

## Detailed Curriculum Weekly Overview – EYFS

### Foundation Two – Autumn 2024-25

Week	English	Maths	Other Areas of Learning
1	<ul style="list-style-type: none"> <li>Settling</li> <li>Assess communication and vocabulary</li> </ul>	Settling Counting Maths Songs and Rhymes Number Recognition	<p>Over the Term Children will ...</p> <p><b><u>Personal Social and Emotional Development</u></b></p> <p>Become familiar with our F2 routines. Establish routines and boundaries with the classroom environment. Independently explore the classroom environment. Select and use activities and resources asking for help if needed.</p> <p>The children will build constructive and respectful relationships and think about the perspectives of others. They will show resilience and perseverance in the face of challenge.</p> <p>Give children appropriate tasks to carry out to develop a sense of responsibility and membership of the community: Learn self-care routines such as hanging own coat and organising book bags at the beginning and the end of the day.</p> <p><b><u>Communication and Language</u></b></p> <p>The children will explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books and story maps throughout the session and during our daily story time.</p> <p>The children will learn to develop their listening and attention during story time. Children will learn to focus on the story and speaker.</p> <p>The children will learn our good sitting, good listening, good looking and good talking prompts.</p> <p>The children will begin to learn new vocabulary that is explored through a variety of texts.</p>
2	<ul style="list-style-type: none"> <li>Key Text – So Much</li> <li>Notice sounds around them.</li> <li>Recognise that different objects make different sounds.</li> <li>Talk about families and how they are all different. Children can bring in a photo and talk about their family.</li> </ul>	Settling Counting Maths Songs and Rhymes Maths Baseline assessments	
3	Key Text – So Much <ul style="list-style-type: none"> <li>Introduce story maps</li> <li>Learn the text by reading together – making actions for the different parts and joining in as a class</li> <li>Draw a story map to help the children do this</li> </ul>	Patterns <ul style="list-style-type: none"> <li>Copy, continue, describe and create patterns using colours, shapes, objects, sounds and actions</li> </ul>	
4	<ul style="list-style-type: none"> <li>Key Text – We're going on a Bear Hunt</li> <li>Fiction book</li> <li>Learn the text by reading together – making actions for the different parts and joining in as a class</li> <li>Draw a story map to help the children do this</li> </ul>	Addition <ul style="list-style-type: none"> <li>Addition facts to 5</li> <li>Investigate using part part whole method.</li> <li>Begin recording/model recording sentences</li> <li>Find missing number</li> </ul>	
5	Key Text – We're going on a Bear Hunt <ul style="list-style-type: none"> <li>Continue We're going on a Bear Hunt story</li> <li>Continue to chant as a class using the story map. Get children to</li> </ul>	Position and direction <ul style="list-style-type: none"> <li>Days of the week, reciting the names and beginning to order them</li> </ul>	

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	<p>come up and retell some of it in turn.</p> <ul style="list-style-type: none"> <li>Focus on what would happen next. Look at picture of the bear on the last page</li> <li>Make the next part of the story up</li> </ul>	<ul style="list-style-type: none"> <li>Language related to time, yesterday, today, tomorrow, morning, afternoon, evening and night</li> <li>O'clock times in relation to their routine</li> <li>positional language on over in out etc</li> </ul>	<p>The children will be offered a language rich environment in which adults talk with children throughout the day.</p> <p>They will articulate their ideas and thoughts in well-formed sentences.</p> <p><b><u>Physical Development</u></b></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p>
6	<p>Key text – We're going to find the monster</p> <ul style="list-style-type: none"> <li>Learn the text by reading together – making actions for the different parts and joining in as a class</li> <li>Draw a story map to help the children do this</li> <li>Children to re-tell the story (monster hunt on Weekly Walk)</li> <li>Talk about the author – why it is relevant for black history month</li> </ul>	<p>Numbers as place value</p> <ul style="list-style-type: none"> <li>Chanting numbers to 20-100 in order</li> <li>Counting 20 items into a set</li> <li>Count up to 10 from a larger set</li> <li>Matching quantity to written and spoken numeral</li> <li>Count 1-1 correspondence</li> <li>Subsidise numbers to 5</li> <li>Write numbers 1-10</li> </ul>	<p>The children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>The children will 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.</p>
7	<p>Key Text – Were going to find the Monster</p> <ul style="list-style-type: none"> <li>Children to re-tell the story (monster hunt on Weekly Walk)</li> <li>Write about the illustrations</li> </ul>	<p>Subtraction</p> <ul style="list-style-type: none"> <li>Relate to counting back</li> <li>Subsidise numbers to 5</li> <li>Write numbers 1-10</li> <li>Use fingers to take away</li> </ul>	

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		Simple subtraction sentences	
HALF TERM			
8	Key Text- Not a box <ul style="list-style-type: none"> <li>Learn the text by reading together</li> <li>What can you make your box into</li> <li>Follow the story map</li> </ul>	Length and height <ul style="list-style-type: none"> <li>To order 2 or 3 items by length.</li> <li>To use hands to measure items</li> <li>To use cubes to measure items</li> <li>To order 2 or 3 items by length or height</li> <li>To use hands to measure items</li> <li>To use cubes to measure items</li> </ul>	
9	Key Text- Not a box <ul style="list-style-type: none"> <li>Retell the story using the story map</li> <li>Change the story using your boxes</li> </ul>	Addition - more <ul style="list-style-type: none"> <li>To use words related to addition</li> <li>To add two groups of objects (less than 10) together.</li> <li>To add two numbers together.</li> </ul>	<b><u>Expressive Art and Design</u></b>  The children will explore different materials using all of their senses to investigate them. They will manipulate and play with different materials. They will explore, use and refine a variety of artistic effects to express their ideas and feelings.
10	Key text – Owl babies <ul style="list-style-type: none"> <li>Learn the text by reading together – making actions for the different parts and joining in as a class</li> <li>Draw a story map to help the children do this</li> <li>Children to act out the story – tuff tray</li> <li>Shared sentence of part of the text.</li> </ul>	2D shapes <ul style="list-style-type: none"> <li>To name 2D shapes</li> <li>Use language to describe shapes</li> <li>Create 2D pictures</li> <li>Look for shapes in the environment</li> </ul>	They will use these materials to express their ideas and feelings. The children explore new vocabulary.  The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play where they will develop story lines during this time.

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11	<p>Key text – Owl Babies</p> <ul style="list-style-type: none"> <li>• Retell by using story map and act out –and joining in as a class</li> <li>• Talk about beginning. Middle and End and how this happened in all stories. Show the parts of the story that do this.</li> <li>• Change the story to another woodland creature but follow the same pattern. £ new character names. Leave in parts of the story.</li> </ul>	<p>Capacity and weight</p> <ul style="list-style-type: none"> <li>• To order three capacity</li> <li>• To use the language associated with capacity</li> <li>• Full, empty, half full</li> <li>• To compare weights</li> <li>• To use scales</li> <li>• To order three objects by weight.</li> </ul>	<p>The children will watch and talk about dance and performance art, expressing their feelings and responses. They will also sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b><u>Understanding the World</u></b></p> <p>The children will learn to make connections between the features of their families and other families. The children will begin to notice differences between people. The children will understand that some places are special to members of their community and recognise that people have different beliefs and celebrate special times in different ways.</p>
12	<p>Key text –The Nativity</p> <p>Retell by using story map and act out –and joining in as a class</p> <ul style="list-style-type: none"> <li>• Talk about beginning. Middle and End and how this happened in all stories. Show the parts of the story that do this.</li> <li>• Model writing and shared writing</li> </ul>	<p>Subtraction – less</p> <ul style="list-style-type: none"> <li>• To use words related to subtraction.</li> <li>• To take one group of objects away from another group.</li> <li>• To take a number away from another number.</li> </ul>	<p>The children will explore the natural world around them and describe what they see, hear and feel whilst outside.</p> <p>The children will talk about members of their immediate family and community and name and describe people who are familiar to them.</p>
13	<p><b><u>Christmas story and linked text</u></b></p>	<ul style="list-style-type: none"> <li>• Recognising numbers to 10/20</li> <li>• Ordering nmbers</li> </ul>	