

Curriculum Overview - Fox Class

Communication and Language

- To talk about their likes and dislikes.
- To express their feelings about situations through communicating.
- To share similarities and differences about themselves to others.

Personal, Social and Emotional Development

- To develop confidence and independence in collecting own resources.
- To form respectable relationships with peers and adults.
- To identify feelings in themselves and others and understand diversity.

Physical Development

- To explore movement with our bodies and use of sense of direction.
- To navigate space in our surroundings.
- To use control to move using fine and gross motor skills.
- To use classroom equipment safely.

Expressive Arts and Design

- To research the artist, Quentin Blake.
- To use a pencil effectively to draw people.
- To experiment using water-colour.
- To recognise and perform a steady beat and pattern to music.
- To compose actions for a Harvest song.



Autumn Term 2024 Spreading my Wings!



Enquiry-Based Learning

Understanding the World

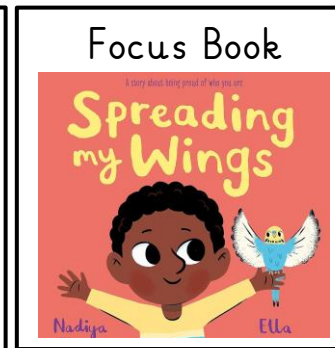
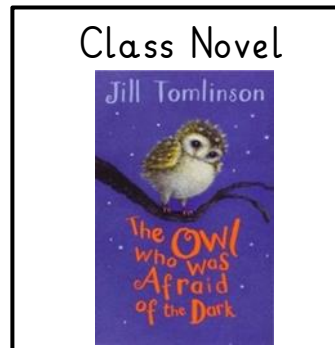
- To explore the local community.
- To use map skills to plan walks.
- To identify seasonal changes and describe what happens during the autumn season.
- To learn about Harvest time and identify what fruit and vegetables are grown in our country.

Mathematics

- To use subitising (recognising a group of a small amount without counting) as a method of finding an amount of a set of objects.
- To explore sorting and matching through size, colour, quantity.

Literacy

- To listen, talk about and enjoy familiar and new stories.
- To use imagination to link their thoughts and ideas.
- To identify the meaning to marks and drawings they make.
- To begin forming recognisable letters.



Termly plans provide starting points for learning and link to an overall theme. The open-ended questions, visits and interviews stimulate children's lines of enquiry, conversations and interests which can then be used to focus learning each week.