

Pips Class Topic Web: EYFS Medium Term Planning TERM 2 Autumn 2025

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
 Encompassing the characteristics of effective learning: - playing and exploring, active learning, creative and critical thinking
 Through our school values we show kindness, respect, aspiration, perseverance, forgiveness and work together.

Prime Area: Communication & Language

- Learn new, topic and Drawing Club related vocabulary and apply this in different contexts
- Develop listening skills, understanding how to listen effectively and why this is important
- Listen to and talk about stories and non-fiction texts, asking questions and making predictions
- Articulate ideas in well formed sentences, in response to topic related discussions and through self-initiated play

Literacy: Comprehension, Word Reading and Writing

Key texts: - The Colour Monster, Oi Get Off our Train, Clown, Polar Express, The Christmas Story

- Learn individual letter sounds (and when ready, digraphs – where two letters make one sound for example ch, sh, th, ee, oo, ai, oa)
- Play games to practise hearing sounds in words e.g. I Spy
- Play games to practise blending sound in words e.g. h-a-t = hat
- Begin to be able to read 'tricky words' by sight e.g. the, to
- Be able to write CVC words independently e.g. cat, mat
- Listen to and respond to fiction and non-fiction texts, asking and answering questions to develop

Mathematics: Number and Numerical Patterns

- Know how to accurately count a number of objects i.e. matching one number to each object
- Practise subitising i.e. being able to instantly identify how many objects, up to 5, without needing to count them individually
- Explore numbers to 5 in depth, beginning to apply their understanding to different everyday contexts e.g. 5 children want bananas for snack but we only have 3. How many more do we need?
- Explain mathematical thinking in response to questions e.g. comparing amounts or shapes: 'What's the same? What's different?'
- Explore the names and properties of 2D and 3D shapes to make patterns and pictures
- Continue and develop repeating patterns

Prime Area: Physical Development

- Develop stamina through the Golden Mile (regular run around the playground)
- Dance– using music to inspire dance
- Cooperation and problem solving: Working cooperatively together – Developing movements such as jumping, moving at speed, changing direction and balancing.
- Through P.E. and continuous provision within the learning setting, develop coordination, agility and body-strength e.g. riding on bikes and trikes, large scale construction
- Hold a pencil effectively to draw accurately and form letters clearly: using a tripod grip if possible



The adventure of books: Meg & Mog by Helen Nicholl
 The adventure of tales: Hansel & Gretel
 The adventure of the past: Willo the Wisp
 The adventure of books: Not Now Bernard by David McKee
 The adventure of tales: Billy Goats Gruff
 The adventure of the past: Trapdoor



Expressive Arts & Design

- Develop different techniques to join materials to make a puppet
- Close observational drawing of a chosen object: living or non-living
- Design Christmas cards
- Listen and respond to music e.g. about Remembrance Day. How does it make them feel? What instruments could they use to represent a particular event or emotion?
- Watch and discuss performance art: watch the Christmas pantomime and perform the Christmas Nativity
- Develop their own role-play/narrative, in response to topic related stories.
- Exploring rhythm and pitch

Prime Area: Personal, Social & Emotional Development

- Express feelings and consider the feelings of others, using The Colour Monster to support the use of language
- Develop strategies to regulate behaviour
- Working with Others (WWO): - games to practise taking turns and working in randomly selected groups
- Life Skills: - begin to understand how to develop safe relationships; nurture self-respect and how to respect others
- Focus on school value of perseverance- learn how to persevere in the face of challenges
- Continue to develop the skills to manage their own needs, including effective hand washing and managing buckles, buttons and zips for dressing
- Know and talk about how to keep themselves healthy, including eating a variety of foods (exploring our senses as we consider a balanced diet), toothbrushing and exercise

Understanding the World

- Understand the effect of changing seasons, developing an awareness of our senses as we smell, touch, see and listen to the natural world around us
- Explore animals, plants and their habitats in our local environment
- Identify things that are living or non-living e.g. an autumn leaf that has fallen from a tree
- Name trees and plants in the local environment
- Name and identify key parts of the body which relate to our senses.
- Can relate to their own lives and describe what they and their families do to look after their bodies. E.g. brushing teeth, eating a range of foods etc, washing, sleeping etc
- Understand key events of the past: Remembrance Day & Bonfire Night
- Recognise that people have different beliefs and celebrate special times in different ways (e.g. events above, birthdays and Christmas)
- RE Day – Why do Christians perform Nativity plays?