

Autumn 1 2026: Everyone Different, Everyone Loved

Week	Focus on the Week	Week	Focus on the Week
1	"Who is your friend?"	5	How can we help our friend?
2	What can we do together?	6	How can we help each other in the classroom?
3	How do you feel today?	7	What can we see when its Autumn?
4	Who is in your family?		

EYFS objectives to be covered:

Communication and Language	Literacy
- Children will be supported to listen to simple instructions, develop new vocabulary and begin to put two or more words together. - Use gestures like waving and pointing to communicate - Enjoys listening to stories and songs. - When toddlers are holding and playing with objects, say what they are doing for example: "You've got the ball," and "Shake the rattle." - Copy your gestures and words - Start to say how they are feeling, using words as well as actions - Make themselves understood and can become frustrated when they cannot - Develop pretend play: 'putting the baby to sleep'. - Understand single words in context – 'cup', 'milk', 'daddy'. - Singing, action rhymes and sharing books give children rich opportunities to understand new words. - Understands simple instructions - Begins to use a wider range of words. - Recognise and are calmed by a familiar and friendly voice.	- Copy finger movements and other gestures. - Enjoy sharing books with an adult - Say some of the words in songs and rhymes. Copy finger movements and other gestures. - Pay attention and respond to the pictures or the words. - Makes marks using a range of tools and materials. - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. - Repeat words and phrases from familiar stories. Ask questions about the book. - Make comments and share their own ideas. Develop play around favourite stories using props. - Add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Begins to make marks intentionally.
Personal, Social and Emotional Development	Physical Development
- Find ways to calm themselves, through being calmed and comforted by their key person. - Establish their sense of self. - Engage with others through gestures, gaze and talk. - Find ways of managing transitions, for example from their parent to their key person - Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.	. Enjoy moving when outdoors and inside. - Sit without support. - Reach out for objects as co-ordination develops. - Pass things from one hand to the other. Let go of things and hand them to another person or drop them. - Encourage independence. Suggestion: offer a range of opportunities for children to move by themselves, making their own decisions about direction and speed

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• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available • Feel strong enough to express a range of emotions. • Be increasingly able to talk about and manage their emotions	• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Build independently with a range of appropriate resources. • Begin to walk independently – choosing appropriate props to support at first.
Understand the World • Explore materials with different properties. • Explore natural materials, indoors and outside. • Encourage toddlers and young children to enjoy and explore the natural world • Notice differences between people • Model positive attitudes about the differences between people including differences in race and religion. • Repeat actions that have an effect • Explore and respond to different natural phenomena in their setting and on trips.	Expressive Arts and Design • Show attention to sounds and music. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials • Anticipate phrases and actions in rhymes and songs, like 'Peepo'
Maths • Develops an understanding of one, two and lots. • Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items • Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. • Explores big and small. • Counting 1 to 3 using rhymes to support. • Build with a range of resources. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Books • Eyes, Nose, Belly and toes • Making friends • Ten; little fingers and ten little toes • Autumn • That's not my squirrel • We are friends in the sky • What I like about me • Hug me little Bear
Worship Theme: Friendships 2Yr Promise: Making Mud Pies 2Yr Life Skill: Have a go at putting on and taking off their coat	