

## EYFS Curriculum overview – Autumn term 2025

### Our Marvellous World

Main themes	Myself, My feelings, My body, People who help us, <b>Seasonal:</b> Autumn, Harvest, Divali, Bonfire night, Christmas	
Focus texts	A little Bit Brave The Colour Monster All Kinds of Family The Smeds and the Smoos The Tiger Who came to Tea/ Seasons - Oak Tree Little Red Hen (Harvest) Rama & Sita themed (Divalli )	Zip Zap Zoom A super hero like you Doctorsaurus You can't call an elephant Selfish Crocodile Christmas story Dear Santa
<b>Key focus termly objectives</b>		
Communication and Language	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> </ul>	
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Being able to wait for what they want- turn taking.</li> <li>• Manage their own needs- personal hygiene, dressing.</li> <li>• Show an awareness of rules.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>○ regular physical activity</li> <li>○ healthy eating</li> <li>○ toothbrushing</li> <li>○ being a safe pedestrians</li> </ul> </li> </ul>	
Physical Development	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:</li> <li>• Rolling - crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Further develop the skills they need to manage the school day successfully:                             <ul style="list-style-type: none"> <li>○ lining up and queuing</li> <li>○ mealtimes</li> </ul> </li> </ul>	
Literacy	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read a few common exception words matched to the school's phonic programme-Phase 2.</li> <li>• Form lower-case letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Compare numbers to 3.</li> <li>• Explore the 'one more than/one less than' relationship between consecutive numbers "and another one".</li> <li>• Link the number symbol (numeral) with its cardinal number value 0-3.</li> <li>• Compare length, weight and capacity.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>