
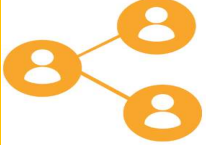



# EYFS CURRICULUM OVERVIEW 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	Autumn (Sept, Oct, Nov)		Winter (Dec, Jan, Feb)		Spring (March, April, May)		Summer (June, July, Aug)	
<b>Communication and Language</b> 	<b>Poetry Basket</b> Falling Apples Chop Chop Pointy Hat 5 Little Pumpkins Leaves are Falling A basket of Apples	<b>Poetry Basket</b> Cup of Tea Wise Old Owl Breezy Weather Who has seen the wind? Mice Shoes	<b>Poetry Basket</b> Popcorn A Little House Lets put on our Mittens Pancakes I can build a Snowman Carrot Nose	<b>Poetry Basket</b> Spring Wind Furry Furry Squirrel Hungry Birdies A Little Seed Stepping Stones	<b>Poetry Basket</b> I have a Little Frog Dance Pitter Patter Sliced Bread A Little Shell Five Little Peas	<b>Poetry Basket</b> The Fox Monkey Babies Thunderstorm 5 Little Owls If I were so Very Small Under a Stone		
	<b>Story Dough</b>	<b>Story Dough Drawing Club</b>	<b>Story Dough Drawing Club</b>	<b>Show + Tell Drawing Club</b>	<b>Show + Tell Drawing Club</b>	<b>Show + Tell Drawing Club</b>		
	<b>Talk 4 Writing</b> The Little Red Hen		<b>Talk 4 Writing</b> The Three Little Pigs		<b>Talk 4 Writing</b> The Gingerbread Man	<b>Talk 4 Writing</b> The Enormous Turnip		
	Develop social phrases. Engage in story time Learn rhymes, poems and songs	Listen to and talk about stories to build familiarity and understanding	Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives e.g because Engage in non-fiction books	Understand how to listen carefully and know why listening is important. Listen to and talk about selected non-fiction books and develop a deep familiarity with new knowledge and vocabulary.	Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Describe events in some detail Use new vocabulary in different contexts. Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.			


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	Autumn (Sept, Oct, Nov)		Winter (Dec, Jan, Feb)	Spring (March, April, May)		Summer (June, July, Aug)
<p style="text-align: center;"><b>Personal, Social and Emotional Development</b></p> 	<p><b>Jigsaw</b> BEING ME IN MY WORLD.</p>	<p><b>Jigsaw</b> CELEBRATING DIFFERENCE (INCLUDING BULLYING)</p>	<p><b>Jigsaw</b> DREAMS AND GOALS</p>	<p><b>Jigsaw</b> HEALTHY ME</p>	<p><b>Jigsaw</b> RELATIONSHIPS</p>	<p><b>Jigsaw</b> CHANGING ME</p>
	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (3-4)</p>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly (3-4) Increasingly follow rules, understanding why they are important (3-4)</p>	<p>Manage their own needs. To build constructive and respectful relationships</p>	<p>Manage their own hygiene Show resilience and perseverance in the face of challenge</p>	<p>To think about the perspectives of others Continue to show resilience and perseverance in the face of challenge</p>	<p>Identify and moderate their own feelings socially and emotionally. To see themselves as a valuable individual To express their feelings and consider the feelings of others Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul>

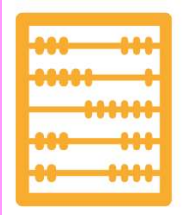
## EYFS CURRICULUM OVERVIEW 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	Autumn (Sept, Oct, Nov)		Winter (Dec, Jan, Feb)		Spring (March, April, May)		Summer (June, July, Aug)	
<p style="text-align: center;"><b>Physical Development</b></p> 	<p><b>Get Set 4 PE</b> Introduction to PE Unit 2</p>	<p><b>Get Set 4 PE</b> Fundamentals Unit 2</p>	<p><b>Get Set 4 PE</b> Games Unit 2</p>	<p><b>Get Set 4 PE</b> Dance Unit 2</p>	<p><b>Get Set 4 PE</b> Ball Skills Unit 2</p>	<p><b>Get Set 4 PE</b> Gymnastics (with Anita)</p>		
	<p><b>Gross Motor</b> Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment.</p>	<p><b>Gross Motor</b> Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.</p>	<p><b>Gross Motor</b> Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music.</p>	<p><b>Gross Motor</b> Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball.</p>	<p><b>Gross Motor</b> Using equipment safely with consideration to others. Move in a range of ways confidently, including running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>Gross Motor</b> Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways.</p>		
	<p><b>Fine Motor</b> Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two.</p>	<p><b>Fine Motor</b> Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing.</p>	<p><b>Fine Motor</b> Developing an effective pencil grip. Developing skill when using tools including scissors.</p>	<p><b>Fine Motor</b> Children forming recognisable letters with an effective pencil grip.</p>	<p><b>Fine Motor</b> Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately.</p>	<p><b>Fine Motor</b> Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing.</p>		


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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
	Autumn (Sept, Oct, Nov)		Winter (Dec, Jan, Feb)		Spring (March, April, May)		Summer (June, July, Aug)					
<b>Literacy / Phonics</b>  	<b>Phonics</b> Phase 1		<b>Phonics</b> Phase 2/3		<b>Phonics</b> Phase 3		<b>Phonics</b> Phase 3 / 4					
	<b>Talk 4 Writing</b> Little Red Hen			<b>Talk 4 Writing</b> The Three Little Pigs			<b>Talk 4 Writing</b> The Gingerbread Man		<b>Talk 4 Writing</b> The Enormous Turnip			
	<b>Handwriting</b> Mark making Write Dance The Volcano, Krongelidong		<b>Handwriting</b> Mark making Write Dance Circles and Eights, The Robot		<b>Handwriting</b> Letter formation Curly Caterpillar a, c, d, e, g, q, s, σ, ϕ		<b>Handwriting</b> Letter formation Ladder Letters l, i, t, u, j, y		<b>Handwriting</b> Letter formation One Armed Robot r. b. n. h. m. k. p		<b>Handwriting</b> Letter formation Zig Zag v, w, x, z	
	<p>Read individual letters by saying the sounds for them. (Phase 2) – Term 1</p> <p>Read some letter groups that each represent one sound and say sounds for them. (Phase 3) – Term 2</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences</p> <p>Read a few common exception words matched to the school's phonic programme</p>				<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up confidence in word reading, fluency and understanding and enjoyment (Read books consistent with their phonic knowledge)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>				<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense</p> <p>Form lower-case and capital letters correctly</p>			


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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Autumn (Sept, Oct, Nov)		Winter (Dec, Jan, Feb)	Spring (March, April, May)		Summer (June, July, Aug)
<p><b>Maths</b></p> 	<p><b>White Rose</b> Match, Sort and Compare Measure and patterns Circles and Triangles</p>	<p><b>White Rose</b> Shapes with 4 sides</p>	<p><b>White Rose</b> Length, height and time</p>	<p><b>White Rose</b> Mass and capacity</p>	<p><b>White Rose</b> Explore 3D shape</p>	<p><b>White Rose</b> Consolidation</p>
	<p>Subitise</p> <p>Count objects actions and sounds</p> <p>Link the number symbol numeral with its cardinal number value</p> <p>Compare numbers</p> <p>Understand the one more than / one less than relationship between consecutive numbers</p> <p>Continue copy and create repeating patterns</p>			<p>Subitise</p> <p>Count beyond 10</p> <p>Automatically recall number bonds for numbers 0-5, some to 10</p> <p>Select rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can</p>		<p>Subitise</p> <p>Explore the composition of numbers to 10</p> <p>Compare length weight and capacity</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Autumn (Sept, Oct, Nov)		Winter (Dec, Jan, Feb)	Spring (March, April, May)		Summer (June, July, Aug)
<b>Understanding the World</b> 	<b>Past and Present</b> Talk about members of immediate family and the relationship to them, name and describe people familiar people	<b>Past and Present</b> Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.	<b>Past and Present</b> Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	<b>Past and Present</b> Talk about and understand changes in their own lifetime, by creating a personal timeline.	<b>Past and Present</b> Order personal experiences, e.g., recount an educational visit or stories.	<b>Past and Present</b> Order experiences in relation to themselves and others, including stories. <b>People, culture and communities</b>
	<b>People, culture and communities</b> Respect special things Talk about the features of immediate environment with visual representations e.g., classroom maps, seating maps, local area map and read common signs and logos		<b>People, culture and communities</b> Recognise some environments that are different to the one in which they live e.g., Antarctica.		<b>People, culture, communities</b> Draw information from a simple map and identify features of local welly walk.	<b>People, culture, communities</b> Create own maps using grid paper and symbols (x marks the spot treasure maps)
	<b>Seasonal Changes</b> Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow.	<b>Materials</b> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Know some simple properties of materials.	<b>Animals (Polar)</b> Know the correct basic scientific vocabulary to describe parts of animals. Know what animals need to survive in Arctic conditions. Describe arctic habitats.	<b>Seasonal Changes</b> Spring - Revisit of objectives from Autumn 1. <b>Humans</b> Know about the life cycle of a human and can talk about how I have changed since I was a baby.	<b>Plants</b> Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Name some common plants. Explore the lifecycle of a plant.	<b>Animals (British)</b> Explore the life cycle of frogs and butterflies

## EYFS CURRICULUM OVERVIEW 2025-2026

				Know humans have five senses.		
<b>RE</b>	Who am I and where do I belong?	What do people celebrate and why?	Who are Christians and what do they believe?	Does everyone believe in God?	What is the church and who goes there?	Are all families the same?
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<b>Expressive Art and Design</b> 	<b>Music:</b> Being Imaginative sing and perform nursery rhymes.	<b>Music:</b> Being Imaginative experiment with different instruments and their sounds.	<b>Music:</b> Being Imaginative create narratives based around stories.	<b>Music:</b> Being Imaginative move in time to the music.	<b>Music:</b> Being Imaginative play an instrument following a musical pattern.	<b>Music:</b> Being Imaginative invent their own narratives, stories and poems.
	<b>Art &amp; Design:</b> <b>Creating with Materials</b> experiment mixing with colours.	<b>Art &amp; Design:</b> <b>Creating with Materials</b> explore different techniques for joining materials	<b>Art &amp; Design:</b> <b>Creating with Materials</b> experiment with different textures	<b>Art &amp; Design:</b> <b>Creating with Materials</b> make props and costumes for different role play scenarios.	<b>Art &amp; Design:</b> <b>Creating with Materials</b> explore and use a variety of artistic effects to express their ideas and feelings.	<b>Art &amp; Design:</b> <b>Creating with Materials</b> share creations, talk about process and evaluate their work