EYFS Autumn Topic Web 2026

Religious Education

Branch 1 - Creation and Covenant

In our first branch of learning, "Creation and Covenant," our youngest learners explore the wonder of God's world and their own unique place within it. Children in Nursery and Reception will learn that they are each created by God, loved unconditionally, and are "precious" and "good" in His eyes. Through the story of Genesis, we celebrate the beauty of nature and recognize the world as a gift. We introduce the concept of 'stewardship,' helping children understand that God has given us the important job of looking after our environment and caring for one another with kindness, fairness, and respect.

Alongside these themes of creation, children will develop their relationship with God through prayer and a sense of belonging. We will practice the words and actions of the Sign of the Cross, learning that prayer is a special, "formal" conversation with a God who is always listening. We will also explore what it means to belong to different families—our homes, our school, and the Church. Reception children will look specifically at the Sacrament of Baptism as a joyful celebration of being welcomed into God's family, where we are all called to reflect His love through our daily actions.

Branch 2 - Prophecy and Promise

In our "Prophecy and Promise" topic, children in Nursery and Reception will explore the beautiful story of the Nativity and the prayerful season of Advent. We begin by learning about the Annunciation, discovering how Mary bravely said "Yes" to God's special plan and how her trust serves as a model for us all. The children will follow the journey to Bethlehem, reflecting on the humble birth of Jesus in a stable and the joy of the first visitors, the shepherds. Through the traditions of the Advent wreath and the Nativity crib, we will focus on the themes of hope, peace, joy, and love, helping the children understand that Jesus is the Son of God, sent because He loves us unconditionally.

Alongside the Christmas story, we will look at how we can prepare our own hearts to welcome Jesus by doing good deeds and showing kindness to others. The children will explore how different cultures around the world celebrate this special time and reflect on the "common good" by thinking about how we can use our unique gifts to help our families and the community. By learning about the tradition of the crib and the "Bambinelli," we aim to foster a sense of reverence and wonder, encouraging the children to share God's love through their own words and actions

At Guardian Angels, we are very proud to be a part of the Building the Kingdom programme, the aim of which is to embed distinctive Catholic curriculum design for the transformation of society.
Through Building the Kingdom, we explore the big questions of purpose and meaning that arise throughout the Liturgical year, and then create lessons and events which engage students with the skills needed to be agents for a Spirit-fuelled transformation of society.

The Big Questions for this Half Term:

September - Who are the important women in our lives?
October - How can we care for God's world?
November - Is death the end or a new beginning?
December – Is the incarnation wasted on people today?

Communication and Language	Maths	Understanding the World
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.	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	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.

Literacy	Expressive Art and Design	PSED
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.	**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,	**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.

Prayer to The Guardian Angel

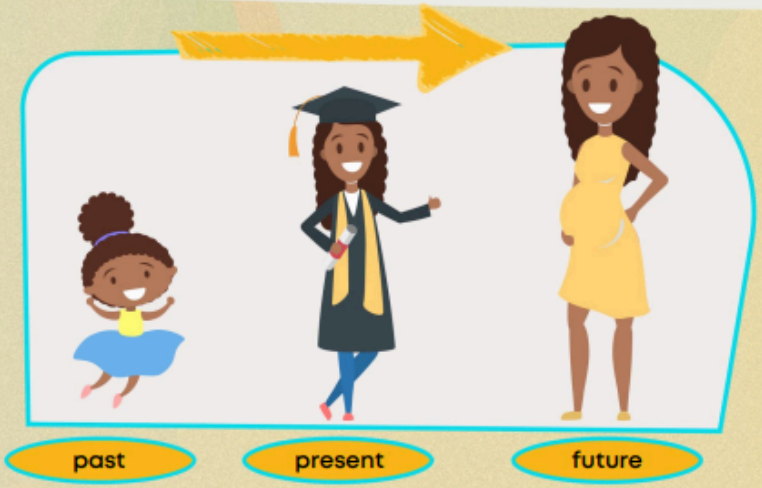
Angel of God, my guardian dear, to whom God's love commits me here, ever this day be at my side, to light and guard, rule and guide.



Reception
PKC

All about me

Early Years FOUNDATION STAGE
Primary Knowledge Curriculum



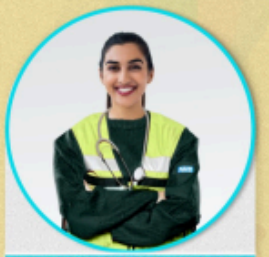



shop worker

KEY VOCABULARY

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**


police officer


paramedic


rubbish collector


doctor

Reception
PKC

Transport

Early Years
FOUNDATION STAGE
Primary Knowledge Curriculum

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?



pilot



astronaut

KEY VOCABULARY

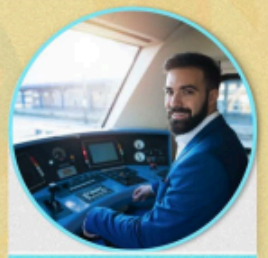
journey	when we **travel from one place to another**
transport	when we **travel using a vehicle**
road safety	**rules to keep us safe** when we travel
technology	using what we know to **make things that can help us**, vehicles all use technology
invent	to **create something new**



car driver



sailor



train driver