

Curriculum Map

Term: Autumn One

Enquiry Question: Do things change over time?

		Week One 01.09.2025	Week Two 08.09.2025	Week Three 15.09.2025	Week Four 22.09.2025	Week Five 29.09.2025	Week Six 06.10.2025	Week Seven 13.10.2025	Week Eight 20.10.2025
Enquiry Question		What is school?		Who am I?	Do all people look the same?	When is my birthday?	How have I changed since I was a baby?	Who is in my family?	What is Autumn?
World / School Events							Harvest Festival		
EYFS Prime Areas									
Communication & Language	EYFS Focus	Recognise and point to objects if asked about them. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things. Can become frustrated when they can't make themselves understood. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' Use the speech sounds p, b, m, w. Are usually still learning to pronounce: l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer' Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').							
	Tiny Talkers				Week 1 – All about me – Ten Little Fingers and Ten Little Toes	Week Two – All about me – Getting Ready	Week Three – Actions – Topsy & Tim Sports Day	Week Four – Actions – Ready, Steady, Mo	
PSED		Find ways to calm themselves, through being calmed and comforted by their key person Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy.							

		Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance Play with increasing confidence on their own and with other children, because they know their key person is nearby and available Feel strong enough to express a range of emotions Develop friendships with other children							
Physical	EYFS Focus	Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Learn to use the toilet with help, and then independently							
	Jungle Journeys			Gross Motor Week One	Gross Motor Week Two	Gross Motor Week Three	Gross Motor Week Four	Gross Motor Week Five	Gross Motor Week Six
EYFS Specific Areas									
Literacy	Phonics	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.							
	Little Wandle		Incy Wincy Spider	The Grand old Duke of York	1,2,3,4,5...once I caught a fish alive	Baa Baa Black Sheep	Humpty Dumpty	Jack and Jill	Hey Diddle Diddle
	Writing	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."							

		Make marks on their picture to stand for their name							
	Focus Book	Ten Delicious Teachers	First Day at Bug School	What Makes Me a Me?	But Martin!	Happy Birthday Little Grey	Once There Were Giants	Goldilocks and the Three Bears	The Leaf Thief
	Reading	Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.							
	Story Time Books	Topsy and Tim Start School Goat goes to playgroup Harry and the Dinosaurs go to school Starting School Gus goes to school The Bumble Bear Monty the Manatee	This is Me Incredible You The Boy with flowers in his hair Talking is not my thing I like bees, I don't like honey	Elmer Odd Dog out What happened to you? The Mega Magic Hair Swap Whoever you are Children of the world.	Kipper's Birthday Happy Birthday Old Bear The Birthday Invitation Elmer's Birthday Spot's Birthday Party	When I Grow Up Julia Donaldson Stories	The Large Family collection.	Autumn (board book) Bear's Winter House Pumpkin Soup 5 Little Pumpkins We're Going on a Leaf Hunt Hello Autumn!	
Maths	EYFS Focus	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. Build with a range of resources. Complete inset puzzles.							
		Complete inset puzzles.	Build with a range of resources.	React to changes of amount in a group of up to three items.	Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Notice patterns and arrange things in patterns	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	Compare amounts, saying 'lots', 'more' or 'same'.

					Count in everyday contexts, sometimes skipping numbers - '1-2-3-5				
	Maths Meeting	Recite numbers past 5.	Fast recognition of up to 3 objects, without having to count them individually ('subitising').	Show 'finger numbers' up to 5	Say one number for each item in order: 1,2,3,4,5.	Recite numbers past 5.	Fast recognition of up to 3 objects, without having to count them individually ('subitising').	Show 'finger numbers' up to 5	Say one number for each item in order: 1,2,3,4,5.
Understanding the World	EYFS Focus	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside Make connections between the features of their family and other families. Notice differences between people					Make connections between the features of their family and other families. Notice differences between people Begin to make sense of their own life-story and family's history		Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips Understand the key features of the life cycle of a plant and an animal (Acorn / Oak Tree)
	History					Chronology	Chronology		Significance

							Similarity & Difference		Black History Month Marcus Rashford / healthy foods / poverty / food banks
	Geography								
	Science								Observing over time
	Project Evolve								
Expressive Arts & Design	Creative Outcome	Collage Monsters		Painting self-portraits & paint printing names		Decorating Birthday Buns		Lollipop Stick Houses / colourful families	Hibernation Box
	EYFS Focus	Explore different materials, using all their senses to investigate them. Use their imagination as they consider what they can do with different materials.		Explore paint, using fingers and other parts of their bodies as well as brushes and other tools		Explore different materials, using all their senses to investigate them. Use their imagination as they consider what they can do with different materials		Explore different materials, using all their senses to investigate them Join different materials and explore different textures	
	Access Art				Explorers Book – collecting colour red		Explorers Book – collecting colour blue		Explorers Book – collecting colour yellow

	D&T - Kapow						Baking – decorating buns / biscuits		Food – making & trying porridge	Seasonal Project – Autumn Hibernation Box
	Music and singing		Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'							
	Music	AM	Beat Baby	Beat Baby	Beat Baby	Beat Baby	Beat Baby	Beat Baby	Beat Baby	Beat Baby
	Mondays	PM	Singing	Singing	Singing	Singing	Singing	Singing	Singing	Singing
	Construction & Role Play		Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas							