

Personal, Social & Emotional Development - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas - Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ - Understand gradually how others might be feeling - Identify and moderate their own feelings socially and emotionally - Think about the perspectives of others - Manage their own needs – personal hygiene - Express their feelings and consider the feelings of others	Communication and Language - Sings a large repertoire of songs - Use longer sentences of four to six words - Understands a question or instruction that has two parts, such as: “Get your coat and wait at the door.” - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words - Learn songs - Engage in non-fiction books - Learn new vocabulary	Physical Development - 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 - 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 - Further develop the skills they need to manage the school day successfully: Lining up and queuing - Mealtimes - Use a range of small tools, including scissors, paintbrushes and cutlery - Begin to show accuracy and care when drawing	
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 and page sequencing - Engage in extended conversations about stories, learning new vocabulary - 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 - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Spell words by identifying the sounds and then writing the sound with letter/s	EYFS Curriculum Map Autumn 2 – Nov’21 Super Celebrations and Winter!	Maths - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’ and ‘round’ - 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 - 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 - Compare length, weight - Count objects, actions and sounds - Subitise - Link the number symbol (numeral) with its cardinal number value. - Count beyond ten	
Understanding the World - Show interest in different occupations - Continue developing positive attitudes about the differences between people - Talk about what they see, using a wide vocabulary - Comment on images of familiar situations in the past - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways - Understand the effect of changing seasons in the natural world around them	Core Texts - Diwali – info book - Topsy and Tim have a birthday party - One Snowy Night - Stick Man - Little Owl and the Star - Hannukah Lights Everywhere - The Very Hungry Caterpillar and Father Christmas	Cultural Capital ~enrichment, experiences, trips and visitors - Mrs Kaur – traditional costume for Diwali - Invite children to send in photos from home of family celebrations - Decorate home corner according to different festivals e.g. Divas for Diwali, tree for Christmas	Expressive Art & Design - Take part in simple pretend play, using an object to represent something else even though they are not similar - Create closed shapes with continuous lines and begin to use these shapes to represent objects - Explore colour and colour mixing - Remember and sing entire songs - Play instruments with increasing control to express their feelings and ideas - 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 - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
	Stunning Start Diwali – a special talk from Mrs Kaur	Marvellous Middle Sharing photos of family celebrations	Fantastic Finish Christmas Concert Christmas class party