

Curriculum Overview
Ladybirds (EYFS) Autumn Term 2025

Interconnected Question: How can you be a superhero?

Autumn 1 - What is a superhero?

Autumn 2 - Who are our real life superheroes?

Key Texts	Anticipated Writing Outcomes
Superkid - Claire Freedman Super Snail - Elys Dolan Supertato - Sue Hendra and Paul Linnet My Mum is a Supermum - Angela McAllister Emergency - Margaret Mayo My Map Book - Sara Fanelli	<p>Literacy</p> <ul style="list-style-type: none"> • To listen attentively to story time and enjoy class texts. • To repeat words and phrases from familiar stories/repeated lines. • To repeat new vocabulary in the context of a story. • Can retell a story using role play or a small world. • To write some or all of my name • Write some letters accurately
Understanding of the World	Personal, Social and Emotional
<ul style="list-style-type: none"> • Use all of their senses in hands-on exploration or natural materials • Talk about what they see, using a wide vocabulary • Show interest in different occupations (real life superheroes) • Begin to understand the need to respect and care for the natural environment and living things • Talk about the differences between materials and the changes they notice (i.e. melting ice to save the vegetables from Evil Pea) • Continue developing positive attitudes about the differences between people 	<p>Autumn 1 - Being me in my world</p> <ul style="list-style-type: none"> • Understand how it feels to belong and that we are similar and different • Recognise and manage my feelings • Enjoy working with others to make school a good place • Understand why it is good to be kind and use gentle hands • Learning what being responsible means <p>Autumn 2 - Celebrating Difference</p> <ul style="list-style-type: none"> • To share things I am good at • Understand that everyone is good at different things • Discuss how being different makes everyone special • How to be a kind friend
Communication and Language	Maths
<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Understand a question or instruction that has two parts 	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 numbers without counting (subitising) • Recite numbers past 5 • Say one number for each item in order

<ul style="list-style-type: none"> Understand 'why' questions Know many rhymes, be able to talk about familiar books, and be able to tell a long story Develop their communication Develop their pronunciation Use longer sentences Start a conversation with an adult or a friend and continue it for many turns Use talk to organise themselves and their play 	<ul style="list-style-type: none"> Know that they last number reached when counting a small set of objects tells you how many there are (cardinal principle) Show 'finger numbers' up to 5 Link numerals to amounts Solve real world mathematical problems Compare quantities Make comparisons between objects relating to size, length, weight and capacity
Physical Development	Expressive Art and Design
<p>PE - Tuesdays and Wednesdays Autumn 1 - Introduction to PE and Ball Skills Autumn 2 - Introduction to PE Unit 2</p> <p>Outside area to develop gross motor skills</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding bikes and ball skills Use large muscle movements to wave flags and streamers, paint and make marks Collaborate with others to manage large items, such as moving a large plank <p>Balance Bike Training Autumn 1</p> <p>Dough disco - manipulating playdough to develop fine motor skills (hand and finger strength). This will lead onto 'Funky Fingers' later in the year to support fine motor skills (holding pencils and scissor skills included).</p> <ul style="list-style-type: none"> Use one handed tools and equipment, for example, making snips in paper with scissors 	<ul style="list-style-type: none"> Take part in simple pretend play Begin to develop complex stories Make imaginative and complex small worlds Explore different materials freely Join materials and explore different textures Create closed shapes with continuous lines Draw with increasing complexity, such as representing a face with a circle and details Explore colour and colour-mixing Listen with increased attention to sounds Remember and sing entire songs Play instruments with increasing control to express their feelings and ideas
RE	
<p>Why is the word 'God' so important to Christians?</p> <ul style="list-style-type: none"> The concept of names and why they are important Introducing God and identifying Him as the creator The concept of being a caretaker <p>Godly Play: The Creation Story</p> <p>Why do Christians perform Nativity Plays at Christmas?</p> <ul style="list-style-type: none"> Understanding that we can tell what some people do from their clothes Find out what Jesus was like and why He was so important How Christians show that Jesus is important 	