

EYFS Framework – 3 Prime Areas of Learning and 4 specific areas underpinned by four key themes:
A Unique Child; Positive Relationships; Enabling Environments; Learning and Development
Through our school values we show kindness, respect, aspiration, perseverance, forgiveness and work together.

Prime Area: Communication & Language

Listen attentively to stories, responding with relevant comments, questions and actions
 Listen to and follow instructions
 Respond to 'how' and 'why' questions about their own experiences
 Develop conversation skills in different learning contexts: - one-to-one, small group and whole class (using Chatter Boxes as inspiration)
 Use language to imagine and recreate roles and experiences
 Talk about the lives of those around them and their roles in society.

Literacy: Comprehension, Word Reading and Writing (key text: The Colour Monsters, The Invisible String amongst others)

Develop phonics skills to support reading e.g. linking sounds to letters (introduce 'Monster Phonics')
 Begin to demonstrate understanding when talking with others about stories: consider the main characters, the setting and the plot – can you predict what might happen next?
 Begin to recognise and read a few familiar words e.g. names
 Experiment with mark making, sometimes ascribing meaning to the marks
 Hold a pencil and use it effectively to form recognisable letters, beginning to develop a pre-cursive style
 Practise name writing
 Phonics planning for 7 weeks:

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
TERM 1	sat p	in	mdg	ock ck	eur	hb	ffll ss
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cot	up, mum put, had oh, him his, big hug	he, she me, we be, of

Mathematics: Number and Numerical Patterns

Begin to explore shapes and patterns in varied contexts
 Develop positional language
 Match, sort and compare amounts: represent and compare the composition of numbers 1-3
 Compare size, mass and capacity (measuring body parts)
 Problem solve in everyday contexts: - how many in class today?
 How many left if 2 are away? How many pieces of fruit do we need?
 Begin to explore data handling as we record our lunch choices everyday and consider 'What's the most/least popular food choice?'
 Develop the concept of time as we learn about everyday routines

Prime Area: Personal, Social & Emotional Development

Settle into the school community – begin to develop new friendships
 Play Circle Time games e.g. 'Who is it?', to explore and get to know members of the class
 Understand the need for agreed school values for expectations of behaviour
 Working with Others (WWO): - knowing and using names, eye contact: daily games to develop relevant skills
 Develop independence in self-care e.g. changing for P.E.
 What makes me, me? Develop a sense of identity through conversations with others, supported by the contents of their Chatter Box.
 Have a developing awareness of their own needs, views and feelings: what makes me happy, sad or angry? How can I manage my feelings?

Always Dare to Dream!



Understanding the World

My family and me: - who is special to me?
 How have I changed since I was a baby? Develop a sense of the past: what can I do now that I couldn't do then?
 Name and explore the five senses
 RE: - 'I'm Special'. Learn about Christian cultural traditions, drawing on their own experiences and finding out about the experiences of others
 Through the celebration of Harvest Festival and sharing books, consider similarities and differences between life in this country and life in other countries
 Explore how our world changes during the seasons, animals and plants/trees. Exploring the natural world around them. -seasonal changes on welly walks.

Prime Area: Physical Development

Develop stamina through running activities
 Develop basic movements such as jumping, changing direction, moving at speed and balancing.
 Develop balance, coordination and agility through team games in P.E.
 Use a variety of resources and activities to develop gross motor skills, including balls, bikes and trikes
 Improve fine-motor skills through planned activities, including drawing, painting and 3D design
 Develop an effective tripod grip through handwriting tasks
 Consider healthy food choices.

Underwater Class Topic Web TERM 1 Autumn 2025

EYFS Medium Term Planning, based on the characteristics of effective learning: - Playing and Exploring; Active Learning; Creative and Critical Thinking

Expressive Arts & Design

Sing simple songs from memory
 Be an imaginative learner, developing role-play and creative language in response to our story books
 How does William Morris use pattern in his art? Exploring repeating patterns using block printing



Safely and effectively use tools and materials to create self-portraits (pencils, paint, loose-parts, playdough etc)