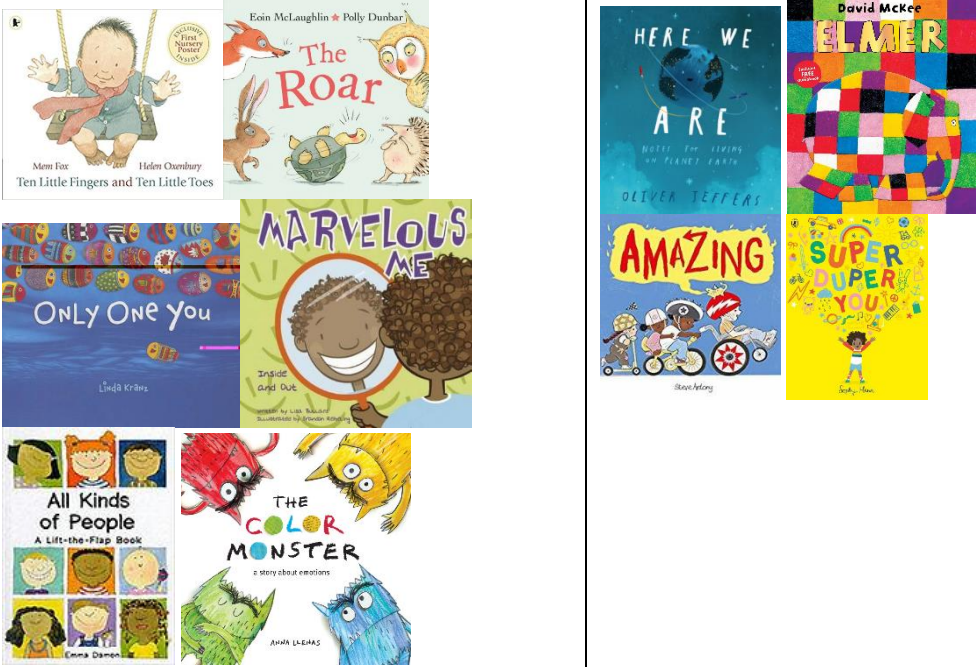



EYFS Curriculum Overview Autumn Term 2022-23

	Curriculum focus	Nursery progression <i>Children will be able to:</i>	Reception progression <i>Children will be able to:</i>
Autumn 1	The Story of Me <i>Our focus this half term will be on developing children's positive sense of self and their understanding of their own place in the Ladysmith school community. We will spend time talking together and finding out about ourselves, our classmates and others. Through talk and stories, we will explore what it means to be a person, how our likes and dislikes make us unique and learn about how we can value and show love to others. We will start teaching children how to access the provision independently and the routines for the school day. Children will learn how to make positive behaviour choices, create positive interactions, and co-operate and resolve conflicts. We will find out about how to keep our bodies and minds healthy and safe, recognising the amazing things we can all do. We will use books, stories and videos to find out about people who live in different places and celebrate the diversity of our community and the wider world.</i>	<ul style="list-style-type: none"> ● Use a wide range of vocabulary to describe themselves, others, their communities and their bodies. Examples include: "different", "same", "kindness" and the basic names for body parts. ● Form strong relationships with adults. ● Separate from parents confidently and engage in play. ● Develop a sense of community through understanding the meaning of our school rules, values and how these can be shown. ● Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ● Begin to develop an understanding of how others might be feeling. ● Begin to understand the idea of past through developing their sense of their own life story and that of their family. 	<ul style="list-style-type: none"> ● Use new vocabulary confidently throughout the day. Examples include: "respect" "compassion" and some more specific and/or scientific names for body parts. ● Form strong relationships with adults. ● Separate from parents confidently and engage in play. ● Continue to develop a sense of community and show an understanding of our school rules, values and how these can be shown. ● Talk about members of their immediate family and community. ● Express their feelings and begin to consider the feelings of others. ● Recognise some similarities and differences between life in this country and life in other countries.

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		<ul style="list-style-type: none"> ● Begin to develop positive attitudes about the differences between people. ● Know there are different countries in the world. ● Make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> ● Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> -regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time'
Linked texts:	<p>Reading is at the heart of our curriculum. Through books and stories, as well as multiple opportunities to discuss, recreate and explore texts, children will be exposed a wide range of vocabulary which they will become confident using independently. Reading broadens horizons and opens new worlds and children will be read to and stories shared frequently throughout the school day. As well as these linked texts, further books from our love of reading spine will be shared and enjoyed as a class.</p>		

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Key dates / festivals:	<p>25-27th September: Rosh Hashanah: The Jewish New Year beginning at sundown that encourages reflection.</p> <p>4th October: Yom Kippur: A Jewish day of atonement to reflect on sins and seek forgiveness from God.</p> <p>24th October: Diwali: A 5-day festival of light that combines several different festivals in honour of gods, goddesses, harvests, new year's. It is celebrated by Hindus, Sikhs, and Jains.</p>		

Ambition 🏠 Adventure 🏠 Achievement

Autumn 2

	Curriculum focus	Nursery progression <i>Children will be able to:</i>	Reception progression <i>Children will be able to:</i>
Autumn 2	<p><i>Autumn and Winter: festivals and changes</i> <i>This half term we will be learning about the changes which occur in the natural world as we move from Autumn into Winter. We will go on nature walks to observe these changes, making observations and asking questions about the things we see. We will think about the different clothes we wear at different times in the year. We will explore artworks inspired by Autumn and Winter by famous and influential artists such as Van Gogh, Kandinsky and Georgia O'Keefe, using these to build an understanding of colour. We will create our own seasonal artworks, inspired by the things we have learnt and using a range of materials and resources. We will listen to music linked to the seasons and dance to this, considering how the tempo, rhythm and melodies make us feel and how we can move our bodies in a range of different ways.</i></p> <p><i>We will also learn about different festivals associated with or taking place during the Autumn and Winter, exploring the diversity of beliefs in our community and our country, and</i></p>	<ul style="list-style-type: none"> ● Sing a large repertoire of songs. ● Learn new vocabulary associated with the changing seasons and associated with key religious and seasonal festivals, such as 'Hannukah' 'Jewish' 'Christmas' and 'Christian'. Be confident using this vocabulary in their play and discussions with adults to describe the things they observe and notice. ● Ask questions to find out more and to check they understand what has been said to them. ● Talk about the differences between materials and changes they notice. ● Continue developing positive attitudes about the differences between people. ● Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> ● Learn new vocabulary associated with the changing seasons and associated with key religious and seasonal festivals, such as 'Hannukah' 'Jewish' 'Christmas' and 'Christian'. ● Use talk to explain how things work and why they might happen, using vocabulary linked to their learning and the observations they have made. ● Talk about members of their immediate family and community. ● Understand that some places are special to members of their community. ● Recognise that people have different beliefs and celebrate special times in different ways. ● Explore the natural world around them.

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	<i>celebrating the differences and similarities between us. As we get closer to Christmas we will learn about the Christian story of Christmas and will learn Christmas songs ready to perform. In Reception we will also learn lines for our Nativity play which we will perform for our grownups.</i>		<ul style="list-style-type: none">● Describe what they see, hear and feel whilst outside.● Understand the effect of changing seasons on the natural world around them.
Linked texts:	Reading is at the heart of our curriculum. Through books and stories, as well as multiple opportunities to discuss, recreate and explore texts, children will be exposed a wide range of vocabulary which they will become confident using independently. Reading broadens horizons and opens new worlds and children will be read to and stories shared frequently throughout the school day. As well as these linked texts, further books from our love of reading spine will be shared and enjoyed as a class.		
Key dates / festivals:	31 st October: Hallowe'en 5 th November: Bonfire Night 11 th November: Remembrance Day 13 th -20 th November: Interfaith Week 1 st December: Beginning of Advent 18 th December: Hannukah 25 th December: Christmas Day		

Maths	<p><i>We follow the NumberSense Maths programme for EYFS to ensure that all our children develop a deep understanding of number, becoming confident mathematicians who are able to reason and explain their thinking.</i></p> <p><i>Our focus this term will be on beginning to develop a strong grounding in number, particularly through subitising to 5. Through the use of visual images and manipulatives we will explore numbers 1-5, experiencing lots of different ways of seeing and recognising numbers rapidly and immersing the children in numerosity and quantity. We will create opportunities to reason and problem-solve, giving children multiple chances to revisit and explore the representation and composition of numbers to 5, building their understanding of 'quantities within quantities' to develop a deep understanding of numbers.</i></p>	<ul style="list-style-type: none"> ● Say one number for each item in order: 1,2,3,4,5 ● Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ● Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). ● Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. ● Combine shapes to make new ones – an arch, a bigger triangle, etc. 	<ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Develop fast recognition of up to 5 objects, without having to count them individually ('subitising'). ● Link the number symbol (numeral) with its cardinal number value. ● Understand the 'one more than/one less than' relationship between consecutive numbers. ● Start to explore the composition of numbers to 5. ● Select, rotate and manipulate shapes to develop spatial reasoning skills.
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