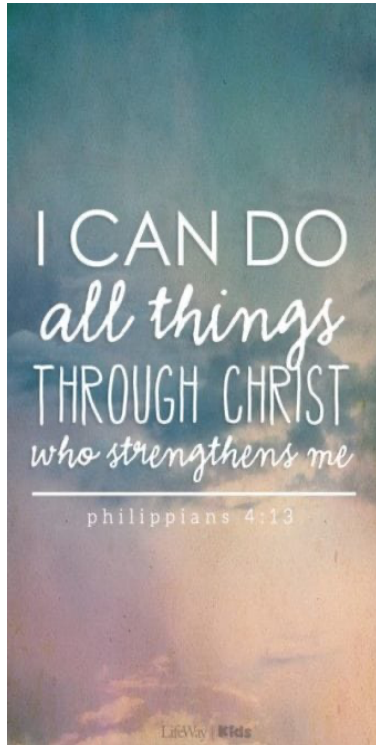




Topic Map: EYFS - Reception

Term: Autumn 1



Theme – Marvellous Me

- Starting School
- My New Class
- New Beginnings
- What am I good at?
- My Family
- Being Kind



Music - My Stories

- Listen and respond
- Explore and create using voices and instruments
- Sing
- Share and perform

PSHE

- Help others to feel welcome
- Try to make our school a better place
- Care about other people's feelings
- Work well with others
- Class responsibilities



R.E –

- I am special
- Wow Church
- Muddy church

WOW Experiences

- Transition
- Birthdays
- Harvest
- Stay and Play
- Muddy Church
- Forrest school

Expressive Arts and Design

- Singing songs
- Developing storylines in play
- Colour mixing
- Drawing people/characters
- Using glue to join



Communication and Language

- Listen to stories
- Use a wider range of vocabulary
- Understand what a question is
- Talk about familiar books
- Use talk to organise themselves and their play

Understanding the world

- Ourselves
- My body
- Our senses

Class Book

- The something

Other Texts

- Harry and dinosaurs start school
- Ruby's worries
- Rainbow fish
- Happy birthday Maisie
- The Colour monster

English

- Enjoy listening to longer stories and can remember much of what happens
- Pay attention to more than one thing at a time, which can be difficult
- Understand a question or instruction that has two parts, such as “get your coat and wait by the door”
- Understand ‘why’ questions like: “Why do you think the caterpillar got so fat?”
Speaking
- Use a wider range of vocabulary
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books and be able to tell a long story
- Develop their pronunciation
- Use longer sentences of four to six words

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order:1,2,3,4,5
- Show ‘finger numbers’ up to 5
- Link numerals and amounts
- Compare quantities using language: ‘more than’, ‘fewer than’
- • Talk about and identify patterns around them.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles and cuboids) using informal and mathematical language (e.g. sides, corners, straight, flat, round)
- Understand position through words alone
- Make comparisons between objects relating to size, length and weight
- Combine shapes to make new ones – an arch, a bigger triangle etc • Continue, copy and create repeating patterns.

Physical Education

- Develop their movement, balancing, riding scooters, trikes and bikes
- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Fine Motor Skills
- Use one-handed tools and equipment, for example, making snips in paper with scissors
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips