



Broadhempston Primary School EYFS Autumn1 Overview 2024/25

The Characteristics of Effective Teaching and Learning			
Playing and Exploring	Active Learning	Creating and thinking critically	
<ul style="list-style-type: none"> - Realise that their actions have an effect on the world, so they want to keep repeating them. - Plan and think ahead about how they will explore of play with objects. - Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. - Make independent choices. - Bring their own interests and fascinations into class. - Respond to new experiences that you bring to their attention. 	<ul style="list-style-type: none"> - Participate in routines. - Begin to predict sequences because they know routines. - Show goal-directed behaviour. - Begin to correct their mistakes themselves. - Keep on trying when things are difficult. 	<ul style="list-style-type: none"> - Take part in simple pretend play. - Sort materials. - Review progress as they try to achieve a goal – check how well they are doing. - Solve real problems. - Use pretend play to think beyond the ‘here and now’ and to understand another perspective. - Know more, feel confident about coming up with their own ideas. - Make links between ideas. - Concentrate on achieving something that’s important to them, increasingly able to control their attention and ignore distractions. 	
The Prime Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
<p>Listening, Attention and Understanding I can...</p> <ul style="list-style-type: none"> - Listen carefully to my teacher and peers for short periods of time. - Understand why listening is important. - Follow simple instructions and directions. <p>Speaking I can...</p> <ul style="list-style-type: none"> - Talk to my class mates. - Talk to my teacher and supporting adults. - Begin to learn new vocabulary, including words linked to our learning. 	<p>Jigsaw – Weekly PSHE session Being Me in my World</p> <ul style="list-style-type: none"> - Understanding our own ideas are valuable. - Self-identity - Understanding feelings - Being in a classroom - Being gentle - Rights and responsibilities at school <p>I am beginning to ...</p> <ul style="list-style-type: none"> - see myself as a valuable individual. - Build constructive and respectful relationships. - Express my feelings and consider others’ feelings. - Show some resilience and perseverance in the face of challenge. - Identify and moderate my feelings. - Think about the perspective of others - Manage some of my own needs. 	<p>Fine motor I can...</p> <ul style="list-style-type: none"> - Use my dominant hand. - Begin to use a tripod grip. - Mark make using different shapes. - Thread large beads. - Use tweezers to pick up objects. - Hold scissors correctly and make snips in paper. - Make pinch marks in playdough. <p>Gross motor I can...</p> <ul style="list-style-type: none"> - Move safely in a space. - Stop safely. - Develop control when using equipment. - Follow a path and take turns. - Work co-operatively with a partner. 	
The Specific Areas			
Literacy	Maths	Understanding the World	Expressive Arts and Design
<p>Comprehension I can...</p> <ul style="list-style-type: none"> - Use pictures to tell stories. 	<p>White Rose Maths</p> <ol style="list-style-type: none"> 1. Getting to Know you! 2. Match, sort and compare 	<p>Past and present I can...</p>	<p>Music I can...</p>



<ul style="list-style-type: none">- Listen to stories and engage in story time.- Independently look at a book, holding it the correct way and turning pages carefully. <p>Phonics/ Word reading</p> <p>I can...</p> <ul style="list-style-type: none">- Recognise taught sounds/ world from taught Phase 2 programme.- Begin to orally blend sounds in short words.- Recognise my written name. <p>Writing</p> <p>I can...</p> <ul style="list-style-type: none">- Copy letters that I know, like those in my name.- Give meaning to the makes I make when I write.- Begin to copy taught shapes and letters.- Write the initial sounds in words.	<p>3. Talk about Measure and Patterns</p> <p>4. It's Me 1, 2, 3!</p> <p>Number and numerical patterns</p> <p>I can...</p> <ul style="list-style-type: none">- Identify, subitise and represent 1, 2 and 3.- Find one more and one less to 3.- Compose and compare amounts to 3.- Count to 5. <p>Measure</p> <p>I can...</p> <ul style="list-style-type: none">- Compare size, mass and capacity. <p>Pattern</p> <p>I can...</p> <ul style="list-style-type: none">- Explore, copy, continue and create simple patterns <p>Shape, sorting and spatial reasoning</p> <p>I can...</p> <ul style="list-style-type: none">- Match objects and pictures.- Identify a set.- Sort objects to a type.- Explore sorting techniques.- Create sorting rules.	<ul style="list-style-type: none">- Talk about Guy Fawkes and understand he is important to Bonfire Night celebrations.- Comment on images from the past and present.- Talk about Rosa Parks and why she is celebrated. <p>People, Culture and communities</p> <p>I can...</p> <ul style="list-style-type: none">- Talk about some members of my family.- Begin to recognise that people have different beliefs and celebrate special times in different ways. <p>The Natural World</p> <p>I can...</p> <ul style="list-style-type: none">- Identify some of the things I see, hear and feel outside.- Identify signs of Autumn.- Understand that there are four seasons in a year.- Understand that the seasons change across the year.- Talk about the features of a woodland environment.	<ul style="list-style-type: none">- Join in with nursery rhymes and songs.- Begin to move to music- Explore percussion instruments. <p>DT</p> <p>I can...</p> <ul style="list-style-type: none">- Explore different techniques for joining materials.- Use different construction materials.- Talk about my creations. <p>Art</p> <p>I can...</p> <ul style="list-style-type: none">- Name colours.- Experiment with mixing colours.- Create simple representations of people and objects.- Draw and colour with pencils, felt-tip pens, chalk and crayons.- Choose and use colours for a purpose. <p>Role-play</p> <p>I can...</p> <ul style="list-style-type: none">- Begin to develop storylines in my pretend play.- Begin to invent, adapt and recount simple narratives and simple stories with peers and adults.
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