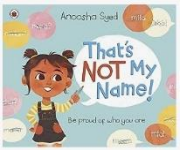
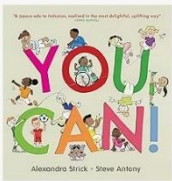
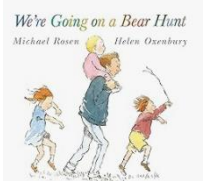
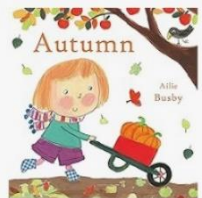
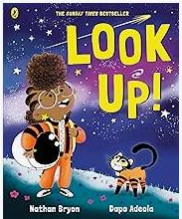




Ruby Autumn 1 2026 Overview

Class teacher – Mrs Pryke - Teaching Assistants – Miss Holding

In the early years foundation stage (nursery and reception), we deliver our curriculum following children's interests, planned topics, subject sequences. We have three core areas within the EYFS stator framework: **Communication and language, personal, social and emotional development and physical development**. These three areas are key for children to develop the skills and understanding needed to support the four foundation areas which are: **literacy, mathematics, understanding the word and expressive art and design**.

Term	Autumn 1	
Termly Themes	Beautiful Beings	
EYFS	All About Me	My Favourite Story Book
Termly Topics	Developing – children's understanding and recognition of a range of emotions and their names; including happy, sad, angry, worried, and excited. Introducing - stories, songs, and activities that explore different emotions and appropriate ways to express them. Supporting – the use of appropriate language to help children identify and express their feelings using words rather than actions. Offer reassurance and opportunities for children to talk about their feelings in a safe and nurturing environment. Encouraging - children to recognise how others may be feeling and respond with kindness and empathy.	Developing – children's understanding of family life, friendships, and the different people who make up their community. They will be encouraged to recognise how characters in stories help and care for one another. Introducing - stories that celebrate different families, relationships, and communities. Encourage discussions about how families may be similar or different and the importance of kindness and belonging. Supporting - children in making connections between story events and their own experiences at home, school, and within the community. Encouraging - children to retell familiar stories, express their own ideas, and value the contributions of others while developing a sense of belonging within the classroom community.
Topic Suggested Texts	 - That's Not My Name - You Can 	 - The Tiger Who Came to Tea - We're Going on a Bear Hunt 
Whole Year Learning	Festivals / Celebrations / Enrichments and Seasons	
	 	Autumn Harvest Festival Black History Month  

Communication and Language

Knowledge and Skills Progression

To begin to respond to visual and verbal prompts to learn the skills to help them to listen carefully on the carpet and in a range of situations.

To begin to learn new vocabulary linked to books and themes and use throughout the day.

To begin to describe events connecting one idea with another.

To begin to use talk to help to work out simple problems to organise thinking and use this to begin to explain how things work and why.

To begin to listen to and learn songs and rhyme and how they sound.

To begin to engage in story times and in non-fiction books for a short amount of time and begin to join in with repeated actions and phrases.

To begin to hear some simple social phrases for example 'Good morning'. Saying 'please' and 'thank you' following prompts.

Physical Development

Knowledge and Skills Progression

Gross Motor Skills: To begin to progress towards a more fluent style of moving, with developing control and grace.

To begin to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

To begin to use a range of large and small apparatus indoors and outside, alone and in a group.

To begin to develop overall body-strength, balance, co-ordination and agility.

To begin to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

To begin to develop the skills needed to manage the school day successfully e.g., lining up and queuing at mealtimes.

Fine Motor Skills: Begin to develop the foundations of a handwriting style which is fast, accurate and efficient.

Begin to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Begin to 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.

Personal, Social and Emotional Development

Knowledge and Skills Progression

To learn to express feelings and consider the feelings of others.

To identify and moderate own feelings socially and emotionally.

To see themselves as a valuable individual.

To think about the perspectives of others.

Our 'Going for Gold' value this first term is:

Cooperation

Our Christian value in focus is:

Generosity



Mathematics Autumn Term

Reception:

Match Sort and Compare

Talk About Measure and Patterns

It's Me One, Two, Three

Circle and Triangles

1,2,3,4,5

Shapes with 4 sides.

Nursery:

Join in with repeats.

Explore position and space.

Show me 1, 2,3

Move and label 1,2,3

Explore own first patterns.

Understanding the World

*Talk about themselves, their families and the people who are special to them.

*Explore similarities and differences between themselves and others.

*Recognise that all families are unique and celebrate diversity.

*Name and talk about their emotions and begin to understand how others may feel.

*Explore their classroom environment and become familiar with daily routines.

*Observe the changes that happen during the Autumn season. Explore natural objects including leaves, conkers, acorns, pinecones and seeds.

*Notice seasonal changes in plants and trees.

*Learn about Harvest Festival and Black History Month and why people celebrate it.

Expressive Art and Design

*Create self-portraits using a range of media. Mix paints to create accurate skin tones.

*Explore art using natural Autumn materials.

*Make Autumn collages using leaves, twigs and seeds.

*Use mirrors to observe facial features when drawing themselves.

*Create representations of different emotions through drawing, painting and music.

*Join in with familiar songs and rhymes about themselves, families and feelings.

*Explore role play in the home corner and family scenarios.

*Design and make Harvest pictures, and Diwali diva lamps.

Phonics Autumn 1 Term

Reception: In Phase 2, children learn a Grapheme-Phoneme Correspondence (GPC) for most of the 26 alphabet letters. This means they learn the sound (phoneme) that is represented by a letter (grapheme).

Unit 1 s/a/t/i/p

Unit 2 i/n/m/d

Unit 3 g/o/c/k

Unit 4 ck/e/u/r

Unit 5 h/b/f/l

They will also have exposure to and learn to read and spell the irregular words: is, I, the,

Nursery: Our focus will be on developing children's listening skills, building confidence with sounds and beginning to recognise the sounds that letters make. During Autumn 1, we will introduce one new letter sound each week, beginning with the letters:
s - a - t - p - i - n