

Everyone Different, Everyone Loved

Year: Rec

Term: Autumn 1 2025

Week	Focus of the week	Week	Focus of the week
1		5	
2		6	
3		7	
4			

EYFS Objectives to be covered.

CL

- Enjoy listening to longer stories and can remember much of what happens.
 - Can find it difficult to pay attention to more than one thing at a time.
 - Use a wider range of vocabulary.
 - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
 - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
 - Sing a large repertoire of songs.
 - Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
 - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver"

LITERACY

- Understand the five key concepts about print:
- print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
 - Engage in extended conversations about stories, learning new vocabulary.
 - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
 - Write some or all of their name.
 - Write some letters accurately.

PSED

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
 - Become more outgoing with unfamiliar people, in the safe context of their setting.
 - Show more confidence in new social situations.
 - Play with one or more other children, extending and elaborating play ideas.
 - Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
 - Increasingly follow rules, understanding why they are important.
 - Do not always need an adult to remind them of a rule.
 - Develop appropriate ways of being assertive.
 - Talk with others to solve conflicts.
 - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
 - Begin to understand how others might be feeling.

PHYSICAL

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing

THE WORLD

Use all their senses in hands-on exploration

EA and D

- Take part in simple pretend play, using an object to represent

of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things	something else even though they are not similar. ▪ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. ▪ Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. ▪ Explore different materials freely, in order to develop their ideas about how to use them and what to make. ▪ Develop their own ideas and then decide which materials to use to express them. ▪ Join different materials and explore different textures.
MATHS Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Make comparisons between objects relating to size, length, weight and capacity	Books: Red Rockets and Rainbow Jelly Owl Babies Ruby's Worry Elmer