

Personal, Social & Emotional Development • Become more outgoing with unfamiliar people. (In the safe context of their setting) • Show more confidence in new social situations • Play with one or more other children, extending and elaborating play ideas • Follow rules and understanding why they are important • Be increasingly independent in meeting our own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly • Know and talk about the different factors that support our overall health and wellbeing: ◦ Regular physical activity ◦ Healthy eating ◦ Toothbrushing ◦ Sensible amounts of 'screen time' ◦ Having a good sleep routine ◦ Being a safe pedestrian	Communication and Language • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door." • Start a conversation with an adult or friend and continue it for many turns • Use a wider range of vocabulary • Understand how to listen carefully and why listening is important • Understand and use new vocabulary • Develop social phrases E.g. "Good morning, how are you?" • Engage in story times • Listen to and talk about stories to build familiarity and understanding	Physical Development • Continue to develop our movement, balancing, riding (scooters, trikes and bikes) and ball skills • Use large-muscle movements to wave flags and streamers, paint and make marks • Use one-handed tools and equipment, for example, making snips in paper and scissors • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips • Use a comfortable grip with good control when holding pens and pencils (<i>Actually from 3-4years curriculum</i>) • Show a preference for a dominant hand (<i>Actually from 3-4 years</i>) • Further develop the skills they need to manage the school day successfully e.g. Lining up and queuing, coping with mealtimes etc... • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball		
Literacy • Understand the five key concepts about print: ◦ Print has meaning ◦ Print can have different purposes ◦ We read English text from left to right and from top to bottom ◦ The names of the different parts of a book ◦ Page sequencing • Write some or all of their name • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read a few common exception words matched to the school's phonic programme • Spell words by identifying the sounds and then writing the sound with letter/s	EYFS Curriculum Map Autumn 1 – Sept'21 <i>Me and My Marvellous World!</i>		Maths • Recite numbers past 5 • 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') • Show 'finger numbers' up to 5 • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Count objects, actions and sounds • Subitise • Link the number symbol (numeral) with its cardinal number value • Count beyond ten • Continue, copy and create repeating patterns	
Understanding the World • Use all their senses in hands-on exploration of natural materials • Begin to make sense of their own life-story and family's history • Continue developing positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Understand that some places are special to members of their community. • Recognise some environments that are different from the one in which they live	Core Texts • Starting Schools • Susan Laughs • Marvellous Me • What Makes Me a Me? • Going to the Doctor • Going to the Dentist	Cultural Capital <i>~enrichment, experiences, trips and visitors</i> • Walk around the school • Multicultural food & cooking equipment in the role play home corner • Invite a dentist in to talk to the children	Expressive Art & Design • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Explore colour and colour mixing • Remember and sing entire songs • Play instruments with increasing control to express their feelings and ideas • Create collaboratively, sharing ideas, resources and skills • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play • Explore and engage in music making and dance, performing solo or in groups	
	Stunning Start Walk around the school – exploring the whole site and finding out who works here and what they do.	Marvellous Middle Display photos from home	Fantastic Finish Make a video of our first 6 weeks in school to share with parents.	