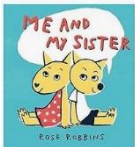
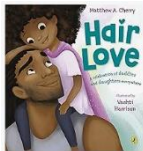
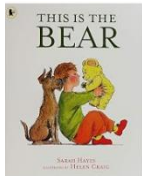
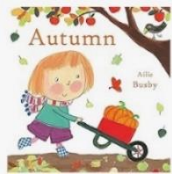
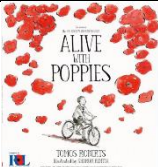
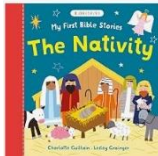




Ruby Autumn 2 2026 Overview

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 2	
Termly Themes	Beautiful Beings	
EYFS	All About Me	My Favourite Story Book
Termly Topics	Developing - children's understanding of family life, friendships and recognise the special people who care for them and who help them develop a sense of belonging. Introducing - different ways of showing love and care through shared stories and encourage them to recognise what makes them special and explore how families can look different. Supporting - children to develop their communication skills, express their feelings and explore caring relationships. They will have opportunities to practise kindness, helping others, sharing and talking about special moments with their loved ones. Encouraging - children to share their ideas about what makes someone special and talk about meaningful experiences. Through open-ended discussions, collaborative activities and creative work, they will develop confidence in expressing themselves and an appreciation of the different people who make up families.	Developing – children's enjoyment of listening to rhyming stories and joining in with familiar words, sounds and actions. To also begin to recognise rhyming words through repetition and playful listening activities. Introducing – children to introduce new vocabulary relating to animals, movement, places and actions and to encourage the children to predict what might happen next in a story. Supporting - children in identifying and matching rhyming words through games, songs and stories. To encourage the children to join in with repeated phrases and anticipate rhyming words. Encouraging - children to generate their own rhyming words and suggest words that sound alike and to develop confidence in retelling stories and creating their own rhymes.
Topic Suggested Texts	- Me and my sister - Hair Love  	- Oi Cat - This is the bear  
Whole Year Learning	Festivals / Celebrations / Enrichments and Seasons	
	 	Autumn / Winter Fireworks Night Remembrance Diwali Nativity  

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:

Motivation

Our Christian value in focus is:

Compassion



Phonics Autumn 2 Term

Reception: In Phase 3, children begin to learn digraph and trigraph GPCs for sounds not introduced so far. Digraphs and trigraphs are when 2 or 3 letters represent 1 sound.

Unit 1 ff / ll / ss / j

Unit 2 v/w/x / y

Unit 3 z/zz/qu /ch +words with s/s added at the end.

Unit 4 /sh/th/ng/nk

Unit 5 words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end

Exposure to and learning to read and spell irregular words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.

Nursery: We will continue to develop children's listening skills, building confidence with sounds and beginning to recognise the sounds that letters make. We will introduce one new letter sound each week, continuing with the letters: **m – d – g – o – c**

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.

*Look at pictures of families in different homes and communities, noticing similarities and differences in everyday life and celebrate diversity.

*Discuss different types of homes and the people who may live in them.

*To recognise and name familiar animals and describe some of their features.

*Explore where familiar animals live, such as cats in homes, birds in nests and frogs near ponds. Match animals to their habitats.

*Observe the changes that happen during the seasons, welcoming winter.

*Explore the celebrations that occur this term, including Fireworks night, Remembrance Day and Christmas.

Expressive Art and Design

*To explore different materials, tools and techniques to create winter-themed artwork.

*To respond to music, rhythm and rhyme through movement and sound.

*Explore animal footprints, sponge prints and repeating patterns.

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

*Explore different mediums to create Remembrance poppies.

*To explore a variety of materials and techniques to represent people and relationships.

*To use imagination and creativity during role play and storytelling.