







# EYFS Autumn Term Overview (2025-2026)



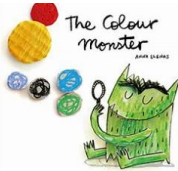
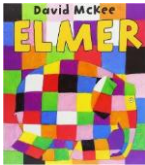
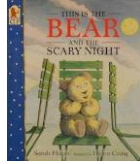
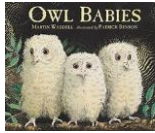
**Autumn Possible WOW Experience:** Light & Dark Gallery

**Autumn Possible Trip:** Library Visit (*My Community link*)

**Autumn Key Celebrations & Experiences:** *Class rules and routines, Starting School, Autumn Festival, Black History Month, Diwali, Bonfire Night, Children in Need, Remembrance Day, Advent & Christmas*

Over Arching Theme	
Autumn Term 1: Amazing Me!	Autumn Term 2: Light & Dark
	
Apply, Build & Introduce New Skills	
CL: Development of Listening, Attention & Understanding	
<ul style="list-style-type: none"> <li>To understand how to listen carefully.</li> <li>To understand why listening is important. To be able to follow instructions/directions</li> </ul>	<ul style="list-style-type: none"> <li>To engage in story times, joining in with repeated phrases and actions.</li> <li>To begin to understand how and why questions.</li> <li>To respond to instructions with more than one step.</li> </ul>
CL: Development of Speaking	
<ul style="list-style-type: none"> <li>To talk in front of a small group.</li> <li>To talk to their teacher and other supporting adults.</li> <li>To learn new vocabulary linked to the topic/theme learning.</li> </ul>	<ul style="list-style-type: none"> <li>To answer questions in front of a whole class.</li> <li>To use new vocabulary throughout their learning and play.</li> </ul>
PSED: Development of Self-Regulation	
<ul style="list-style-type: none"> <li>To recognise different emotions.</li> <li>To understand how people show emotions.</li> <li>To focus during short whole class activities.</li> <li>To follow one-step instructions.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about how they are feeling; comfortable, uncomfortable.</li> <li>To consider how others are feeling and how their behaviour affects that.</li> <li>To change their behaviour to a range of situations.</li> </ul>
PSED: Development of Managing Self	
<ul style="list-style-type: none"> <li>To independently be able to: <i>Use the toilet, Wash hands, Put coat on, Change shoes.</i></li> <li>To explore the Reception environment.</li> <li>To begin to understand the rules of a classroom as well as whole school rules.</li> </ul>	<ul style="list-style-type: none"> <li>To have confidence to try new activities.</li> <li>To develop ability to follow the rules of the classroom as well as whole school rules.</li> </ul>
PSED: Development of Building Relationships	
<ul style="list-style-type: none"> <li>To seek support from adults when needed.</li> <li>To gain confidence to speak to others in their class and to adults.</li> <li>To play with children who are playing with the same activity.</li> </ul>	<ul style="list-style-type: none"> <li>To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable.</li> <li>To begin to develop friendships.</li> <li>To begin to develop positive relationships with Reception staff.</li> </ul>
Learning for Life: Autumn Term 1	Learning for Life: Autumn Term 2
<p><b>Self-Regulation: My Feelings</b></p> <ul style="list-style-type: none"> <li><b>Lesson 1 (Identifying my feelings)</b> - Learning how to identify feelings and associating feelings with different colours.</li> <li><b>Lesson 2 (Feeling Jars)</b> - Using their understanding of feelings children create feeling jars and use them to identify and express their feelings.</li> <li><b>Lesson 3 (Coping Strategies)</b> - Exploring coping strategies to help regulate emotions and identifying how characters within a story may be feeling.</li> <li><b>Lesson 4 (Emotional Adjectives)</b> - Learning the appropriate vocabulary to describe different emotions.</li> <li><b>Lesson 5 (Facial Expressions)</b> - Exploring different facial expressions and identifying the different feelings they can represent.</li> <li><b>Lesson 6 (Creating a Calm Corner)</b> - Learning to identify different feelings based on corresponding facial expressions and exploring ways to moderate behaviour, socially and emotionally.</li> </ul>	<p><b>Building Relationships: Special Relationships</b></p> <ul style="list-style-type: none"> <li><b>Lesson 1 (My Family)</b> - Discussing families, why we love ours and understanding that all families are valuable and special.</li> <li><b>Lesson 2 (Special People)</b> - Identifying people who are special to us through discussion and drawing and thinking about what it means to be a valued person.</li> <li><b>Lesson 3 (Sharing)</b> - Learning the importance of sharing with others and strategies for doing so, through role play activities and discussion.</li> <li><b>Lesson 4 (I Am Unique)</b> - Learning to see themselves as valuable individuals and understanding that it is a positive thing to enjoy and like different things to others.</li> <li><b>Lesson 5 (My Interests)</b> - Exploring how they see themselves as individuals through discussion, drawing and sharing their interests in pairs, as a group, and as a class.</li> <li><b>Lesson 6 (Similarities &amp; Differences)</b> - Exploring diversity through activities and discussion about similarities and differences and understanding that we are all unique.</li> </ul>

Over Arching Theme					
Autumn Term 1: Amazing Me!			Autumn Term 2: Light & Dark		
					
Apply, Build & Introduce New Skills					
PD: Development of Gross Motor Skills					
<ul style="list-style-type: none"> <li>To move safely within a given space.</li> <li>To stop safely.</li> <li>To develop control when using basic equipment e.g. scissors, pencil, glue, paint brush etc.</li> <li>To move in time to a piece of music, following the rhythm and use counting to help keep in time.</li> <li>To communicate ideas through movement, demonstrating confidence and imagination.</li> </ul>			<ul style="list-style-type: none"> <li>To run, change direction and stop on a given signal.</li> <li>To jump, hop, balance and move in a variety of ways with increasing control.</li> </ul>		
PD: Development of Fine Motor					
<ul style="list-style-type: none"> <li>To use a dominant hand.</li> <li>To mark make using shapes.</li> <li>To begin to use a tripod grip when using mark making tools.</li> <li>To thread large beads. To use large pegs.</li> <li>To use tweezers to transfer objects.</li> <li>To make points in playdoh by pinching. To begin to write their name.</li> </ul>			<ul style="list-style-type: none"> <li>To begin to use anticlockwise movements and retrace vertical lines. To hold scissors correctly and cut along a straight or zig zagged line.</li> <li>To use a tripod grip when mark making.</li> <li>To continue to learn writing their name.</li> <li>To continue to write taught letters using correct letter formation.</li> </ul>		
Pen Disco (Mark Making): Autumn Term 1			Pen Disco (Mark Making): Autumn Term 2		
<b>Week 1-3:</b> Settling In <b>Week 4:</b> Introduce (Free Drawing) <b>Week 5:</b> Straight Lines (Vertical) <b>Week 6:</b> Straight Lines (Horizontal) <b>Week 7:</b> Clockwise Circles <b>Week 8:</b> Anti-Clockwise Circles			<b>Week 1:</b> Zig Zags <b>Week 2:</b> Waves <b>Week 3:</b> Swirls <b>Week 4:</b> Spirals <b>Week 5:</b> Crosses <b>Week 6:</b> Stars <b>Week 7:</b> 2D Shapes <b>Week 8:</b> 2D Shapes		
PE & Gross Motor Development (Jumping Jacks and Rock 'n' Roll): Autumn Term 2					
<b>Lesson 1: Jumping Jacks</b> During this lesson, children will be introduced to jumping on the ground. They will work in small groups to create their own simple sequence using hops, steps, leaps, jumps and bounces.	<b>Lesson 2: Jump and Stop</b> During this lesson, the children will continue to develop their jumping sequences. This time, they will use a range of small equipment, such as mats, benches, tables, hoops and cones to hop, step, leap, jump and bounce over. They will also be introduced to balancing and will start to include a balance in their sequence.	<b>Lesson 3: Joining Jumps</b> During this lesson, the children will develop their jumping skills to include climbing onto and jumping off equipment in their sequence. They will also add balances into their sequence and perform them with increasing confidence.	<b>Lesson 4: Rock and Rolls</b> During this lesson, the children will learn and practise a range of different rolls: the egg roll, pencil roll, dish roll and teddy bear roll. They will also learn to rock forward and backward (an introduction to the forward and backward roll).	<b>Lesson 5: Range of Rolls</b> During this lesson, the children will continue to learn how to perform the five different types of rolls that were introduced in Lesson 4. They will then start to think about how they can link these rolls together.	<b>Lesson 6: Super Sequences</b> During the final lesson, the children will work in pairs to develop a final sequence of at least three actions, which will include a jump, a roll and a balance. They will also have to use a piece of large gym equipment in their sequence. They will practise and perform their sequence to an audience.

Over Arching Theme	
<p><b>Autumn Term 1: Amazing Me!</b></p> 	<p><b>Autumn Term 2: Light &amp; Dark</b></p> 
Apply, Build & Introduce New Skills	
L: Development of Comprehension Skills	
<ul style="list-style-type: none"> <li>To use pictures to tell stories.</li> <li>To listen to stories read and engage in story time.</li> <li>To independently look at a book, holding it the correct way and turning pages carefully.</li> </ul>	<ul style="list-style-type: none"> <li>To sequence familiar stories.</li> <li>To join in with repeated phrases and actions in stories.</li> <li>To begin to answer questions about stories read to them. To enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme.</li> </ul>
L: Development of Word Reading	
<ul style="list-style-type: none"> <li>To begin to orally blend sounds in short words e.g. cat, dog.</li> </ul>	<ul style="list-style-type: none"> <li>To blend sounds to read words using taught sounds.</li> <li>To begin reading captions and sentences using taught sounds.</li> </ul>
L: Development of Writing Skills	
<ul style="list-style-type: none"> <li>To copy letter shapes which are familiar to them e.g. from their name.</li> <li>To give meaning to the marks they make as they write.</li> <li>To copy taught shapes and letters.</li> <li>To write the initial sounds in words.</li> <li>To begin to write their name.</li> </ul>	<ul style="list-style-type: none"> <li>To write their name. To use the correct letter formation of taught letters.</li> <li>To write words and labels using taught sounds.</li> <li>To begin to write captions using taught sounds.</li> </ul>
Bug Club Phonics: Autumn Term 1	
<ul style="list-style-type: none"> <li><b>Week 3 - Baseline &amp; Unit 1:</b> Phoneme /s/ written as 's', Phoneme /a/ written as 'a', Phoneme /t/ written as 't', Phoneme /p/ written as 'p', Phonemes /s/, /a/, /t/, /p/ written as 's', 'a', 't', 'p'</li> <li><b>Week 4 - Unit 2:</b> Phoneme /i/ written as 'i', Phoneme /n/ written as 'n', Phoneme /m/ written as 'm', Phoneme /d/ written as 'd', Language session.</li> <li><b>Week 5 - Unit 3:</b> Phoneme /g/ written as 'g', Phoneme /o/ written as 'o', Phoneme /c/ written as 'c', Phoneme /k/ written as 'k', Language session.</li> <li><b>Week 6 - Unit 4:</b> Phoneme /c/ written as 'ck', Phoneme /e/ written as 'e', Phoneme /u/ written as 'u', Phoneme /r/ written as 'r', Language session.</li> <li><b>Week 7/8 - Unit 5:</b> Phoneme /h/ written as 'h', Phoneme /b/ written as 'b', Phoneme /f/ written as 'f' and 'ff', Phoneme /l/ written as 'l' and 'll', Phoneme /s/ written as 'ss', Language session.</li> </ul>	<p><i>Autumn Term 2 is used for Assessment and consolidation of Phase 2 Phonics before moving onto Phase 3 when secure:</i></p> <ul style="list-style-type: none"> <li><b>Week 1:</b> Phase 2 Assessment (Phonics Tracker)</li> <li><b>Week 2 – 8:</b> Phase 2 Assess, Apply &amp; Consolidate</li> </ul>
Autumn Term Literacy Core Story & Story Box	
<p>The Colour Monster by Anna Llenas</p>  <p><b>Week 1:</b> Settling in Week <b>Week 2:</b> Reading (Book Talk) <b>Week 3:</b> Fiction (Character)</p>	<p>Elmer by David McKee</p>  <p><b>Week 1:</b> Reading (Book Talk) <b>Week 2:</b> Fiction (Character &amp; Setting) <b>Week 3:</b> Non-Fiction (Instructions)</p>
<p>This is the Bear and the Scary Night by Sarah Hayes</p>  <p><b>Week 1:</b> Reading (Book Talk) <b>Week 2:</b> Fiction (Character &amp; Setting) <b>Week 3:</b> Non-Fiction (Recount/Diary)</p>	<p>Owl Babies by Martin Wardell</p>  <p><b>Week 1:</b> Reading (Book Talk) <b>Week 2:</b> Fiction (Character &amp; Setting) <b>Week 3:</b> Non-Fiction (Fact File)</p>
<p><b>Amazing Me Story Box:</b> Starting School, Super Duper You, We Feel Happy, All About Feelings, Blue, Sunny Side Up, Best of All, My Feelings and Me, You Can!, Titch, All Are Welcome, All Kinds of Families, Colours.</p>	<p><b>Light &amp; Dark Story Box:</b> The Dark Night, The Owl that was Afraid of the Dark, Laura's Star, Funnybones, Day and Night Animals, Nocturnal Animals, All about Light, The King who Banned the Dark, Flashlight, Little Glow.</p>

Over Arching Theme

Autumn Term 1: Amazing Me!



Autumn Term 2: Light & Dark



Apply, Build & Introduce New Skills

M: Development of Number & Numerical Pattern Skills

**Autumn Block 1: Match, sort and compare**

- Match objects
- Match pictures and objects
- Identify a set
- Sort objects to a type
- Explore sorting techniques
- Create sorting rules
- Compare amounts.

**Autumn Block 2: Talk about measure and patterns**

- Compare size
- Compare mass
- Compare capacity
- Explore simple patterns
- Copy and continue simple patterns
- Create simple patterns.

**Autumn Block 3: It's me 1, 2, 3**

- Find 1, 2 and 3
- Subitise 1, 2 and 3
- Represent 1, 2 and 3
- 1 more
- 1 less
- Composition of 1, 2 and 3.

**Autumn Block 4: Circles and triangles**



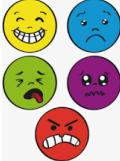









- Identify and name circles and triangles
- Compare circles and triangles
- Shapes in the environment
- Describe position.



**Autumn Block 5: 1, 2, 3, 4, 5**

- Find 4 and 5
- Subitise 4 and 5
- Represent 4 and 5
- 1 more
- 1 less
- Composition of 4 and 5
- Composition of 1-5

**Autumn Block 6: Shapes with 4 sides**

- Identify and name shapes with 4 sides
- Combine shapes with 4 sides
- Shapes in the environment
- My day and night

		Over Arching Theme									
		Autumn Term 1: Amazing Me!					Autumn Term 2: Light & Dark				
											
Understanding The World	<b>Apply, Build &amp; Introduce New Skills</b>										
	<b>UW: Development of Past &amp; Present</b>										
	<ul style="list-style-type: none"> <li>To know about their own life story and know they have changed.</li> </ul>					<ul style="list-style-type: none"> <li>To know some similarities and differences between things in the past and now (families)</li> <li>To talk about the lives of the people around us and their roles in society.</li> </ul>					
	<b>UW: Development of People, Cultures &amp; Communities</b>										
	<ul style="list-style-type: none"> <li>To be able to talk about their own lives –my home, my community, my family, my school, my world. To recognise similarities and differences between themselves and their peers.</li> <li>Know about features of the immediate environment.</li> </ul>					<ul style="list-style-type: none"> <li>To know about people who help us within the local community.</li> <li>To know that other children do not always enjoy the same things.</li> <li>To identify different celebrations and how people celebrate.</li> <li>To talk about how Hindus, celebrate Diwali.</li> <li>To know the Christmas story and how it is celebrated.</li> </ul>					
	<b>UW: Development of The Natural World</b>										
<ul style="list-style-type: none"> <li>To explore and ask questions about the natural environment around them.</li> <li>To describe what they can see, hear, smell and feel when they are outside.</li> <li>To identify and recognise the features of Autumn.</li> </ul>					<ul style="list-style-type: none"> <li>Understand the terms ‘same’ and ‘different’.</li> <li>To know features of their own immediate environment.</li> </ul>						
		Key Themes: Autumn Term 1					Key Themes: Autumn Term 2				
		<b>Key Theme 1:</b> Emotions and Feelings. 	<b>Key Theme 2:</b> All Kinds of People. 	<b>Key Theme 3:</b> All Kinds of Families. 	<b>Key Theme 4:</b> My Body & My Senses. 	<b>Key Theme 6:</b> Keeping Healthy. 	<b>Key Theme 1:</b> Nocturnal Animals. 	<b>Key Theme 2:</b> Day & Night Jobs (People Who Help Us). 	<b>Key Theme 3:</b> Diwali. 	<b>Key Theme 4:</b> Fireworks (Light Sources). 	<b>Key Theme 5:</b> Christmas & Celebrations. 
Religion & Worldviews (Oxford Diocese)	<b>Religion &amp; Worldviews: Autumn 1</b>					<b>Religion &amp; Worldviews: Autumn 2</b>					
	<ul style="list-style-type: none"> <li><b>Worldwide View:</b> Christianity</li> <li><b>Strand:</b> Community &amp; Identity</li> <li><b>Key Question:</b> Who am I and where do I belong?</li> <li><b>Focus of Study:</b> The differences between individuals, but also the things that people have in common. The difference between group identity and individual identity.</li> </ul>					<ul style="list-style-type: none"> <li><b>Worldwide View:</b> Religious and non-religious worldviews</li> <li><b>Strand:</b> Community &amp; Identity</li> <li><b>Key Question:</b> Are all families the same?</li> <li><b>Focus of Study:</b> Exploring the diversity found within, as well as between families. Introducing the idea of difference and respect for difference.</li> </ul>					

Over Arching Theme				
Autumn Term 1: Amazing Me!		Autumn Term 2: Light & Dark		
				
Apply, Build & Introduce New Skills				
EAD: Development of Creating with Materials				
<ul style="list-style-type: none"> <li>To name colours.</li> <li>To create simple representations of people and objects.</li> <li>To explore different techniques for joining materials.</li> <li>To draw and colour with pencils and crayons.</li> <li>To experiment with colouring mixing.</li> <li>To use colours for a particular purpose.</li> <li>To explore the work by the artists Picasso and Kandinsky (Maths Link).</li> </ul>				
EAD: Development of Being Imaginative & Expressive				
<ul style="list-style-type: none"> <li>To experiment with different mark making tools such as art pencils, pastels, chalk.</li> <li>To explore a range of materials.</li> <li>To continue to explore joining techniques for a range of materials.</li> <li>To use collage materials and different textures to create puppets.</li> <li>To use some cooking techniques – Christmas Cookies, Owl cakes etc.</li> </ul>				
Nursery Rhyme Basket: Autumn Term 1		Nursery Rhyme Basket: Autumn Term 2		
<u>Traditional Rhymes</u> Wind the Bobbin Up Incy Wincy Spider Baa Baa Black Sheep Twinkl Twinkle Little Star Polly Put the Kettle on Miss Polly had a Dolly I'm a Little Teapot The Wheels on the Bus Old McDonald had a Farm This Piggy went to Market		<u>Traditional Rhymes</u> Diddle, Diddle Dumpling my Son John Down at the station Down in the jungle The Grand Old Duke of York I am the Baker Man I hear Thunder A Sailor went to sea The bear went over the Mountain		
Music (Celebration Music): Autumn 2				
<u>Lesson 1: Diwali Music</u> Children learn about the festival of Diwali and respond to music through movement	<u>Lesson 2: Hanukkah Music</u> Children learn some of the dances and instruments from the festival of Hanukkah	<u>Lesson 3: Kwanzaa Music</u> Learning about the festival of Kwanzaa, children take part in a traditional African call and response song and find classroom objects to use as drums	<u>Lesson 4: Traditional Christmas Music</u> Children take part in a Christmas group song involving singing, creating vocal sounds and playing instruments and sing and move to a Christmas song	<u>Lesson 5: Christmas Action Songs</u> Children create and perform appropriate actions to represent Christmas song lyrics