

Ocean Base - Parents Curriculum Overview - Autumn Term 2026

Our four core QPIA value bees are:

Be Successful 	Be Kind 	Be Safe 	Be Respectful 
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Our values are presented in a way that our children can easily understand and explain. Each of our 4 'bees' is characterised by its image, and each bee has a set of descriptors that help us express what each value looks and sounds like in action.

We will develop these values where they link into our topics through stories, discussion and circle times.

<u>Autumn 1</u> Good to be me! 	<u>Autumn 2</u> Let's Celebrate! 
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Our **topic themes** are carefully selected to expose all children to a wide range of ideas and knowledge, rich language, learning opportunities and experiences. This enables them to make connections in their learning as well as providing a springboard to ignite their imagination, curiosity and creativity. Every unique child will access these learning opportunities at their own level and make progress from their own starting points.

Entry Point <u>Sparking Curiosity!</u>	Explore, Engage & Experience	Exit Point <u>Wow Celebration!</u>
★ Settling children into their class and welcoming their families. ★ Meeting new friends	★ New environments and new adults ★ Nature school environment ★ Christmas celebrations - Pantomime	★ A happy and successful ending to the first term. ★ Stay & Play ~ Christmas Craft

Key Texts – In the Autumn term we will be reading:



Puffins Class - Our Areas of Learning

Personal, Social & Emotional Development



- Transition into new classroom
- Becoming familiar with class routines.
- Exploring our new setting; tour of the school
- Gaining confidence
- Getting to know teachers and children in their class through Morning Welcome, Circle Time and class games.
- Introducing the Zones of Regulation – happy and sad through story characters and events to explore emotions.
- Talking about ourselves and our families.
- Begin to organise themselves in the morning e.g. hang up their coats, put their water bottles and book bags in the correct box.

Communication & Language



- Introducing our Visual Timetable / Objects of Reference and understanding what happens now and next.
- Learning to follow simple instructions.
- Listening to others on a one-to-one basis both in small groups and as a whole class
- Listening to and engaging in stories as part of a class.
- Joining in with repeated refrains in familiar and well-known stories / rhymes.
- Teaching key vocabulary linked to our topics.
- Begin to use social phrases, verbally, symbols or signs such as “good morning”, “hello”, “goodbye”, “more”, “finished”.
- Can communicate their needs & wants by speaking, using symbols or gesture, for example – when needing the toilet / “I want the cars”.

Physical Development

Fine Motor



- **Self-help Skills**
Dressing, Feeding and Toileting.
- Finger Gym activities.
- Dough Disco.
- Using tools such as pencils / scissors.
- Activities to develop pencil grip and control.
- Writing and Drawing – making marks.
- Building with blocks.
- **Moving to Music**
Clapping hands
Playing instruments – hand-eye coordination
Manipulating small objects while moving to music

Gross Motor



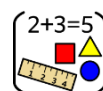
- **PE Sessions**
- Negotiating space and obstacles through walking, jogging, running, hopping, skipping.
- Exploring ball movements through rolling, throwing and kicking.
- Encouraging a range of movements using large equipment outside.
- Activities with scooters and tricycles.
- **Moving to Music**
Dancing / Stomping / Jumping / Marching
Bouncing and wiggling to the beat of a song.

Understanding the World



- People who help us – getting to know adults at school
- Becoming familiar with the school setting: exploring the classroom / outdoor learning spaces, nursery garden.
- Exploring sounds in nature and the environment.
- Getting to know each other, finding out about our families.
- Celebrating festivals and celebrations.
- Engaging with Fun with Food. Exploring seasonal change

Mathematics

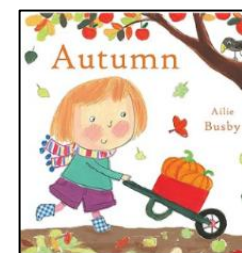


- Exploring number rhymes – Messy Maths
- Number games in play
- Comparing amounts – more / less
- Recognising numerals and linking to quantities
- Say one number for each item in order: 1,2,3,4,5.
- Counting abstract things such as jumps, claps
- Exploring and showing an interest in shapes
- Sorting and matching objects into groups according to colour and/or shape.

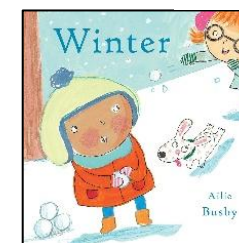
Our Sensory Stories this term...



From Head to Toe
by Eric Carle



Autumn by
Ailie Busby



Winter by
Ailie Busby

Expressive Art and Design  - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Introduce children to new mixed media: glue, paint, pens, tape. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Listen with increased attention to sounds. - Join in with familiar songs - Respond to what they have heard, expressing their thoughts and feelings. - Enjoy joining in with dancing and games.	Reading  - Using the Book Corner – looking at book independently, handling books carefully and turning pages. - Show interest in illustrations and print in books and print in the environment. - Sharing rhymes. - Story Time. - Introduce Home Reading books. - Recognising our names / photograph. - Recognising familiar words, signs and symbols.	Literacy Writing  - Mark-marking and exploring tools and paper. - Distinguishing between different marks. - Name writing – sensory play. - Learning correct letter formation. Phonics  - Introduce environmental and instrumental sounds. - Learning new vocabulary – Our Core Words.
Our Core Words		
<u>Myself</u> The Big Words (Sensory & Description Words) now – Focusing on the present moment. happy – Smiling and naming the feeling when doing something we love. Action Words (Doing Words) see – Looking at our reflection or looking at others. wash – Washing our hands or wiping our face. Naming Words (Body Words) hand – Waving, touching textures, handprints. face – Pointing to ourselves in the mirror.	<u>Autumn</u> The Big Words (Sensory Words) cold – Feeling the chilly air on our cheeks. wet – Splashing in puddles, touching damp soil. Action Words (Doing Words) drop – Watching a leaf fall from your hand. look – Pointing out birds or changing trees. Naming Words (Object Words) leaf – Holding and looking at different autumn leaves. coat – Putting on our warm layers to go outside.	<u>Celebrations</u> The Big Words (Sensory Words) loud – Listening to music, clapping, party noises. bright – Looking at fairy lights or shiny objects. Action Words (Doing Words) blow – Blowing out a candle or blowing bubbles. dance – Moving bodies or shaking instruments. Naming Words (Object Words) star – Pointing to star decorations / lights. snow (or ice) – Feeling cold, real snow outside or playing with ice cubes in a tray.

