

FS1 Autumn 2026

EYFS 1 Autumn Theme 1

Goldilocks and the Three Bears

The Little Red Hen

EYFS 1 Autumn Theme 2

The Gingerbread Man

The Nativity

Literacy

- ❖ I can 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
- ❖ I can develop my phonological awareness to be able to; Spot and suggest rhymes. Count or clap syllables in a word
Recognise words with the same initial sound,
- ❖ I can engage in extended conversations about stories, learning new vocabulary.
- ❖ I can use some of my print and letter knowledge in my early writing.
- ❖ I can write some or all of my name.



MATHEMATICS

- ❖ I can subitise (recognise quantities without counting) to three.
- ❖ I can recite numbers past 5.
- ❖ I can say one number for each item in order: 1,2,3,4,5.
- ❖ I can understand that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- ❖ I can show 'finger numbers' up to 5.
- ❖ I can link numerals and amounts.
- ❖ I can compare quantities using the language of 'more than' and 'fewer than' and 'the same.'
- ❖ I can select shapes for a purpose
- ❖ I can join in with number rhymes
- ❖ I can make simple patterns
- ❖ I can solve mathematical problems using numbers to five
- ❖ I can use positional language to discuss routes and location



In EYFS1 we follow broad themes and topics each term but we also follow the children's interests. This means that we have flexibility within our curriculum to learn about different topics too.

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COMMUNICATION AND LANGUAGE

- ❖ I can enjoy listening to longer stories and can remember much of what happens.
- ❖ I can use a wider range of vocabulary.
- ❖ I can understand 'why' questions and two part instructions.
- ❖ I can sing a large repertoire of songs.
- ❖ I know many rhymes,
- ❖ I can talk about familiar books, and be able to tell a long story.
- ❖ I can use longer sentences of four to six words.
- ❖ I can express a point of view and debate with an adult or a friend, using words as well as actions.
- ❖ I can start a conversation with an adult or a friend and continue it for many turns.
- ❖ I can use talk to organise myself and my play.



PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

- ❖ I can select and use activities and resources, with help when needed.
- ❖ I can develop a sense of responsibility and membership of a community.
- ❖ I can become more outgoing with unfamiliar people, in the safe context of my setting.
- ❖ I Show more confidence in new social situations.
- ❖ I can play with one or more other children, extending and elaborating play ideas.
- ❖ I can help to find solutions to conflicts and rivalries and suggest other ideas.
- ❖ I can increasingly follow rules, understanding why they are important and do not always need an adult to remind me of a rule.
- ❖ I can develop appropriate ways of being assertive.
- ❖ I can talk with others to solve conflicts.
- ❖ I can talk about my feelings.
- ❖ I can begin to understand how others might be feeling.

JIGSAW

- ❖ Being Me in My World
- ❖ Celebrating Difference



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PHYSICAL

Gross Motor Skills

- ❖ I can continue to develop my movement, balancing, riding wheeled resources and ball skills.
- ❖ I can skip, hop, stand on one leg and hold a pose for a game such as musical statues.
- ❖ I can use large-muscle movements to wave flags and streamers, paint and make marks.
- ❖ I can start taking part in some group activities which I have made up myself or in teams.
- ❖ I can be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- ❖ I can match my developing physical skills to tasks and activities in the setting.
- ❖ I can choose the right resources to carry out my plan.
- ❖ I can collaborate with others to manage large items.

PHYSICAL

Fine Motor Skills

- ❖ I can use one-handed tools and equipment.
- ❖ I can use a comfortable grip with good control when holding pens and pencils.
- ❖ I can show a preference for a dominant hand.

Health and Self Care Skills

- ❖ I can become increasingly independent as I get dressed and undressed.
- ❖ I can be increasingly independent in meeting my own care needs.
- ❖ I can make healthy choices about food, drink, activity and tooth brushing.



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This is an overview of key vocabulary for each of our areas of learning in EYFS. We have high expectations for our children regarding new and challenging vocabulary and will always encourage its introduction and subsequent use.

Literacy

- Print
- Text
- Illustration
- Title
- Blurb
- Spine
- Author
- Story language e.g. 'Happily ever after, once upon a time...'

Physical

Movement vocabulary
Supporting vocabulary to hold a pencil correctly – 'Pinchy Parrot / Put the pencil to bed.'
Healthy / Unhealthy
Naming body parts

Maths

Number /Shape language
Comparative vocabulary
Language of size, weight and capacity.
Positional language
Sequencing vocabulary
Descriptive pattern language.

Communication and Language

Listen
Question
Understand
Instruction
Story
Rhyme
What, where, when, why, how?
Because
Talk to organise themselves and their play

Personal, Social and Emotional

Feelings
Emotions
Choices
Instructions
Rules
Independence
Take Turns
Kindness
Sharing

Expressive art and Design

Colour
Draw
Paint
Print
Naming colours
Sound vocabulary
Pitch; high, low

Understanding The World

Topic Language:

❖ Autumn 1

See, hear smell, touch taste.
Naming body parts. Verbs; point, rub, pat, touch, stroke.
Concepts; Big / small
Family relative titles
Harvest vocabulary; Windmill, sails, wheat, seed, grain, plant, cut, scythe, grind, flour, yeast, rise, different types of bread, baker.
Forces; Wind – Breeze, gust, blow.

❖ Autumn 2

Naming household furniture and rooms.
Verbs; wipe, knock, scrub, lift, hide.
Christmas related vocabulary
Forces; Dark and light, shadow, shine, beam,
Autumn/winter vocabulary