



EYFS Autumn Topic Web 2026

Autumn 1



Reception

PKC



All about me



past

present

future

eyebrow

eye

nose

chin

hair

eyelashes

ear

mouth

my face



shop worker



police officer



paramedic



rubbish collector



doctor



Family

People who are **connected to each other**

Community

A group of people who live in an area

Local area

The place **where I live**

Map

A picture or a drawing of a place

Emergency

When someone **needs help quickly**

Communication and Language

Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.

Mathematics

Counting, recognising and writing numbers in a range of practical situations including role play, child-initiated play and adult led activities. Secure one to one correspondence; scaffold learning by modelling how we count objects by placing our finger on each one. Verbally count to and back from 10 and then 20 when appropriate. Numbers within 5; including subitise (recognise quantities without counting) up to five Number games, pattern games, ongoing mathematical provision for independent choice including numbers in sand tray, clocks, money etc

Understanding the World

My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?

Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.

Expressive Arts and Design

Creating with Materials

The children will be exploring different materials freely, in order to develop their ideas about how to use them and what to make. They will develop their own ideas and then decide which materials to use to express them.

Creating with Materials

The children will be encouraged to respond to what they have heard, expressing their thoughts and feelings. They will learn entire songs, changing their pitch and moving along to the melody,

Personal, Social and Emotional Development

Managing Self

The children will be learning to select and use activities and resources, with help when needed. They will develop their sense of responsibility and membership of a community such as fetching milk cartons or fruit or washing up their own plates after their snack.

Building Relationships

During this half term the children will become more outgoing with unfamiliar people, in the safe context of their setting, showing more confidence in new social situations.

Self-Regulation

The children will be learning to remember rules without needing an adult to remind them and develop appropriate ways of being assertive. They will talk with others to solve conflicts and discuss their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Physical Education

Gross Motor Skills

The children will continue to develop their movement, balancing, riding and ball skills. They will go up steps and stairs, or climb up apparatus, using alternate feet. They will also begin to use and remember sequences and patterns of movements which are related to music and rhythm.

Fine Motor Skills.

The children will use one-handed tools and equipment, for example, making snips in paper with scissors. They will form a comfortable grip with good control when holding pens and pencils and start eating independently; learning how to use a knife and fork.

Literacy

Fiction including picture books with familiar settings, relating to families, people who help us. Oral retelling of familiar stories using own words and recently introduced vocabulary.

Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'. Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language Initial sounds and simple CVC words in line with an SSP scheme Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.

Religious Education

The children will listen to and talk about religious stories and respond to what they have heard with relevant comments. They will sing songs, make music and dance to express religious stories. The children will also be encouraged to use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.

Autumn 2



Reception
PKC



Transport



transport around the world



tuk tuk



gondola



dog sled

George Stephenson invented the steam engine in 1829 – nearly 200 years ago



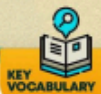
past

present

future



What will transport be like?



journey

when we **travel from one place to another**

transport

when we **travel using a vehicle**

road safety

rules to keep us safe when we travel

technology

using what we know to **make things that can help us**, vehicles all use technology

invent

to **create something new**



pilot



astronaut



car driver



sailor



train driver

Communication and Language Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson's Rocket and why it was important Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more..	Mathematics Numbers within 10; including subitise (recognise quantities without counting) up to five number bonds and double facts up to 10 Properties of shapes, tessellation and repeating shape patterns. Colours and patterns; Create repeating patterns with beads on strings, patterns of coloured cars etc. Comparing quantities; e.g.pouring water or sand from one container to another and seeing which holds the most.	Understanding the World George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey Transport in our local area and contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.	
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RE in EYFS Autumn

CREATION – GOD’S GIFTS

ABOUT THE UNIT

Develops the idea of creation to include the children’s gifts and talents as God given. To know that the Bible is God’s book.

PEOPLE WHO CARE FOR US

ABOUT THE UNIT

This unit further explores family relationships within the context of caring for one another. Importance is placed upon the value of celebration. This is further developed by hearing about times of celebration Jesus shared with his family and friends.

PEOPLE WHO HELP US

ABOUT THE UNIT

In this unit the children will be introduced to the role of the priest as a special person in God’s Family who helps people. This unit also has a focus on the church building as an important place within the parish community. The children will also learn about a saint being an important person in God’s Family. In this unit they will also consider the help that Jesus gave to people when they needed it.

ADVENT – ‘FOUR WEEKS OF ADVENT’

ABOUT THE UNIT

In this unit the children mark the time of advent, giving each week a focussed preparation activity.