

EYFS Autumn 1 Overview 2025

| Communication and Language | Personal, Social and Emotional | Physical Development |
|--|---|--|
| <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> To understand why listening is important To listen to and follow a simple instruction To listen to and talk about stories <p>Speaking</p> <ul style="list-style-type: none"> To be able to answer questions all about me. To copy and use talk routines through the day to respond to others. To begin to expand vocabulary to include new words related to a topic or theme To ask questions to help me understand To retell a simple past event in the correct order. To use talk to pretend that objects stand for something else in play e.g. this ruler is a sword To learn rhymes, poems and songs To pre-teach new vocabulary | <p>Self-Regulation</p> <ul style="list-style-type: none"> To be confident to speak to others about my needs and wants To recognise different feelings and begin to express how I am feeling To show enthusiasm and excitement when engaging in certain activities To choose my own equipment to complete a task of my choosing <p>Managing Self</p> <ul style="list-style-type: none"> To develop good personal hygiene such as hand washing and toileting To know what rules are and explore what the rules of the unit mean To be confident to talk to other children when playing To communicate freely about my home, my family and my community To select and use activities and resources with help if necessary <p>Building Relationships</p> <ul style="list-style-type: none"> To know who they can ask for help when they need it To initiate conversations with others To learn to listen to one another To play alongside others, sharing resources | <p>Gross Motor Skills</p> <ul style="list-style-type: none"> To be able to mount stairs, steps or climbing equipment using alternative steps To stand momentarily on one foot To know that it is good to be active and sometimes get out of breath To move safely in a space To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. To climb under over and through climbing equipment. To develop use of and strength of core muscles for sitting on the carpet and for writing (Kinetic Letters) <p>Fine Motor Skills</p> <ul style="list-style-type: none"> To mark make using different shapes and tools To draw lines and circles using gross motor movements To use one handed tools and equipment e.g. child scissors to make snips in paper, thick paintbrushes To develop hand strength for writing (Kinetic Letters) To develop their ability to hold fork and spoon correctly |

English

Our Theme is...

Maths

Comprehension

- To independently look at a book, hold it in the correct way and turn pages
- To use pictures to tell stories
- To join in with rhymes and show an interest in stories with repeated refrains
- To sequence familiar stories through the use of pictures
- To learn new vocabulary linked to key texts

Word Reading (ELS PHONICS)

- To recognise the first set of Phase 2 sounds from ELS: s, a, t, p, n, l, m, d, o, g, c, k, e, u, r, s, ss, h, b, f, ff, i, ll
- To recognise the first set of Phase 2 tricky words: l, the, to, no, go, into, of

Writing

- To give meaning to the marks they make
- To learn the gross motor movements used to form letters (Kinetic Letters)

Expressive Arts and Design

Creating with Materials

- To learn that tools can be used for a purpose
- To experiment with mark making
- To use a range of drawing materials such as pencils, chalk, felt tips and wax crayons
- To work with a range of different textures
- To begin to develop observational skills by using mirrors to include the main features of my face

Being Imaginative and Expressive

- To remember and sing some nursery rhymes
- To clap along to a beat
- Sing a few familiar songs.
- Begin to move rhythmically.

Marvellous Me!



Key Texts:

- Owl Babies by Martin Waddell
- The Colour Monster by Anna Llenas
- We're Going On a Bear Hunt by Michael Rosen

Religious Education :

I am Special

Talk about themselves, their likes, dislikes, and what makes them special.

Talk about feelings they have experienced.

Talk about the names Christians give to God.

Talk about Muslim prayer beads and how they are used.

Harvest

Talk about the food they enjoy.

Talk about harvest around the world.

Talk about why we celebrate harvest. Talk about why it is important to help others, particularly at harvest time.

Number and Numerical Patterns

NCTEM Mastering Number

- To subitise within 3.
- To make and describe spatial patterns with 3 dots.
- To represent quantities on their fingers.
- To join in with the counting sequence to 5.
- To know that 2 is made of 1 and 'another 1'.
- To compare amounts using more than and fewer than

Shape, Space and Measure

White Rose Maths

- To explore pattern – children copy, continue and create their own simple repeating patterns. The children will be given the opportunity to explore AB patterns in a range of contexts including shapes, colours, sizes, actions and sounds.

Understanding of the World

Past and Present

- to know members of my immediate family in regard to brother, sister, father, mother, grandmother, grandfather
- to know that there are lots of different kinds of families
- Know and understand that my grandparents are older than my parents.
- to know and be able to talk about the similarities and differences I have between me and my friends in relation to family, appearance and interests
- to know the parts of the body including head, shoulders, arms, legs, stomach, back, hands, fingers, feet, knee, toe, elbow

- to know about some of the significant events that have happened in my life so far
- to know how I have changed since I was a baby

People, Culture and Communities

- to know where I live
- to know the names of different rooms in my house