



EYFS2 Autumn Theme 1 My Special World

EYFS2 Autumn Theme 2 Day and Night

Communication & Language – Prime Area of Learning

Listening, Attention and Understanding

- I can listen carefully when someone is speaking.
- I can concentrate during stories, conversations and activities.
- I can follow instructions with more than one part.
- I can remember what I have been asked to do.
- I can listen to and respond to questions.

Vocabulary

- I can learn new words.
- I can understand and use new vocabulary.
- I can use interesting words to describe things.
- I can use words from stories, songs and our learning.
- I can talk about things I have experienced.

Speaking & Sentence Development

- I can speak in sentences.
- I can talk about my ideas, experiences and feelings.
- I can describe what I am doing.
- I can explain simple ideas.
- I can speak clearly so that others can understand me.

Conversation & Social Communication

- I can listen when someone else is speaking.
- I can take turns in conversations.
- I can respond to what someone has said.
- I can join in with conversations.
- I can use language when playing with others.

Story-telling, Narrative & Comprehension

- I can listen to and enjoy stories.
- I can talk about what is happening in a story.
- I can remember some important parts of a story.
- I can talk about characters and events.
- I can join in with repeated phrases and familiar rhymes.

At home, you could...

Talk with your child about their day, share stories together, sing songs and rhymes, and encourage them to explain their ideas and ask questions.



Personal, Social, Emotional Development – Prime Area of Learning

Relationships & Friendships

- I can play alongside and with other children.
- I can make friends.
- I can share resources and take turns.
- I can listen to my friends.
- I can use kind words and actions.
- I can begin to recognise how my actions affect others.
- I can ask for help when I have a problem with a friend.

Resilience & Learning Behaviours

- I can have a go at something new.
- I can keep trying when something is tricky.
- I can talk about what I have achieved.
- I can listen to encouragement from others.
- I can begin to understand that making mistakes helps me learn.
- I can celebrate my own and other people's achievements.

Self-regulation & Managing Emotions

- I can talk about how I am feeling.
- I can recognise some different emotions.
- I can begin to manage my feelings with support.
- I can wait for a turn and manage small frustrations.
- I can follow classroom routines and expectations.
- I can listen to others and begin to control my impulses.
- I can ask an adult for help when I need it.

Self-confidence & Independence

- I can separate from my grown-up and settle into school.
- I can try new activities.
- I can make simple choices about my learning and play.
- I can talk about things I enjoy and things I am good at.
- I can have a go even when something is difficult.
- I can take responsibility for some of my belongings.
- I can begin to do things for myself.

Health, Well-being & Safety

- I can talk about things that help me feel happy and healthy.
- I can wash and dry my hands independently.
- I can use the toilet independently.
- I can look after my personal belongings.
- I can make healthy choices about food and exercise.
- I can talk about people who help to keep me safe.
- I can begin to understand how to keep myself safe.

At home, you could...

Talk with your child about their feelings, encourage independence with everyday tasks, practise sharing and taking turns, praise their efforts, and encourage them to keep trying when things feel tricky.

Word Reading & Phonics (Read Write Inc)

- I can learn and recognise the RWI Set 1 sounds taught in class.
- I can say the sounds I know and use them to help me read.
- I can use Fred Talk to blend sounds together to read words.
- I can begin to read simple words independently.
- I can begin to recognise and read familiar Red Words.
- I can practise reading words and simple phrases using my RWI sounds.

Comprehension

- I can listen to and enjoy stories.
- I can talk about what is happening in a book.
- I can answer questions about a story.
- I can talk about characters and important events.
- I can begin to predict what might happen next.

Stories, Poems & Non-fiction

- I can choose and handle books carefully.
- I can join in with familiar stories, songs, rhymes and poems.
- I can talk about pictures and illustrations.
- I can talk about some information I have learned from books.

Writing – Composition

- I can make marks and give meaning to them.
- I can draw and talk about my ideas.
- I can begin to write letters and simple words.
- I can write labels and lists.
- I can begin to write simple captions.

Transcription, Writing & Spelling Formation

- I can hold and control a pencil effectively.
- I can form RWI letters correctly.
- I can use the sounds I know to help me spell simple words.
- I can write some words using my Fred Talk.
- I can write my name.

Literacy Key Vocabulary

Word, sound, Fred Talk, story, blend, fiction, non fiction, poem, rhyme, beginning, middle, end, character, setting



Key Texts

- Whatever Next
- Owl Babies
- Where the Poppies now Grow
- The story of Rama and Sita
- The Nativity story

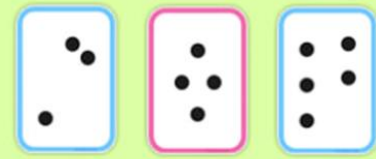


Maths

- I can represent quantities on my fingers in different ways.
- I can subitise.
- I can identify smaller groups within larger arrangements.
- I can hear and join in with counting sequences.
- I know counting tells me how many and the last number I count tells me how many altogether.
- I can investigate ways to compose and decompose sets of 3, 4, 5.
- I can compare two sets of objects and say which is more than or fewer than.
- I can tag each object with one number word.
- I can say when there is an equal number, too many or not enough.
- I can hear the language of whole and parts.
- I can explore, copy, continue and create simple patterns.
- I can compare size, mass, and capacity.
- I can identify name and compare circles and triangles.
- I can identify, name and combine shapes with four sides.
- I can find shapes in the environment.

Maths Key Vocabulary

Match, pair, group, sort, same, different, more, fewer, most, fewest, compare, equal, same, big, little, small, large, tall, short, long, balance, pattern, subitise, count, circle, triangle, square, rectangle.





Physical Development – Prime Area of Learning

Fine Motor Skills

- I can use tools and equipment safely.
- I can build and construct using small resources.
- I can use my fingers to manipulate objects.
- I can develop strength in my hands and fingers.
- I can use scissors with increasing control.
- I can use tweezers and other small tools.
- I can thread and manipulate small objects.
- I can use both hands together to complete a task.
- I can develop my hand strength through play.

Hand-writing & Pencil Control

- I can hold a pencil or drawing tool with increasing control.
- I can make different marks.
- I can draw simple shapes and pictures.
- I can begin to form some recognisable letters.
- I can hold a pencil effectively.
- I can control the movements I make with a pencil.
- I can copy simple shapes and patterns.
- I can form some letters correctly.
- I can draw pictures with increasing detail.

Gross Motor Skills

- I can move safely around my environment.
- I can walk, run and stop with increasing control.
- I can explore different ways of moving.
- I can balance on one foot for a short time.
- I can use playground equipment safely.
- I can run with increasing control.
- I can change direction when moving.
- I can jump and land safely.
- I can balance on different parts of my body.
- I can throw and catch a large ball.

At home, you could ...

Encourage your child to get dressed independently, practise using cutlery and scissors, enjoy outdoor play, and talk about healthy choices and staying safe.



Health, Hygiene & Self-Care

- I can wash and dry my hands independently.
- I can use the toilet independently.
- I can put on and take off my coat.
- I can begin to manage buttons and zips.
- I can talk about things that help keep my body healthy.
- I can dress and undress with increasing independence.
- I can manage my coat, shoes and fastenings.
- I can use cutlery appropriately.
- I can keep myself clean.
- I can talk about healthy food and exercise.

Safety & Physical Well-being

- I can move safely around others.
- I can follow simple safety rules.
- I can use equipment safely.
- I can recognise when I need to be careful. I can follow safety rules during physical activities.
- I can recognise when equipment might be unsafe.
- I can move safely around other people.
- I can explain why some activities need to be done carefully.

Understanding the World

Families

- I can make sense of my own life story
- I can talk about my family history
- I can talk about differences and similarities between people in my past and present day.
- I can talk about how people's lives have changed over time.

Celebrations

- I can recognise that people have different beliefs and celebrate special times in different ways – Diwali, Harvest, Halloween, Bonfire Night, Remembrance Day, Christmas.

Seasons

- I can use all my senses to explore natural materials.
- I can talk about what I can see using a wide vocabulary.
- I can care for the natural environment and living things.
- I can explore the natural world around me.
- I can describe what I can see, hear and feel whilst outside
- I can understand the effect of changing seasons on the natural world around me.

Blast from the Past

- I can comment on images of familiar situations in the past.
- I can compare and contrast characters from stories including figures from the past – Guy Fawkes.

Investigation

- I can investigate why does water push up when I try to push a plastic boat under it.

Tinker Tray

- I can explore how things work – zips, levers, buttons, wheels and axis.

Maps

- I am familiar with my school, road and city.
- I can recognise buildings, roads and simple features in my local area.
- I can identify features on an aerial view map.
- I can draw a simple map of a story setting.
- I can draw a simple map of where I live.
- I can draw information from a simple map.

Expressive Arts & Design

Assembling

- I can explore different materials freely.
- I can develop my own ideas.
- I can decide which materials to use to express ideas.
- I can join different materials in different ways – glue, masking tape, cello-tape, paperclips, fasteners, hammer and nails.

Portraits

- I can create closed shapes with continuous lines.
- I can use closed shapes to represent objects.
- I can represent a face with a circle and include detail.
- I can show different emotions in y drawings and paintings.

PSHR

Jigsaw

• **Being Me in my World**

- Understand how it feels to belong.
- Understand that we are similar and different
- Recognise and manage feelings
- Enjoy working with others
- Understand why it is good to be kind and use gentle hands
- Understand their rights
- Understand what being responsible means

Celebrating differences

- Identify something I am good at
- Understand that everyone is good at different things
- Understand that being different makes us special
- Know we are all different but the same in some ways
- Tell you why I think my home is special to me
- Tell you how to be a good friend
- Know which words to use to stand up for myself when someone is unkind



**East Park
Primary School**

Respect, grow, believe and achieve together

EYFS2 Autumn 2026



**Horizon
Academy Trust**
Where anything is possible

Vocabulary

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.

Understanding the World

family, history, differences, similarities, past, present, celebrate, season, Autumn, change, compare, investigate, explore, map, road, city, aerial view



Expressive Arts & Design

research, plan, make, evaluate, join, cut, draw, draw, sketch, colour, paint, artist, explore, observe, portrait.



Physical Development

safely, unsafe, build, construct, strength, control, thread, cut, both, hold, walk, run, stop, moving, jump, land, balance, throw, catch, wash, dry, put on, take off, fasten, close, zip, healthy, clean, exercise, follow, rules,

Personal, Social & Emotional

play, listen, help, trying, new, celebrate, kind, gentle, friend, same, different, rights, responsibilities, belongings, belonging, feelings, angry, happy, sad, excited, frightened, nervous, sharing, taking turns, special, proud, family, healthy, safe



Communication and Language

listen, instructions, remember, talk, sentence, ideas, feeling, questions, understand, answer, describe, explain, take turns, join-in, ask, what, where, who, when, how, why, because, reason, connection, imagination, choice

