

**EYFS - Nursery- Autumn Term Overview**  
**Overarching School Theme – ASPIRATIONS**

**The 4 principles for EYFS:**

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others

**Characteristics of Effective Learning:**

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions saying – about children's interests and cohort changes

Whole School Key question		What do you want to achieve when you grow up?		
	Autumn 1		Autumn 2	
	Look at what I can do! <b>Key theme:</b> Me		Come and join the celebration! <b>Key theme:</b> Celebration	
<b>Literacy/English</b>	To be able to talk about the book Titch. Be able to pick up a book and find the front cover and turn pages correctly and carefully. Distinguish between print and pictures in books. Turning pages left to right confidently.			
<b>Phonics</b>	<b>Nursery rhyme</b> pegs - familiarising child and home with their nursery rhyme Sharing other <b>nursery rhymes</b> Large focus on communication and language within play (development matters) Listening to instructions Introducing Makaton signs and symbols for snack time Larger focus on re-telling nursery rhymes <b>Action rhymes</b> Rhyming pairs <b>Tuning into sounds</b> - environmental, musical			
<b>Maths</b>	Recognise numbers 1-3 Rote count to 3		Explore and talk about shape using language in play to describe it Find and walk on straight lines, curved lines Draw lines Talk about patterns around them - stripes on clothes, designs on rugs, animal print (link with stories) Understand position through words along - e.g. The bag is under the table-with no pointing) Describe a familiar route	
Key Texts	Titch Dear Zoo Nursery Rhymes linked to peg pictures		Supertato Carnival Catastro-pea The Traditional Christmas Story	
Key vocab and questions	I, Me, My Family, Grow, Titch – short, tall Body features -head, body, feet/foot, hand, arm Mouth, teeth, tongue, throat Feelings – happy, sad, angry, shy. Old, past.		Celebrate, Festival Believe, carnival. Cold, ice, freezing, Different, same,  Who celebrates Christmas and why? What do you celebrate in your house?	

	I can... I am good at... My... When I grow up... When I was a baby...	Is everywhere the same? Do we all live in the same way?
<b>Additional Texts</b> Read in class, used for story vote	Hug! Starting School  PSED – Colour Monster - Feelings	My Hair (Hannah Lee)  PSED – The Hugasaurus – Being kind.
<b>Communication and Language links</b>	To know the rhymes...Jack and Jill, Incy Wincy, Twinkl, twinkl little star, Once I caught a fish alive.  Begin to follow simple instructions – Get your coat. Wait at the door. Pick up the car (red car)	Begin to listen for longer – story time increasing. 5 terms – To begin to remember some of the story by answering direct and clear questions.
<b>Plan progression</b>	Children are encouraged to take turns to place their name on a place they would like to start their play. Model phase – Blue zone, Reception, Nursery, Garden. 5 terms – Today I am going to play in...	
<b>PSED</b>	Specific PSED Vocab - Care, kind, share, turn	
	Talk about the children being a part of the New Hartley community Introduction to rules and routines. Talk about feelings	Remembering rules. Selecting more 'do' activities independently.
<b>Festivals/ Celebrations</b>	Birthdays Bonfire Night	Diwali Hanukkah Christmas
<b>Mark Making</b>	Dough Disco Daily (all year) Squiggle Whilst you Wiggle (Pre-writing) Daily (all year) Assessment - Draw a person (Baseline) Name recognition - I can recognise my own name - work on mark making own name on work "Put your name on please." "That's my name." in mark making Weekly scissor activity - initially concentrating on holding scissors and snipping (possibly scissor/cutting homework) Daily fine motor enhancement activity	Concentrate on pencil grip - working on flick pencil Daily fine motor enhancement Writing within role-play - e.g. notepads in the home corner encourage shopping lists etc, paper pads close to construction areas - use adult to model Continue encouraging name writing Weekly scissor activity - encouraging cutting straight lines Outdoor gross motor writing - paint brushes and water Assessment (Dec) Draw a person
<b>Significant People</b>		Santa – St Nic
<b>Suggested visits/ visitors</b>	Dentist Librarian	Christmas Artventurers - N
<b>Digital Literacy</b>	Exposure to Ipads and their uses - apps, photos. Programmable toys. Toys with buttons and switches - how do they work?	

PD	Multi-Skills Top priority - Fine motor activities Dough Disco Squiggle whilst you wiggle <u>Scissor/Pencil grip/Mark making baseline assessment</u>	
PE	Multi-skills (Class teacher x1 Active future x1)	Multi-skills (Class teacher x1 Active future x1)
Understanding the World	Developing positive attitudes about the differences between people. Begin to make sense of their history and that of their families – looking and compare now and then (baby) Use their senses in hands on exploration – explore the season (Autumn) Know there are different countries – holiday photos	Use their senses to explore ice. Talk about what they see and feel. Talk about differences they see.
EAD Specific Art Linked activities/ Tasks	<u>Marvellous marks</u> crayons, felt tips, chalk, pencil.  Assessment – Draw a person	Explore colour and colour mixing (Concentrate on primary colours)  Assessment – Name colours – red, blue, yellow, green, white, black, brown, grey, purple.
<u>EAD Specific Vocab:</u> Art, Creative, Colour, Texture, Design		
Specific tasks	Hall Display – Book cover Calendars – Autumn 1 Christmas Cards – Autumn 2	
DT (Kapow)	<u>Structures - Junk modelling</u>  Exploring junk modelling Cutting and scissor skills Choosing resources Making models Evaluation and presentation Temporary joins	
Music (Charanga)	Nursery rhyme focus - with puppets Charanga	Listen to different music associated with celebrations  Learn and perform Christmas songs for Nativity
Key focuses Health and Wellbeing	Oral health Toileting	Independence Independent coat putting on (using over the head trick) Hanging up own things in a morning on their peg.
Environment Enhancements	Home corner – Basics kitchen, babies, books  Small World – Mini me's  Outdoor role – play – Prams	Home corner – Add objects/pictures linked to festivals – decorate ready for the festivals including Xmas tree etc  Small World – Multicultural stories  Outdoor role-play – den building – using tarpaulin in the rain, umbrellas.