

EYFS Curriculum overview – Autumn term 2026

Our Marvellous World

Main themes	Myself, My feelings, My body, People who help us, Seasonal: 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
Key focus termly objectives		
Communication and Language	• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books.	
Personal, Social and Emotional Development	• See themselves as a valuable individual. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Being able to wait for what they want- turn taking. • Manage their own needs- personal hygiene, dressing. • Show an awareness of rules. • Know and talk about the different factors that support their overall health and wellbeing: ○ regular physical activity ○ healthy eating ○ toothbrushing ○ being a safe pedestrians	
Physical Development	• Revise and refine the fundamental movement skills they have already acquired: • Rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Further develop the skills they need to manage the school day successfully: ○ lining up and queuing ○ mealtimes	
Literacy	• Read individual letters by saying the sounds for them.	

	• <i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i> • <i>Read a few common exception words matched to the school's phonic programme-Phase 2.</i> • <i>Form lower-case letters correctly.</i> • <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i>
Mathematics	• <i>Count objects, actions and sounds.</i> • <i>Subitise.</i> • <i>Compare numbers to 3.</i> • <i>Explore the 'one more than/one less than' relationship between consecutive numbers "and another one".</i> • <i>Link the number symbol (numeral) with its cardinal number value 0-3.</i> • <i>Compare length, weight and capacity.</i> • <i>Continue, copy and create repeating patterns.</i>
Understanding the World	• <i>Understand the effect of changing seasons on the natural world around them.</i> • <i>Talk about members of their immediate family and community.</i> • <i>Name and describe people who are familiar to them.</i> • <i>Understand that some places are special to members of their community.</i> • <i>Recognise that people have different beliefs and celebrate special times in different ways.</i> • <i>Explore the natural world around them.</i> • <i>Describe what they see, hear and feel whilst outside.</i>
Expressive Arts and Design	• <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i> • <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i> • <i>Develop storylines in their pretend play.</i> • <i>Explore and engage in music making and dance, performing solo or in groups.</i>