

## EYFS 2025-26 Yearly Overview

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<b>Phonics</b> (Little Wandle)	<b>Sounds:</b> s a t p i n m d g o c k c k e u r h b f l <b>Tricky Words:</b> is I the	<b>Sounds:</b> ff ll ss j v w x y z zz qu ch sh th ng nk  • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)  <b>Tricky Words:</b> put pull full as and has his her go no to into she push he of we me be	<b>Sounds:</b> ai ee igh oa oo or ur ow oi ear air er  • words with double letters • longer words  <b>Tricky Words:</b> was you they my by all are sure pure	Review Phase 3 sounds and tricky words  • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/  <b>Tricky words:</b> said so have like some come love do were here little says there when what one out today	Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words  <b>Tricky Words:</b> review all taught so far.
<b>Literacy</b> (Talk 4 Writing Approach)	<b>Key Text:</b> Dear Zoo  <b>Non-Fiction Link:</b> Instructions – How to Care for a Pet  <b>Invention Focus:</b> introduction to the 5-sentence story  <b>Writing Focus:</b> pencil grip & control, writing posture, making meaningful marks, symbols	<b>Key Text:</b> The Little Red Hen  <b>Non-Fiction Link:</b> Instructions – How to Make Bread  <b>Invention Focus:</b> characters  <b>Writing Focus:</b> letter formation, writing on a line	<b>Key Text:</b> We're Going on a Bear Hunt  <b>Non-Fiction Link:</b> Persuasion – Come to my Cave Party  <b>Invention Focus:</b> settings  <b>Writing Focus:</b> labelling, lists and captions	<b>Key Text:</b> The Three Billy Goats Gruff  <b>Non-Fiction Link:</b> Persuasion – Beware of the Troll  <b>Invention Focus:</b> problems  <b>Writing Focus:</b> labelling, lists and captions	<b>Key Text:</b> What the Ladybird Heard  <b>Non-Fiction Link:</b> Recount – Our Trip to ... (TBC)  <b>Invention Focus:</b> solutions  <b>Writing Focus:</b> simple sentences with capital letters and full stops	<b>Key Text:</b> The Very Hungry Caterpillar  <b>Non-Fiction Link:</b> Information – The Lifecycle of a Butterfly  <b>Invention Focus:</b> endings  <b>Writing Focus:</b> multiple simple sentences that link together to form a narrative
<b>Maths</b> (Mastering Number & White Rose Maths)	<b>Number &amp; Numerical Patterns</b> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers 'hiding' inside larger numbers</li> <li>• connect quantities and numbers to finger patterns</li> </ul> <b>Shape, Space &amp; Measure</b> <ul style="list-style-type: none"> <li>• Compare size, mass &amp; capacity</li> <li>• Explore pattern</li> <li>• Circles &amp; triangles</li> <li>• Positional language</li> <li>• Shapes with 4 sides</li> <li>• Time</li> </ul>		<b>Number &amp; Numerical Patterns</b> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>• focus on equal and unequal groups when comparing numbers</li> <li>• understand that two equal groups can be called a 'double' and connect this to finger patterns</li> </ul> <b>Shape, Space &amp; Measure</b> <ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Compare capacity</li> <li>• Length &amp; height</li> <li>• Time</li> <li>• 3D shapes</li> <li>• Spatial awareness</li> <li>• Patterns</li> </ul>		<b>Number &amp; Numerical Patterns</b> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>• begin to generalise about 'one more than' and 'one less than' numbers within 10</li> </ul> <b>Shape, Space &amp; Measure</b> <ul style="list-style-type: none"> <li>• Spatial Reasoning</li> <li>• Match, rotate, manipulate</li> <li>• Compose and decompose</li> <li>• Visualise and build</li> <li>• Patterns &amp; relationships</li> <li>• Mapping</li> </ul>	
<b>Topic</b>	<b>Marvellous Me</b> <ul style="list-style-type: none"> <li>- Investigate: which is the most common eye colour in our class? (research)</li> <li>- Design &amp; make: paper birthday balloon display &amp; split pin dolls</li> <li>- Art: Pablo Picasso portraits</li> <li>- Role play home</li> <li>- In the kitchen: biscuits</li> </ul>	<b>Our Community</b> <ul style="list-style-type: none"> <li>- Investigate: what do roadworkers use to melt ice? (comparative testing)</li> <li>- Design &amp; make: a Christmas decoration</li> <li>- Art: local artist TBC</li> <li>- Role play post office</li> <li>- In the kitchen: bread</li> </ul>	<b>Around the World</b> <ul style="list-style-type: none"> <li>- Investigate: which materials will float and which will sink? (pattern seeking)</li> <li>- Design &amp; make: a traditional African necklace</li> <li>- Art: Esther Mahlangu – South African shape patterns</li> <li>- Role play travel agents / airport</li> </ul>	<b>Buildings</b> <ul style="list-style-type: none"> <li>- Investigate: which material makes the most waterproof roof? (comparative testing)</li> <li>- Design &amp; make: a junk model house</li> <li>- Art: Gaudi collages</li> <li>- Role play architect</li> <li>- In the kitchen: Easter egg nests</li> </ul>	<b>Food and Plants</b> <ul style="list-style-type: none"> <li>- Investigate: how does a sunflower seed change over time? (observing over time)</li> <li>- Design &amp; make: a felt flower brooch</li> <li>- Art: Yayoi Kusama – spot painting flowers</li> <li>- Role play restaurant</li> <li>- In the kitchen: rhubarb crumble</li> </ul>	<b>Amazing Animals</b> <ul style="list-style-type: none"> <li>- Investigate: how can we organise our small world animals? (identifying and classifying)</li> <li>- Design &amp; make: a bug hotel</li> <li>- Art: Banksy - animal stencils</li> <li>- Role play vets</li> <li>- In the kitchen: mini fruit pavlovas</li> </ul>

	<ul style="list-style-type: none"> <li>- RE: being special: where do we belong?</li> <li>- Fieldwork – mapping our learning area.</li> </ul>	<ul style="list-style-type: none"> <li>- RE: why do Christians perform nativity plays at Christmas?</li> <li>- Fieldwork – do we have enough shops in our community?</li> </ul>	<ul style="list-style-type: none"> <li>- In the kitchen: Chinese vegetable stir fry</li> <li>- RE: why is the word ‘God’ so important to Christians?</li> <li>- Fieldwork – does this week’s forecast match the weather? Computer Vs Opinion.</li> </ul>	<ul style="list-style-type: none"> <li>- RE: why do Christians put a cross in an Easter Garden?</li> <li>- Fieldwork – where is best to build a den?</li> </ul>	<ul style="list-style-type: none"> <li>- RE: what places are special and why?</li> <li>- Fieldwork - mapping fairy towns.</li> </ul>	<ul style="list-style-type: none"> <li>- RE: what times/stories are special and why?</li> <li>- Fieldwork – where is the best place to release our butterflies?</li> </ul>
<b>Physical Development</b> (Get Set 4 PE)	<b>Introduction to PE</b> <ul style="list-style-type: none"> <li>• move safely and sensibly in a space with consideration of others.</li> <li>• develop moving safely and stopping with control.</li> <li>• use equipment safely and responsibly.</li> <li>• use different travelling actions whilst following a path.</li> <li>• work with others cooperatively and play as a group.</li> <li>• follow, copy and lead a partner.</li> </ul>	<b>Fundamentals</b> <ul style="list-style-type: none"> <li>• develop balancing whilst stationary and on the move.</li> <li>• develop running and stopping.</li> <li>• develop changing direction.</li> <li>• develop jumping and landing.</li> <li>• develop hopping and landing with control.</li> <li>• explore different ways to travel.</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>• copy and create shapes with my body.</li> <li>• create shapes whilst on apparatus.</li> <li>• develop balancing and taking weight on different body parts.</li> <li>• develop jumping and landing safely.</li> <li>• develop rocking and rolling.</li> <li>• copy and create short sequences by linking actions together.</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• explore different body parts and how they move.</li> <li>• remember and repeat actions.</li> <li>• express and communicate ideas through movement exploring directions and level.</li> <li>• create movements and adapt and perform simple dance patterns.</li> <li>• copy and repeat actions showing confidence and imagination.</li> <li>• move with control and co-ordination, linking, copying and repeating actions.</li> </ul>	<b>Ball Skills</b> <ul style="list-style-type: none"> <li>• develop rolling a ball to a target.</li> <li>• develop stopping a rolling ball.</li> <li>• develop accuracy when throwing to a target.</li> <li>• develop accuracy when throwing to a target.</li> <li>• develop bouncing and catching a ball.</li> <li>• develop dribbling a ball with my feet.</li> <li>• develop kicking a ball.</li> </ul>	<b>Games</b> <ul style="list-style-type: none"> <li>• work safely and develop running and stopping.</li> <li>• develop throwing and learn how to keep score.</li> <li>• play games showing an understanding of the different roles within it.</li> <li>• follow instructions and move safely when playing tagging games.</li> <li>• work cooperatively and learn to take turns.</li> <li>• work with others to play team games.</li> </ul>
<b>Personal, Social &amp; Emotional Development</b> (Jigsaw PSHE)	<b>Being Me in My World</b> <ul style="list-style-type: none"> <li>• understand how it feels to belong and that we are similar and different.</li> <li>• start to recognise and manage my feelings.</li> <li>• enjoy working with others to make school a good place to be.</li> <li>• understand why it is good to be kind and use gentle hands.</li> <li>• start to understand children’s rights and this means we should all be allowed to learn and play.</li> <li>• learn what being responsible means.</li> </ul>	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>• identify something I am good at and understand everyone is good at different things.</li> <li>• understand that being different makes us all special.</li> <li>• know we are all different but the same in some ways.</li> <li>• tell you why I think my home is special to me.</li> <li>• tell you how to be a kind friend.</li> <li>• know which words to use to stand up for myself when someone says or does something unkind.</li> </ul>	<b>Dreams &amp; Goals</b> <ul style="list-style-type: none"> <li>• understand that if I persevere I can tackle challenges.</li> <li>• tell you about a time I didn’t give up until I achieved my goal.</li> <li>• set a goal and work towards it.</li> <li>• use kind words to encourage people.</li> <li>• understand the link between what I learn now and the job I might like to do when I’m older.</li> <li>• say how I feel when I achieve a goal and know what it means to feel proud.</li> </ul>	<b>Keeping Healthy</b> <ul style="list-style-type: none"> <li>• understand that I need to exercise to keep my body healthy.</li> <li>• understand how moving and resting are good for my body.</li> <li>• know which foods are healthy and not so healthy and can make healthy eating choices.</li> <li>• know how to help myself go to sleep and understand why sleep is good for me.</li> <li>• wash my hands thoroughly and understand why this is important, especially before I eat and after I go to the toilet.</li> <li>• know what a stranger is and how to stay safe if a stranger approaches me.</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• identify some of the jobs I do in my family and how I feel like I belong.</li> <li>• know how to make friends to stop myself from feeling lonely.</li> <li>• think of ways to solve problems and stay friends.</li> <li>• start to understand the impact of unkind words.</li> <li>• use Calm Me time to manage my feelings.</li> <li>• know how to be a good friend.</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>• name parts of the body.</li> <li>• tell you some things I can do and foods I can eat to be healthy.</li> <li>• understand that we all grow from babies to adults. I can express how I feel about moving to Year 1.</li> <li>• talk about my worries and/or the things I am looking forward to about being in Year 1</li> <li>• share my memories of the best bits of this year in Reception.</li> </ul>
<b>Other Special Events / Traditions / Seasonal</b>	<ul style="list-style-type: none"> <li>• Parent Phonics Workshop</li> <li>• Parent Mastering Number Workshop</li> <li>• Harvest</li> <li>• Diwali</li> <li>• Black History Month</li> <li>• Halloween</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas Performance</li> <li>• Bonfire Night</li> <li>• Remembrance</li> <li>• Anti-bullying Week</li> <li>• Stay and Play</li> <li>• Local visits to café, church, library, fire service, police</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>• Easter</li> <li>• Pancake Day</li> <li>• World Book Day</li> <li>• St Patrick’s Day</li> <li>• Mothering Sunday</li> <li>• Eid</li> </ul>	<ul style="list-style-type: none"> <li>• Trip TBC – Acton Scott / Discovery Centre / Shrewsbury Museum</li> </ul>	<ul style="list-style-type: none"> <li>• Green Week</li> <li>• Father’s Day</li> <li>• Sports Day</li> <li>• Transition to Year 1</li> </ul>

