

EYFS Yearly Curriculum Overview 2025-26

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Enquiry Question | How can we take care of our community? | Why is it important to be fair? | Why should we tell the truth? | How can we be brave? | How can we be a friend of Jesus? | |
| Gospel Virtue | Stewardship | Humilty | Forgiveness | Self-Control | Compassion | |
| Theme | We are super! | Into the woods / Christmas | Once upon a time around the world. | We are super scientists! | Animals come to visit! | Our lives in the past, present and in the future. |
| RE | Creation | Catholic Social Teaching | Christmas Revelation | Lent Holy Week | Easter | Pentecost & Mission Sacraments |
| Key Text | Supertato! Zog Super worm This is Me A Superhero Like You Grow Strong! A Book about Healthy Habits | The Gruffalo Stickman Owl babies Bear Hunt Mrs Noah's Garden Greta and The Giants Four Seasons Make a Year | Handas Surprise We all went on Safari Don't spill the milk Baby goes to market Sally and the Limpet The Spell Shell | Stomp Dinosaur Stomp The Hungry Caterpillar Rainbow Fish - poetry | Snail and the whale Over and Under the Pond The Great Kapok Tree A Visit to the Farm The Tiger that Came To Tea | Once there were Giants Toys from the Past Coming to England The Koala who Could The Lion Inside |
| T4W Text | Supertato! Super worm | The Gruffalo Bear Hunt | Handas Surprise Sally and the Limpet | Stomp Dinosaur Stomp The Hungry Caterpillar | The Tiger that Came To Tea Rainbow Fish | The Koala who Could Once there were Giants |
| English - Phonics <ul style="list-style-type: none"> Phonics (word reading & writing) Communication & Language Comprehension | Initial Code, Units 1-7 Segmenting, blending, phoneme manipulation. Reading and spelling CVC words. | Initial Code, Units 8-11 Using specific digraphs, reading and spelling CVCC, CCVCC, CCVC, CCCVC words. To write sentences dictated by the teacher. | Consolidation of Initial Code. Using specific digraphs, reading and spelling CVCC, CCVCC, CCVC, CCCVC words. Learn common exception words and start to sound out and write nonsense words. To write sentences dictated by the teacher. | Initial Code, Units 8-11 Using specific digraphs, reading and spelling CVCC, CCVCC, CCVC, CCCVC words. Practise common exception words and sounding out and writing nonsense words. To write sentences dictated by the teacher. | Initial Code, Units 8-11. Consolidation of Initial Code. Using specific digraphs, reading and spelling CVCC, CCVCC, CCVC, CCCVC words. Practise common exception words and sounding out and writing nonsense words. To write sentences dictated by the teacher. | Consolidation of Initial Code. Using specific digraphs, reading and spelling CVCC, CCVCC, CCVC, CCCVC words. Consolidation Bridging lessons to Y1 Putting words into a sentence using skills. Writing words with digraphs in everyday words. <i>Children should know 10 digraphs by the end of Reception.</i> |
| English - Adult Guided <ul style="list-style-type: none"> Phonics (word reading & writing) Communication & Language Comprehension | Retelling stories using role-play/props. Name writing, letter formation, tripod grip | Retelling stories using role-play/props. Name writing, tripod grip. T4W retelling with actions. Anticipate what will happen next in a story. Letter formation Capital letters & full stops. Finger spaces.T4W retelling with actions. | Retell stories using their own words and recently introduced vocabulary. Anticipate what happens next. Writing own sentences using oral rehearsal. T4W. Capital letters, full stops and other symbols. Letter formation. Writing simple phrases. Write a simple sentence with capital letters, full stops and finger spaces. | Use and understand recently introduced vocabulary during discussions about stories and non-fiction. Write a simple sentence with capital letters, full stops and finger spaces. Retelling stories in own words. Anticipate what happens next. Writing own sentences using oral rehearsal. T4W. Capital | Write sentences with capital letters, full stops, finger spaces and other symbols. Begin to use story language in writing. Writing own short phrases to describe/explain a picture. Writing is phonetically plausible. Asking and responding appropriately to questions. Use and understand recently introduced vocabulary in role-play. Retelling stories in | Use and understand recently introduced vocabulary in poems and rhymes. Write sentences with capital letters, full stops, finger spaces and others symbols. Begin to use story language in writing. Writing own short phrases to describe/explain a picture. Writing is phonetically plausible. Asking and responding appropriately to questions. Use and |

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| | | | | letters, full stops and other symbols. | own words. Anticipate what happens next. Writing own sentences using oral rehearsal. T4W | understand recently introduced vocabulary in role-play. Writing own short phrases to describe/explain a picture. |
| Maths White Rose <ul style="list-style-type: none"> Number Numerical Patterns | Match & sort, Compare amounts, compare size, mass & capacity, exploring patterns, representing 1,2,3, comparing 1,2,3, composition 1,2,3, | Circles & triangles, Positional Language, Representing Numbers to 5, one more & one less, shapes with 4 sides, time | Introducing 0, comparing numbers to 5, composition 4 & 5, Compare mass & capacity, 6,7,8, combining 2 amounts | Making pairs, length & height, time, counting to 9 & 10, comparing numbers to 10, bonds to 10, 3D shapes, patterns | Building numbers beyond 10, counting patterns beyond 10, spatial reasoning, match, rotate, manipulate, adding more, taking away, compose & decompose. | Doubling, sharing & grouping, even and odd, visualise & build, patterns & relationships, mapping, spatial reasoning. |
| Maths Mastering Number <ul style="list-style-type: none"> Number Numerical Patterns | <u>Cardinality & Counting</u> Counting: saying number words in sequence, tagging each object with one number word, knowing the last number counted gives the total so far. Subitising: recognising small quantities without the need to count them all. Numeral meanings. Conservation: knowing a number does not change if things are rearranged. | <u>Comparison</u> More than/less than, identifying groups with the same number of things, comparing numbers & reasoning, knowing the one more than/one less than relationship between counting numbers, | <u>Composition</u> Part-whole: identifying smaller numbers within a number, inverse operations, a number can be partitioned into different pairs of numbers, a number can be partitioned into more than 2 numbers, number bonds, Pattern Shape & Space Measures | <u>Pattern</u> Continuing an AB & ABC pattern, copying an AB pattern, making their own AB pattern, identifying repeats, pattern spotting. | <u>Shape & Space</u> Spatial awareness & vocabulary, representing spatial relationships, shape awareness, properties of shapes, relationships between shapes. | <u>Measure</u> Recognising attributes, comparing amounts of continuous quantities, awareness of comparison in estimating & predicting, comparing indirectly, using units to measure, time to sequence events, experience specific time durations. |
| History Understanding the world <ul style="list-style-type: none"> Past & Present People, culture & communities The Natural World | People who help us: Talk about the lives of people around them and roles in society. Who is important in their lives? Talk about members of their immediate family and community. | Talking about people, places and environments & caring for our world. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. | Celebrating differences - understanding not to judge others by the way they look or where they come from. Know that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. | Looking at how things change over time. Understanding we need to wait sometimes as things can take a long time (self-control). Growing flowers. Dinosaur fossils. Space - looking at events from the past: landing on the moon | Explore the natural world around them, making observations and drawing pictures of animals and plants when they are born and how they grow and change. Discussion of things/stories created in the past and now and compare & contrast. (Tiger That Came to Tea) | Discuss change over time. Once there were Giants. Timelines, comparing photographs of babies, toddlers and reception children/year 1. |
| Science Understanding the world <ul style="list-style-type: none"> Past & Present People, culture & communities The Natural World | Healthy eating. Comparing healthy food and diets with how unhealthy food can affect our bodies. Managing self lesson. Grow Strong! A Book about Healthy Habits . | Chn to observe the weather / seasons and animals. They look at understanding the effects of the changing seasons and the natural world around them. Seasons lesson- Four Seasons Make a Year. Chn to observe changing states of matter eg. freezing and melting. | Recognise some environments that are different from the one in which they live. Building /creating things using different materials. Africa and our local area comparison lesson. | Minibeasts / plants / caterpillars. Describe their natural world around them, making observations of animals, plants and changing states of matter. Looking after our world/eco-week. Space: Space lesson | Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Habitat lesson. | Looking at how things change over time: People, materials, environment, gardens etc. Contrasting environments. Describe what they see, hear and feel whilst outside. |
| Geography Understanding the world | Talk about the lives of people around them and | Chn to observe the weather / seasons and animals. They | Learning about people and places around the world and | Looking at how things change over time. Understanding we | Explore the natural world around them, making | Showing care and compassion for all living |

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| <ul style="list-style-type: none"> Past & Present People, culture & communities The Natural World | roles in society. Who is important in their lives? Name and describe people who are familiar to them. | look at understanding the effects of the changing seasons and the natural world around them. Explore the natural world around them. | celebrating differences. Draw information from a simple map. Recognise some similarities and differences between life in Africa and country and other countries. | need to wait sometimes as things can take a long time (self-control). Growing flowers & vegetables. Dinosaur fossils. Space - looking at events from the past: landing on the moon. | observations and drawing pictures of animals and plants when they are born and how they grow and change. Discuss change over time. Once there were Giants. Timelines, comparing photographs of babies, toddlers and reception children. | creatures. Talking about how people are the same and different - equality. Future aspirations. |
| Art/DT Expressive arts and design <ul style="list-style-type: none"> Creating with Materials Being Imaginative & Expressive | Self portrait with specialist art teacher. Draw/mark make and paint using a range of materials, tools and techniques. Share creations with the class. | Observational natural world art with specialist teacher. Experiment with colour (mixing colours). Explain the processes they have used. Make props and materials to use in role playing characters in narratives and stories. Christmas cards | African pots with specialist art teacher. Experiment with texture and a range of materials and media. Explain the processes they have used. | Dinosaur junk modelling with specialist teacher. Experiment with design using junk modelling, construction and a range of materials. Explain the processes they have used. | Rainbow Fish Collage with specialist art teacher. Drawing/painting pictures of animals and plants using different techniques and mediums. | Creating rainbows: explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function |
| Music Expressive arts and design <ul style="list-style-type: none"> Creating with Materials Being Imaginative & Expressive | Finding My Singing Voice | Singing Together: Pitch | Feeling The Beat | Make That Sound | Let's Play Rhythms | Joining in Together |
| British Values | People who help us - Firefighters/policeman/nurses/doctors | Role play/stories of how we can help others and put them first. | Exploring life in other countries through stories and role play. | Thinking about and respecting the past and the present. | Caring and looking after others including families, friends and animals. | We are special because we are unique. |
| PSED <ul style="list-style-type: none"> Self-Regulation Managing Self Building Relationships Trick Box | Build up confidence to try new activities. Build up independence Become familiar with rules and routines of school. Going to the toilet/dressing independently. Manage own basic hygiene and personal needs. Taking turns with others. | Understand their own feelings and others. Set and work towards simple goals. Form positive attachments to adults and peers. | Regulate behaviour appropriately. Being able to wait for what they want and control immediate impulses. Show sensitivity to their needs and others. | Have a positive sense of self and show resilience and perseverance in the face of challenge. Give focused attention to what the teacher is saying. Be able to shift attention when engaged in activity. | Pay attention to their teacher and follow multi-step instructions. Understand the importance of healthy food choices. Form positive attachments and friendships. Work and play cooperatively. | Show ability to follow instructions involving several ideas. Set and work towards simple goals. Preparing for year 1. Trick Box Review |
| SMSC, RSHE, Anti-Bullying | <u>Being in my world:</u> Talk about the lives of the people around them and their roles in society. | <u>Relationships:</u> Understand their own feelings and others. Show sensitivity to their needs and others. Form positive attachments and friendships. Work and play cooperatively. | <u>Healthy me:</u> going to the toilet/dressing independently. Manage own basic hygiene and personal needs. Healthy eating choices. | <u>Dreams and goals:</u> Mental Health Week. Focus on Trick Box learning including story books from Trick Box scheme | <u>Celebrating differences:</u> Anti-bullying Week. Know some similarities and differences between different religious and cultural communities in this country, drawing on their | <u>Changing me:</u> Build up confidence to try new activities. Have a positive sense of self and show resilience and perseverance in the face of challenge. |

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| | | | | | experiences and what has been read in class. | |
| Physical Development <ul style="list-style-type: none"> Fine Motor Skills PE <ul style="list-style-type: none"> Gross Motor Skills | <p>Using cutlery, using scissors, hold a pencil comfortably with the correct tripod grip.</p> <p><u>Walking:</u> Pupils will explore walking using different body parts in different directions, at different levels and at different speeds</p> | <p>Using paint brushes and other small tools. Accuracy when using a pencil.</p> <p><u>High, low, over, under:</u> The focus of learning is to introduce, 'champion gymnastics' by moving in a high way and explore making high shapes.</p> <p><u>Jumping</u> The focus of learning is to explore jumping in a variety of ways. Pupils will explore jumping, in different directions, at different speeds and different levels.</p> | <p>Use a range of small tools to build up strength and begin to show accuracy and care when drawing. Letter formation sessions</p> <p><u>Moving:</u> The focus of the learning is to introduce 'champion gymnastics' by moving and making shapes using different body parts.</p> <p><u>Feet:</u> The focus of learning is to explore different ways of using our feet to move with a ball. Explore what happens when they kick a ball using different parts of their feet and begin to understand how to control a ball.</p> | <p>Forming letters and numbers correctly. Show control over small objects. Letter formation sessions.</p> <p><u>Dinosaurs:</u> The focus of the learning is to explore different movements using different parts of the body. Pupils will create movements as dinosaurs.</p> <p><u>Hands 1:</u> The focus of learning is to explore different ways of using our hands to move with a ball. Explore different ways of pushing a ball. Learn the meaning of the word control and start to understand why it is important to keep the ball close.</p> | <p>Show accuracy and care when drawing and copying. Show control over small objects with increasing accuracy.</p> <p><u>Hands 2:</u> The focus of the learning is to explore different ways of throwing a beanbag and start to learn why we need to aim when we are throwing.</p> <p><u>Games for understanding:</u> The focus of the learning is to understand why it is important to take turns when playing a game</p> | <p>Show accuracy and care when drawing and copying with increasing precision. Show control over small objects with increasing accuracy.</p> <p><u>Ourselves:</u> The focus of learning is to explore different movements using different parts of the body.</p> <p><u>Sports day practice.</u></p> |
| Computing/online Safety | <p><u>Role play with technology</u> Role play area with a range of technology, both functioning and broken devices, or a variety of electronic toys, such as remote controlled cars, walkie-talkies and interactive pets, as part of continuous provision.</p> | <p><u>Internet Safety</u> Internet safety. Discussion of how to stay safe when using tablet or laptops. Smartie The Penguin Story and Song</p> <p>https://www.youtube.com/watch?v=w7vZF-8bTFI</p> <p>IPADS - taking pictures and selfies and creating a virtual and in-class gallery</p> | <p><u>Programming 1</u> All about instructions The class follow instructions as part of practical activities and games. https://drive.google.com/file/d/14C3gl_a44o7fpbA5yw9vAOR79i4m8tU3/view</p> | <p><u>Programming 2</u> Programming Bee-Bots ADAPTED</p> <p>Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware.</p> | <p><u>Data Handling</u> Introduction to data</p> <p>Children sort and categorise data and are introduced to branching databases and pictograms.</p> <p>https://drive.google.com/file/d/1YxlCLlCumJzimEwOtTD7v1EG3qAyDFNK/view</p> | <p><u>Computing systems and networks</u> ADAPTED</p> <p>Children to locate keys on a keyboard and find their first and surname. (IPADS)</p> <p>https://docs.google.com/document/d/1ERBKOEBOGH4D5-vWkX90Lp7XGcOI1mb0iSmMG7NSrM/edit</p> |
| <u>Communication and Language</u> Listening, Attention & Understanding Speaking (Oracy) | <p>Listen carefully to stories and input. Participate in small group and 1:1 discussions. Take turns in conversations. Use well-formed sentences. Using a wide range of words.</p> | <p>Respond appropriately when being read to and during class/group discussions. Develop participation in class discussions offering own ideas and new vocabulary. To know the meaning of some words. Be able to retell short stories.</p> | <p>To begin to offer explanations for why things might happen using new vocabulary from stories, non-fiction, rhymes and poems. Use most speech sounds correctly. Enjoy listening to stories, rhymes and songs and start to make up their own.</p> | <p>Hold a conversation when engaged with peers and teachers. Explain why things happen using recently introduced language from stories, rhymes and non-fiction books. Ask relevant questions and make relevant comments. Understand spoken instructions without stopping what they are doing.</p> | <p>Make comments about what they have heard in small group discussions. Express their own ideas using full sentences with modelling and support from the teacher. Understand more complicated language, e.g. first, last, might, maybe, above, in-between. Understand sequencing words.</p> | <p>Ask questions to clarify their understanding. Hold a conversation when engaged with peers and teachers. To develop explanations of why things happen using recently introduced language from stories, rhymes and non-fiction books. Using past and present tense accurately. Take on different roles in imaginative play. Use talk to help work out problems, organise their thinking and take part in activities.</p> |

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| Spanish | Autumn 1 and 2. Focus on English communication and language: Listening, Attention & Understanding and Speaking. | Autumn 1 and 2. Focus on English communication and language: Listening, Attention & Understanding and Speaking. | I know how to say hello and introduce myself. | I can sing the colour song. | I can start to know how to count to 5. | I can start to know the colours rojo, blanco, verde, azul, amarillo, and negro. |
| Trips | Firefighter/dentist visit/superhero day | A walk through the woods. | Around the world Dressing Up Day | Crazy creatures | Longdown Activity Farm | Visit to Year 1 Classrooms |