

EYFS yearly overview 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Starting school The colour monster goes to school What makes me a me? Elmer Beegu Rainbow fish Supertato	Emperors egg Handa's surprise Your mind is like a garden Pumpkin soup The Christmas story	Town mouse and country mouse. Cinderella- traditional Ye Shen Chinese Cinderella story Oliver's lollipop To catch a cloud Izzy gizmo	Spring- goodbye winter hello spring Blown away Sunk Three little pigs. Goldilocks Little red riding hood. My friend the weather monster.	The snail and the whale Neon leon Gracie Grabbit and the tiger Simon Sock	Mad about mini beasts What does it mean to be green. Somebody swallowed Stanley When cucumber lost his cool. Odd dog out Grrrrrr!
English	RWI assessments. RWI phonic sessions. Learning initial sounds. Letter formation - overwriting letters for sounds learned.	RWI assessments. RWI phonic sessions. Letter formation - overwriting letters for sounds learned. Initial sounds phonic matching games. Blending matching games. Spelling cvc words with magnetic letters. Using sounds to spell simple cvc words eg cat, dog	RWI assessments. RWI phonic sessions. Blending matching games. Spelling cvc words and words with digraphs with magnetic letters and butter beans. Spelling frames. Using sounds to spell simple cvc words eg cat, dog. Begin to learn digraphs and set 2 RWI sounds. Writing simple labels and captions. Write dictated phrases and sentences. Letter formation - copying and forming letters correctly. Daily reading sessions.	RWI assessments. RWI phonic sessions. Using sounds to spell simple cvc words eg cat, dog. Spelling words with digraphs with magnetic letters and butter beans. Spelling frames. Begin to learn digraphs and set 2 RWI sounds. Spell words with digraphs. Writing simple labels and captions. Write dictated phrases and sentences. Write sentences from stories and topics of interest. Letter formation - copying and forming letters correctly. Daily reading session.	RWI assessments. RWI phonic sessions. Spelling words with digraphs with magnetic letters and butter beans. Spelling frames. Begin to learn digraphs and set 2 RWI sounds. Spell words with digraphs. Begin to spell some of the tricky words. Writing simple labels and captions. Write dictated phrases and sentences. Letter formation - copying and forming letters correctly. Write sentences from stories and topics of interest. Daily reading sessions	RWI assessments. RWI phonic sessions. Spelling words with digraphs with magnetic letters and butter beans. Spelling frames. Begin to learn digraphs and set 2 RWI sounds. Spell words with digraphs. Begin to spell some of the tricky words. Writing simple labels and captions. Write dictated phrases and sentences. Letter formation - copying and forming letters correctly. Write sentences from stories and topics of interest. Daily reading sessions.
Mathematics	Learn number songs and rhymes. Recognise numbers to 6. Understand that the counting sequence stays the same and the last number counted represents how many are in the set.	Read, write and numbers to 10. Represent numbers to 10 in different ways. Begin to identify one more and one less than numbers to 10. Order numbers to 10.	Subitise numbers up to 5. Partition 2, 3, 4, 5 and 6 into 2 groups. Combine groups to make 2, 3, 4, 5 and 6. Find ways to make 2, 3, 4, 5 and 6. Take away from groups up to 6.	Identify which group has more, less or the same. Partition 7, 8 and 9 into 2 groups. Combine groups to make 7, 8 and 9. Find ways to make 7, 8 and 9.	Partition 10. Find totals up to 10. Take away from 10. One more and one less than numbers to 10. Use repeated addition to calculate doubles. To identify odd and even numbers.	To recite to 20. To recognise numbers to 20. To count and make collections to 20. To order numbers to 20. To understand longer/shorter,

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	<p>To recognise that as you count, the quantity increases. To know that each object in the set is counted once and once only. To count items onto a number track. The count of objects can begin with any object in the set and the total will remain the same.</p>	<p>Understand that the counting sequence stays the same and the last number counted represents how many are in the set. To recognise that as you count, the quantity increases. To count items onto a number track. The count of objects can begin with any object in the set and the total will remain the same.</p>	<p>Take away up to 6 objects from a group. Identify one more and one less than numbers to 6.</p>	<p>Take away from groups up to 9. Take away up to 9 objects from a group.</p>	<p>To add equal groups to find a total. To share equally. To recite to 20.</p>	<p>taller/shorter, heavier/lighter. To order items according to length and height. To name and describe 2D shapes. To name 3D shapes.</p>
<p>Personal, social and emotional development</p>	<p><b>SCARF - Me and My Relationships</b> All about Me What makes me special Me and my special people Who can help me? My feelings</p>	<p><b>SCARF - Valuing Difference</b> I'm Special, You're Special Same and different Same and different families Same and different homes I am caring I am a friend</p>	<p><b>NSPCC Pants rule and song SCARF - Keeping Myself Safe</b> What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p>	<p><b>SCARF - Rights and Responsibilities.</b> Looking after my special people. Looking after my friends. Being helpful at home and caring for our classroom. Caring for our world. Looking after money</p>	<p><b>SCARF - Growing and Changing Seasons</b> Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys</p>	<p><b>SCARF - Being my Best</b> Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep</p>
<p>Expressive Arts and design ART</p>	<p><b>Marvellous Marks</b> Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.  Make a salt dough Diwali Lamp Junk modelling Making gingerbread</p>	<p><b>Paint my world</b> Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.  Christmas crafts -sliding Santa Junk modelling Making pumpkin soup</p>	<p><b>Creation station</b> <b>Junk modelling</b> Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.  Pancake making Chinese New Year crafts and cooking</p>	<p><b>Structures - boats</b> then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of EYFS boats and ships before investigating their shape and structures to build their own.  Easter nests and gardens Mother's Day cards</p>	<p><b>Textiles bookmarks</b> Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p>	<p><b>Lets get crafty</b> Developing cutting, threading, joining and folding skills through fun, creative craft projects.  Father's Day cards Salt dough minibeasts</p>

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Expressive Arts and design Music	<b>Call and response - Animals</b> Learn well known nursery rhymes Counting songs. Follow the beat. Harvest songs.	<b>Singing (on the island)</b> Singing with others Christmas songs Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	<b>Contrasting dynamics (Space)</b> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music. Pupils learn that music and instruments can be used to convey moods or represent characters.	<b>Structure (myths and legends)</b>  Copy rhythms Easter songs	<b>Pitch (musical me)</b>  choreograph their own dance steps Action songs	<b>Musical Storytelling (Fairy tales)</b>  create their own music
UOW People and communities RE	<b>Being special</b> <b>Where do we belong?</b> Diwali	<b>Why is Christmas special to Christians?</b> Hannukah	<b>Which places are special and why?</b> Ramadan	<b>Why is Easter special to Christians?</b> Holi - March	<b>Why is the word God so important to Christians</b> Eid - May?	<b>Which stories are special and why?</b>
UOW History/ Geography	<b>Peek into the past</b> <b>How have we changed?</b>	<b>Exploring maps</b>	<b>Travel and transport</b> <b>Old and new</b>	<b>Outdoor adventures</b>	<b>Toys from the past.</b>	<b>Around the world</b>
UOW Science White rose	Me and my small world Senses Signs of Autumn	Whats in my basket? Lets go outside What's changed? Night and day	Changes in winter Let it flow From desert to jungle	Watch it grow Animal detectives Pushes and pulls	From city to sea Look all around Test it out	Happy and healthy Our wonderful world Were going on an animal hunt.
Physical development PE	Dance - explore moving to a beat. Fireworks dance. Develop spatial awareness through travelling games Explore moving in a variety of different ways.  Start/stop movements on commands. Change direction and level of travel.  Gross motor skills - Bikes. Building an obstacle course. Balance bean.  Funky Fingers tasks. Pencil grip and tracing activities. Playdough. (dough disco).	Games - learn to follow simple instructions and rules to play games.  Ball skills - Develop control using large balls. Practise rolling, throwing (using under arm) and catching with large balls on their own and with a partner.  Gymnastics - explore traveling along, over and under apparatus.  Gross motor skills - Bikes. Building an obstacle course. Balance bean.  Funky Fingers tasks	Dance - explore moving to a beat. Create a dance to a piece of music thinking about how it makes your body feel, changing the height of their movements.  Develop spatial awareness through travelling games Explore moving in a variety of different ways. Start/stop movements on commands. Change direction and level of travel.  Gross motor skills - Bikes. Building an obstacle course. Balance bean.	Games - learn and follow simple instructions when playing parachute games. (team work, coordination)  Ball skills - Develop control using large balls. Practise travelling with a ball - bouncing, kicking, rolling.  Gymnastics - explore holding a balance on 1, 2, 3 and 4 points. Both on and off of equipment.  Gross motor skills - Bikes. Building an obstacle course. Balance bean.	Dance - explore moving to a beat. Listen to a range of different music types. How does the change in music impact the dance you do? Can you tell a story through your dance?  Develop spatial awareness through travelling games Explore moving in a variety of different ways. Start/stop movements on commands. Change direction and level of travel.  Athletics - throwing for distance. How to complete a standing long jump.	Athletics - explore different ways to travel. What is the best way to run? How can we start? Run short distances, run longer distances.  Ball skills - explore throwing and catching with a range of larger and smaller balls.  Gymnastics - explore traveling up, over and through equipment.  Gross motor skills - Bikes. Building an obstacle course. Balance bean.

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