

Curriculum Sequence Autumn - EYFS

Light and Dark



| Communication & Language |
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| Listening and Understanding |
| Children will: - <ul style="list-style-type: none">Join in with repeated refrains in a story.Ask who/what questions.Learn new vocabulary.Listen carefully to rhymes and songs, paying attention to how they sound.Engage in non fiction books.Contribute relevant comments in discussions.Responds to a series of instructions and range of questions. |
| Speaking |
| Children will: - <ul style="list-style-type: none">Know and use vocabulary linked to their 'Light and Dark' topic. E.g. nocturnal, constellation, shadow.Know and retell 'How to Catch a Star'.Use talk to communicate needs, news, feelings and ideas.Use plurals and some tenses correctly.Ask questions to support their learning or understanding. |

| PSED |
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| Self Regulation |
| Children will: - <ul style="list-style-type: none">See themselves as unique by sharing their hobbies and interests.Know how to be helpful by taking on jobs such as serving snack and washing up. |
| Managing Self |
| Children will: - <ul style="list-style-type: none">Children will know the school rules Ready, Safe, Respectful.Children will know how healthy eating is important for their health.Make independent choices and be willing to try new things.Show perseverance in the face of a challenge.Children will know how regular exercise is important for their health. |
| Building Relationships |
| Children will: - <ul style="list-style-type: none">Know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.Have some awareness of the needs of others and be able to identify when another child is upset, responding appropriately.Know how to listen to others with respect.Makes new friends and talks to adults to share news or as part of an activity. |

| Physical Development |
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| Gross Motor Skills |
| Children will: - <ul style="list-style-type: none">Revise and refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.Confidently and safely use a range of large and small apparatus indoors and outside.Use large construction to build. |
| Fine Motor Skills |
| Children will: - <ul style="list-style-type: none">Use a range of tools confidently and safely – pencils, paintbrushes, scissors, knives, forks, spoons.Know the correct pencil grip and posture for writing.Be able to mould and shape clay/dough with fingers and tools. |

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| Literacy |
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| Word Reading |
| Children will: - <ul style="list-style-type: none">Develop their phonological awareness to:<ul style="list-style-type: none">Spot rhymes in familiar stories and poems.Count or clap syllables in a word.Recognise words with the same initial sound.Read and correctly form the sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x.Begin to blend and read CVC words containing known letter-sound correspondences.Read taught tricky words l/the/to/into. |
| Comprehension |
| Children will: - <ul style="list-style-type: none">Read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.Asks questions about stories.Repeat words and phrases from familiar stories.Repeat new vocabulary in a context of a story.Be able to talk about the main events in the story and predict what might happen. Can retell a story using role play or small world resources, using some story language. |
| Writing |
| Children will: - <ul style="list-style-type: none">Know how to correctly form the letters m,a,s,d,t, i, n, p, g, oWrite CVC words using the sounds taught.Use some upper case letters e.g. for own name, Mum and Dad.Write own name. |

| Maths |
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| Number |
| Children will: - <ul style="list-style-type: none">Represent, compose and compare numbers to 5. |
| Numerical Patterns |
| Children will: - <ul style="list-style-type: none">Identify and describe circles, triangles, squares and rectangles.Use positional language including under, over, around and through.Identify one more and one less within 5. |

| Understanding the World |
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| Past and Present |
| Children will: - <ul style="list-style-type: none">Understand the difference between past and present.Explore images and stories from the past.Know that Remembrance Day is to remember soldiers who died in the war.Know that Bonfire Night is celebrated as a result of the Gun Powder Plot. |
| People, Culture and Communities |
| Children will: - <ul style="list-style-type: none">Listen carefully to stories about different places and begin to recognise that different places have different features.Know the story of Diwali.Know the Christian Christmas Story.Know how Christmas is celebrated in different countries/cultures.Know who Neil Armstrong is and why he is important. |
| The Natural World |
| Children will: - <ul style="list-style-type: none">Know the four seasons and the weather and natural changes that we might expect to see during these seasons.Describe what they see, feel and hear at night time.Understand the differences between day and night. |

| Expressive Arts & Design |
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| Creating with Materials |
| Children will: - <ul style="list-style-type: none">Make some independent choices about the resources to create their own dreamcatcher. Explore use and refine a variety of artistic effects to express their ideas for firework pictures..Use different textures to create ‘Owl Babies’ art.Make and use ‘moon dough’, moulding it into different shapes.Use natural items to create art work for example transient art, leaf printing/rubbing, mud kitchen creations.Uses a range of shapes and colours to represent observational drawings.Use a variety of techniques within baking sessions to demonstrate different creations. |
| Being Imaginative and Expressive |
| Children will: - <ul style="list-style-type: none">Listen and move to music expressing themselves as different fireworks.Watch and talk about dance and performance art, expressing their feelings and responses to the different parts of ‘The Nutcracker’.Create shadow puppets and use them to create puppet theatre performances.Learn to sing a selection of Christmas songsRehearse for, and perform in, the Christmas play. |

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| <p>Week 1 – 31.10.22 Topic Intro & Bonfire Night The Gunpowder Plot & Little Glow</p> <ul style="list-style-type: none">•UTW – Recap of the story of Diwali.•UTW – The difference between light and dark and how they are ‘opposites’.•C&L – Discussion about things we associate with ‘light’ and ‘dark’ generating ideas/interests and activating prior knowledge.•C&L/UTW - Talk about day and night routines. Sorting activity of night and day objects.•UTW/C&L – Guy Fawkes and the Gunpowder Plot – share the story, retell with actions and freeze frames.•EAD –firework pictures and expressive fireworks dance. Night time role play in home area.•PD – Create chocolate sparklers•PD/PSED – Firework safety•PSED – Jigsaw – What am I good at?•Literacy – Exciting writing•Literacy/C&L – guided reading text – Little Glow.•Maths – All about the number 7.•Maths – Representing 4 and 5.•<i>Word of the Week: opposite</i> | <p>Week 2 07.11.22 Seasons & Weather The Leaf Thief & Leaf Man</p> <ul style="list-style-type: none">•C&L/ UTW – What are the different seasons? What weather do we associate with different seasons?•PD/EAD – Leaf Art – creating pictures/rubbings/printing and transient art.•EAD/PD – Movements to music to represent the seasons.•PSED – Discussing our favourite activities in Autumn.•PSED – Jigsaw – I’m special, I’m me!•Literacy – guided reading text – ‘The Leaf Thief’.•Literacy – Exciting writing – draw our favourite season and label with initial sound.•Maths – All about the number 8.•Maths – Composition of 4 and 5.•Word of the week: seasons | <p>Week 3- 14.11.22 Nocturnal Animals and Night Shift Jobs Owl Babies and Fox in the Night</p> <ul style="list-style-type: none">•UTW/C&L – What does nocturnal mean? Which animals are nocturnal?•UTW – What jobs involve working at night?•EAD – Owl Babies craft activity•EAD/PD – hedgehog bread•PSED – Jigsaw – Families•Literacy – guided reading text – Fox in the Night•Literacy – Exciting Writing – Letters to Santa•Maths – All about the number 9.•Maths – One more, one less•Word of the week: nocturnal | <p>Week 4 – 21.11.22 Sleep and Dreams Can’t You Sleep Little Bear?</p> <ul style="list-style-type: none">•C&L – Sharing our night time routines- what do we do before we go to bed?•UTW – Why does it go dark?•PSED – Catch a Dream – sharing our experiences of dreams.•PSED/EAD – Taking Care of Teddy•PD/EAD – making dreamcatchers•PD – Obstacle course practising moving under, over, around, etc.•PSED – Jigsaw – Houses and Homes•Literacy – guided reading text – Can’t You Sleep Little Bear?•Literacy – Exciting Writing•Maths – All about the number 10•Maths - Shapes•Word of the week: dreams |
| <p>Week 5 28.11.22 Moon and Stars The Darkest Dark & How to Catch a Star</p> <ul style="list-style-type: none">•C&L/UTW – what is space?•UTW – Neil Armstrong•PD- making and exploring with moon dough•PD – baking star biscuits•EAD – Wish Upon a Star•EAD – Learning Nursery Rhyme ‘The Cow Jumped over the Moon’.•PD – Stars and moon mobiles / star gazing telescope•Literacy – T4W – How to catch a star•Literacy – guided reading text – Moon•Maths - Shapes•PSED – Making Friends•Word of the week: constellation | <p>Week 6–05.12.22 Shadows The Black Rabbit & Darkness Slipped In My Shadow – Robert Louis Stevenson</p> <ul style="list-style-type: none">•C&L/UTW – What is a shadow? Exploring ways to make shadows – using shadow frames.•Shadow People using pipe cleaners.•PD/EAD – Making shadow puppets and theatre/drawing around our shadows or object shadows.•PD/EAD - Den building inside with storytelling by torchlight.•EAD – designing our Christmas cards.•PSED – Jigsaw – Standing UP for Yourself•Literacy – guided reading text – Darkness Slipped In•Maths – Day and Night - Sequencing•Word of the week: shadow | <p>Week 7– 12.12.22 Christmas Activities The Christmas Story & Little Robin Red Vest</p> <ul style="list-style-type: none">•UTW – Different Christmas celebrations around the world.•Literacy/UTW – The Christian Christmas Story•EAD – The Christmas Story – acting out and retelling the story/freeze frames.•EAD/PD – The Nutcracker•C&L – sharing our own Christmas experiences•EAD – Learning and singing Christmas songs•PD – Baking Mince Pies•EAD – Christmas crafts•Maths – Review of representation and composition of numbers 1-5.•Literacy – guided reading text – Leah’s Star•Literacy – Writing our Christmas Cards.•Word of the week: Nativity | |