

YEAR OVERVIEW 2025-26 for EYFS

	HT1 (8 weeks)	HT2 (7 weeks)	HT3 (6 weeks)	HT4 (5 weeks)	HT5 (6 weeks)	HT6 (7 weeks)
Possible themes/ trips/enhanced provision	All about Me (Separation Worries)	Once upon a Time Visitor - Pantomime/ puppet show	Animals Visitor - Petting zoo	Growing and Changing Visitor – People Who Help Us (Community Police)	In the Garden Trip- Heeley City Farm/Graves Park	World of Fantasy Visitor – linked to World of Fantasy theme (Storyteller?)
<p>prime areas of learning and development (developed during continuous provision through high quality adult interactions)</p>						
Personal, Social and Emotional Development	Forming positive relationships with adults and peers	Aware of boundaries & expectations Recognising feeling and emotions	Developing confidence & self-awareness Learn about how they are unique and how they are similar to others	Resolving conflicts with others Moderate reactions to emotions and feelings	Playing cooperatively Acts of kindness and caring for others	Developing sensitivity to others' needs and feelings Persevere in face of challenge Know right from wrong
Communication and Language	Settling in activities and group carpet time Use of texts in English to discuss moods and feelings Adult interactions in provision to model language (greetings, manners) Singing familiar songs and rhymes	Following simple 1 and 2 step instructions Listen and respond to stories Singing familiar songs and rhymes	Ask how and why questions Retell a story using story language Adult modelling of speaking in sentences Singing familiar songs and rhymes	Listen in a range of contexts and sustain listening Describe events including detail – using connectives Singing familiar songs and rhymes	Respond to stories, events and other people Use a range of tenses e.g. past, present and future forms Develop narratives and explanations Singing familiar songs and rhymes	Hold back and forth conversations with adults Use new and extended vocabulary Share experiences from their lives using correct tense and full sentences Singing familiar songs and rhymes
Physical Development	Gross Motor - General movement and special awareness PE – space and moving Fine Motor - Dough Disco Introduction to cutting & joining tools Go Noodle	Gross Motor - Cooperation games - parachute PE - balance and ways of moving Fine motor- Dough Disco Dominant hand – handling tools accurately e.g. pencils for writing Holding a pencil from a hold hand grasp to pincers	Gross Motor - Balancing & travelling under, over, through equipment PE – Gymnastics Core strength and developing control in movements Fine motor - Dough Disco Threading Holding a pencil from pincer grip to tripod	Gross Motor – stacking and climbing PE -Use of equipment – balls, bean bags Fine motor – weaving Holding a pencil from pincer grip to tripod	Gross Motor – aiming, throwing, pushing and catching PE – obstacle games – moving over, under, through Fine motor - Use of scissors to cut accurately	Gross Motor - Jumping off an object and landing PE- Athletics Sports Day preparation Fine motor - Use of tools with increasing accuracy for a specific purpose EG. Paintbrush to paint detail and cutlery to eat dinner
Handwriting skills developed in line with handwriting curriculum – language, large scale and then letter formation (links to writing)						

YEAR OVERVIEW 2025-26 for EYFS

specific areas of learning and development
(mainly developed during adult directed learning)

Literacy – Word Reading	RWI	RWI	RWI	RWI	RWI	RWI
Literacy - Comprehension	Barbara Throws a Wobbler Owl Babies The Colour Monster (Narrative - picture books, classic stories) Oral retelling of stories Join in with rhymes and repeated refrains	Hello Friend! Blue Penguin Stickman (Narrative -picture books) Oral retelling of stories	The Gingerbread Man The runaway Chapatti The Gruffalo (Narrative – classic stories) Oral story telling using vocabulary and language	The very hungry caterpillar Here’s a little poem (Narrative-picture books, Poetry) Reread texts to build up their understanding and enjoyment Oral poetry	Jaspers beanstalk A good Place Yucky Worms (Narrative – picture books, Narrative non-fiction) Retell stories using actions/puppets/small world Explain the main event of the story	On sudden hill No dinner (Fiction - Narrative – picture book for stamina Traditional tale - Cultural) Show understanding of what has been read by asking questions, making predictions
Literacy - Writing	Dominate hand Mark marking Handwriting patterns	tracing, following patterns with fingers, finger paints Handwriting rhymes in RWI lessons - air write, write on back on a child with finger	Letter formation CVC words	Dictated sentences Captions/labels CVC words Writing name	Dictated sentences Labels and captions	Write own sentence/phrase
Handwriting skills developed in line with handwriting curriculum – language, large scale and then letter formation (links to fine motor)						
Mathematics	Number blocks: Recognising & counting numbers from 1-5 One to one counting Matching numerals to quantity to 5 Bonds to 5 Number songs/actions	Number blocks: Number recognition to 10 Subitising (estimating objects to 5) Number bonds to 10 Adding & subtracting 1 Odds & Evens Doubling	Composition of numbers to 10 Concept of zero Number Bonds within 10 Repeated patterns & space	Number composition up to 15 Number Bonds within 10 2D shapes including shapes in the environment Pattern Problem solving & reasoning – finding the missing number Adding multiples of the same number	Number recognition to 20 Number composition up to 20 Measuring weight & capacity Measuring lengths & heights (tracking plant growth)	Number recognition to 20 Number composition up to 20 Compare numbers Doubling & Halving Positional language (outdoors) Measuring time & distance (outdoors)

YEAR OVERVIEW 2025-26 for EYFS

<p>Understanding the world</p>	<p>Geography - Investigation linked to family background, Similarities/differences in families, community & local area (map) Introduce children to the immediate outdoor environment.</p> <p>History - Talk about their daily and weekly routine. Use language connected with sequencing and the passing of time. Show an interest in the passing of time and how things change. Show interest and talk about how they have changed and grown since they were babies. Introduce a class timeline. Draw or write about recent or past events.</p>	<p>Geography – Look at photographs of the school and local area. Look at photographs of a rural area. Find Similarities/differences in environments.</p> <p>Science - Sing songs/rhymes about the natural environment. Children will be able to draw pictures of the natural world including animals and plants. Notice changes in the seasons.</p> <p>History Act out past events with small world play figures. Ask questions about the past. Look at objects or books to find out about the past</p>	<p>Geography - Draw simple maps of the school, and contrast with simple maps (using symbols) from story</p> <p>Science – Name and recognise animals Similarities/differences in animals Observations of living things Using magnifying glasses and visualizer to observe details</p> <p>History – Explore objects or photographs from the past. (use some of the pictures from the schools grand exhibition Talk about the lives of other members of their family.</p>	<p>Geography – Children will be able to compare various geographical locations (snack time, good opportunity for this/link to where snack is from) Know some place names of different countries. Map work – Google Earth – looking at people who help us</p> <p>History – Explore their own interests which may have historical links, modes of transport, old clothing, old toys etc</p>	<p>Science – Similarities/differences in insects, plants, environments Using visualizer to observe details Opportunities to observe and interact with natural processes such as ice melting, sound causing vibration.</p> <p>History – Role-play special events they have enjoyed and participated in. Recount memories of special celebrations.</p>	<p>History – Explore their local area/school through the eyes of a ‘historian’</p>
---------------------------------------	--	---	--	---	--	--

YEAR OVERVIEW 2025-26 for EYFS

<p>Expressive Arts and Design</p>	<p>Introduce tools/equipment in the Arts and Craft area. Model how to use and their purpose.</p> <p>Observational drawing – self-portraits. Learning colours. Be able to name the primary colours – rainbow song</p> <p>Explore a range of ‘junk modelling’ and natural materials.</p> <p>Music – Explore dance through Go Noodle.</p> <p>Sing familiar songs and rhymes</p>	<p>Creating with a purpose. Use of thick and thin brushes. Teach colour mixing.</p> <p>Introduce the weaving materials in the outside provision.</p> <p>Music – Explore dance through Go Noodle.</p> <p>Sing familiar songs and rhymes</p>	<p>Crafting animal masks, pictures & models. Introduce different joining & mark making tools</p> <p>Animal printing - with blocks or natural materials.</p> <p>Make repeating colour patterns</p> <p>Music – Explore dance through Go Noodle.</p> <p>Sing familiar songs and rhymes</p> <p>Listen to music and talk about it (linked to key texts used)</p>	<p>Collage – using a range of materials.</p> <p>Music – Sing familiar songs and rhymes</p> <p>Listen to music and talk about it (linked to key texts used)</p>	<p>Observational drawings e.g. minibeasts. Refine drawing skills so they can represent the objects with increasing skill.</p> <p>Making minibeasts e.g. salt dough models. Focus on adding different textures. Rubbings from objects (possibly from things they have found in the outdoor environment)</p> <p>Music – Sing familiar songs and rhymes matching the pitch and melody</p> <p>Move to music and songs</p>	<p>Making castles using clay</p> <p>Vegetable printing e.g. Supertato</p> <p>Music – Sing familiar songs and rhymes matching the pitch and melody</p> <p>Move to music and songs</p> <p>Engage in music making using a range of objects and untuned instruments</p>
<p>RE</p>	<p>Unit 1 - Why is the word God important to Christians?</p>	<p>Unit 2- Why is Christmas special to Christians?</p>	<p>Unit 3 – Why is Easter special for Christians?</p>	<p>Unit 4 – Bing special: where do we belong?</p>	<p>Unit 5 – Which places are special and why?</p>	<p>Unit 6 – Which stories are special and why?</p>
<p>Computing</p>		<p>What is a computer – Key skills What is a computer</p>	<p>What is a computer – Key skills We control technology</p>	<p>Programming and Algorithms Tinkering (Bee Bots)</p>	<p>Data Answer basic questions about images (more/less)</p>	<p>Programming and Algorithms Create maps and move Bee Bots</p>