops, roads, buildings and showing this on a simple map.
They know about similarities and differences between themselves and others and exploring different beliefs and celebrations.
Understand that there are family members from the past and how their life may be different to their own now.

Maths

Following the NCTEM progression charts, alongside the White Rose resources, children will work towards learning about the following skills:

Shape and space (developing special awareness and special vocabulary)
Developing early number sense (numbers to 5)
Cardinality and counting (6 stages from cardinality and counting)

Select, rotate and manipulate shapes in order to develop spatial reasoning skills in order to develop the following skills:

Developing spatial awareness: experiencing different viewpoints
Developing spatial vocabulary.

Count objects, actions and sounds in order to develop the following skills:

Counting: saying number words in sequence.
Counting: tagging each object with one number word.
Matches numeral and quantity correctly.
Shows an interest in representing numbers.

Subitising in order to develop the following skills:
Recognising small quantities without needing to count them all.

Link the number symbol (numeral) with its cardinal number value:
Numeral meanings.

Literacy

Caption for photographs
Develop name writing skills and start to explore writing names of family members.
Develop hearing and writing initial sounds/CVC words through writing captions, writing about past experiences, labelling objects and people.
When exploring the local community, writing labels for different features of the environment: houses, shops etc.

In order to develop the following skills:

Begin to write own name and other things such as labels, captions.
Start to segment the sounds in simple words and blend them together to read and write CVC words.
Start to form recognisable letters.

Personal social and emotional development

Circle times to encourage communicating with peers
Building self-confidence by identifying positive points about themselves and peers.
Exploring the school values and what that looks like every day in school.
Developing confidence in the classroom when selecting resources and initiating play with others.
Introducing the emotion zones and exploring different emotions.

In order to develop the following skills:

Become confident approaching new children and starting to build positive friendships.
Initiates conversations, attends to and takes account of what others say.
Can select and use activities and resources with help.
Confident to speak to others about own needs, wants, interests and opinions.
Can describe self in positive terms and see themselves as a valuable individual.
Aware of own feelings and knows that some actions and words can hurt others' feelings.
Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

Expressive arts & design

Role play opportunities that include acting out family traditions, as well as schools, shops and vets.
Exploring traditional and popular music that reflect the children's interests and other cultures.
Create family and self-portraits using different materials.
Recreation of key events in their life and memories they have.

In order to develop the following skills:
Developing their own storyline in play.
Create collaboratively and share ideas, resources, equipment and skills with other children in the class.
Respond to a range of music, art and performance and practise responding appropriately to others.