



**LAWFORD C of E PRIMARY SCHOOL**  
**CURRICULUM OVERVIEW AUTUMN 2024 FOR EYFS**



**Mrs Cemil, Mrs Aldridge, Mrs Dennis, Miss Kirk and Mrs Gooding**

**Autumn 1 - Where have I come from and where am I going?**

During this enquiry question we will be thinking about how we have grown and changed and how we will continue to do so. We will explore different types of family, different types of homes and we will explore our local area.

**Autumn 2** - What jobs keep our world moving? During our second enquiry we will explore different jobs and roles in our community including, doctors, police officers, dentists, postal workers, firefighters and vets. We will think about how these roles help shape our community.

**Key Concepts to Explore:**

Concepts: Identity, Change, Care

	<b><u>English</u></b>	<p>Phonics</p> <p>Phase 1 Phonics –</p> <p>Environmental Sound Discrimination</p> <p>Instrumental Sound Discrimination</p> <p>Body Percussion Sound Discrimination</p> <p>Rhythm and Rhyme</p> <p>Alliteration</p> <p>Voice Sounds</p> <p>Oral Blending and Segmenting</p> <p><u>Phase 2 Phonics</u></p> <p>s a t p</p> <p>i n m d</p> <p>g o c k</p> <p>ck e u r</p> <p>h b f, ff l, ll ss l,</p> <p>Irregular words – to the, no, go, into, her</p>	<p>Literacy</p> <p>Activities – initials sounds, name writing/recognition, labelling, letter formation, mark making, listening to stories, sharing and exploring books, focus on fine motor, role play</p> <p>Key focus Texts – Naughty Bus, Clothes Line clues</p>
	<b><u>Maths</u></b>	<p><b>The aims in the curriculum are that all children will:</b></p> <ul style="list-style-type: none"><li>• Count objects, actions and sounds</li><li>• Link the number symbol (numeral) with its cardinal number value</li><li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li><li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li><li>• Subitise (recognise quantities without counting) up to 5.</li></ul>	
	<b><u>Religious Education (RE)</u></b>	<p><b>Autumn 1: What is this religious story about? Why might people tell this story?</b></p> <p>During this unit the focus will be on Bible stories; Noah's Ark, The wise man and the foolish man, Daniel and the lion's den and David and Goliath. We will think about the moral of these stories and why they are important to Christians.</p> <p><b>Autumn 2:</b></p> <p><b>How do people celebrate Christmas/ Diwali?</b></p>	

		During this unit we will learn about Christmas traditions in the UK and around the world. We will also learn all about the festival of Diwali and how this is celebrated across the world.
	<b><u>Understanding of the World</u></b>	<p><b>Through our enquiry questions the children will:</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> </ul> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them</li> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
	<b><u>Expressive arts and design</u></b>	<p><b>During the autumn term the children will:</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
	<b><u>Physical Development</u></b>	<p>Our PE units this term will be gymnastics and dance. We will have daily fine motor activities in class and the children will:</p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> </li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, co-ordination and agility</li> </ul>
	<b><u>Personal, Social and Emotional development</u></b>	<p><b>The children will:</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Manage their own needs. <ul style="list-style-type: none"> <li>- personal hygiene</li> </ul> </li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Form positive attachments to adults and friendships with peers.</li> </ul> <p>In RSE the children will:  Recognise the importance of friendship  Know that friendships can make us feel happy  Know some ways that we can make new friends feel welcome</p>
	<b><u>Communication and Language</u></b>	<p><b>This term the children will:</b></p> <p>Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Engage in story times.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>
	<p><b><u>Visits/visitors:</u></b>  <b>Visit Manningtree Library for Naughty Bus (looking at key parts of the town)</b>  <b>Visit local play park</b></p> <p><b>Visitors – Firefighters, Police, Vets, Doctor and Postal Workers</b></p> <p><b><u>Event for Parents:</u></b>  <b>Stay and Play TBC</b>  <b>Phonics Information evening – see school calendar for date</b></p>	