



EYFS Curriculum Overview

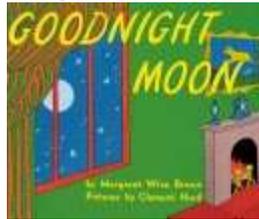
2025-2026

EYFS Curriculum Overview 2025-2026

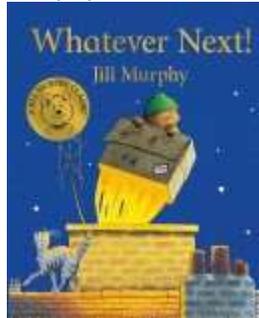
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	<ul style="list-style-type: none"> • Our Homes • Above Our Heads 	<ul style="list-style-type: none"> • Colours • Our Pets • Christmas 	<ul style="list-style-type: none"> • Polar Adventure • Super Senses 	<ul style="list-style-type: none"> • Splashing in Muddy Puddles • At the Zoo 	<ul style="list-style-type: none"> • Patterns • Kitchen Café • In the Garden 	<ul style="list-style-type: none"> • All Aboard • On my way to the coast
Engage Activity	Visit to Chatsworth House Forest/ Autumn Walk	Elmer day Santa Visit	Polar adventure day	Puddles Day Visit the zoo	Walk to the garden Centre- Markeaton Park	Visit to the train museum – Markeaton Park
Inspire Day	Autumn Antics- Pumpkin Carving	Festival of Light Celebration		Female Inspire Event Easter Inspire	Eid celebration	Male Inspire Event
Forest Schools	<p>Forest School Safety</p> <ul style="list-style-type: none"> ▪ To co-construct safety rules for Forest School area ▪ To explore the area with reference to safe risk taking <p>Structures</p> <ul style="list-style-type: none"> ▪ Identifying shapes in natural objects. ▪ Comparing homes/ habitats for humans /animals. Identifying natural materials. ▪ Constructing structures of different sizes. 	<p>Shelter</p> <ul style="list-style-type: none"> ▪ Identify different animals and insects that use forest school. Identify how they shelter from dangers ▪ Explore waterproof materials ▪ Construct a shelter for yourself and for animals 	<p>Warmth</p> <ul style="list-style-type: none"> ▪ How to stay warm in cold weather ▪ Identify changes seen during winter. ▪ Identify how animals stay warm ▪ Explore materials for insulation and warmth 	<p>Plants</p> <ul style="list-style-type: none"> ▪ Identify how plants grow ▪ Prepare vegetable beds ▪ Sow seeds ▪ Maintain veg beds 	<p>Materials</p> <ul style="list-style-type: none"> ▪ Identify different materials around forest school. ▪ Explore uses for different materials. <p>Tools</p> <ul style="list-style-type: none"> ▪ Draw safety rules for tool use. ▪ Identify uses for each tool ▪ Explore using different tools safely ▪ Construct a carved model/tool 	<p>Food</p> <ul style="list-style-type: none"> ▪ Identify sources of food ▪ Harvest and identify foods from veg beds ▪ Observational drawing of foods ▪ Cook and eat foods harvested

Key texts

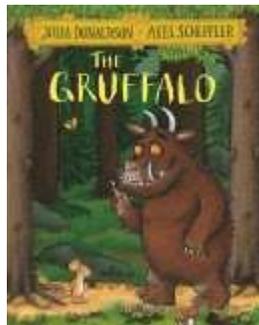
Goodnight Moon - Margaret Wise Brown



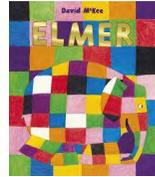
Whatever Next! - Jill Murphy



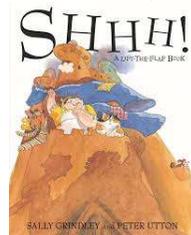
The Gruffalo - Julia Donaldson



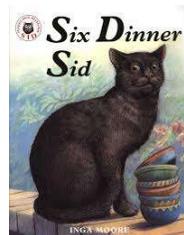
Elmer David McKee



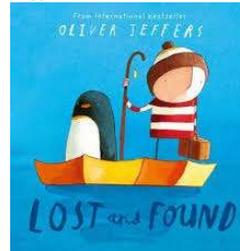
SHHH! - Sally Grindley



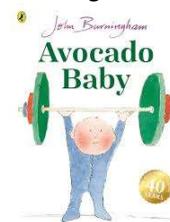
Six Dinner Sid - Inga Moore



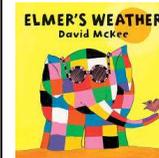
Lost and Found - Oliver Jeffers



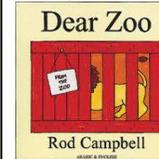
Avocado Baby - John Burningham



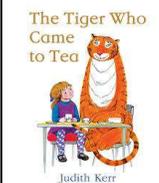
Elmer's Weather - David McKee



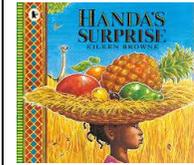
Dear Zoo - Rod Campbell



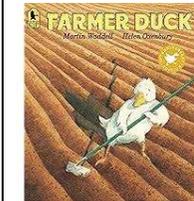
The Tiger Who Came for Tea - Judith Kerr



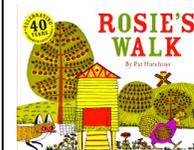
Handa's Surprise - Eileen Browne



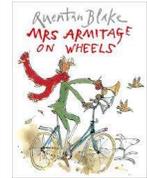
Farmer Duck - Martin Waddell



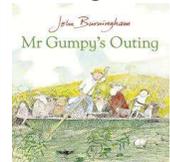
Rosie's Walk - Pat Hutchins



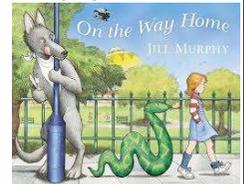
Mrs Armitage on Wheels - Quentin Blake

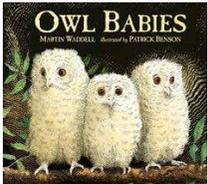


Mr Grumpy's Outing - John Burningham



On the Way Home - Jill Murphy



	<p>Owl Babies - <i>Martin Waddell</i></p> 					
<p>Supplementary texts</p>	<p>Monkey Puzzle –<i>Julia Donaldson</i> Can't You Sleep Little Bear - <i>Martin Waddell</i></p>	<p>Tabby Mctat –<i>Julia Donaldson</i> Hospital Dog –<i>Julia Donaldson</i></p>	<p>Penguin Small –<i>Mick Inkpen</i> The Emperors Egg – <i>Martin Jenkins</i></p>	<p>The Elves and the Shoe Maker - The Smartest Giant in Town –<i>Julia Donaldson</i></p>	<p>Carnival of Animals (pattern) Oliver's Fruit Salad-<i>Vivian French</i></p>	<p>The Train Ride- <i>June Crebbin</i></p>
<p>Read Write Inc</p>	<p>Read Write Inc. is closely matched to the National Curriculum in England 2014.</p>					
<p>Word Reading</p>	<p>Apply phonic knowledge and skills to decode words. Reading green words and story green words. Read high frequency words – these are taught as red words.</p>					
<p>Comprehension</p>	<ul style="list-style-type: none"> ▪ Develop pleasure in reading. ▪ Daily BSL stories, fiction and nonfiction texts. ▪ Sequence events in stories. ▪ Make inferences and predictions 					
<p>Transcription</p>	<p>Sounds are introduced sequentially in a structured and systematic way:</p> <ul style="list-style-type: none"> ▪ Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk ▪ Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy ▪ Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ur <p>Get Writing activities:</p> <ol style="list-style-type: none"> 1 Play 'Fred Rhythms' to learn to spell the words – encoding 2. Play 'Fred Fingers' to memorise the spelling – encoding 3. Carry out a spelling check – encoding 4. Take a spelling test – encoding 5. Hold a sentence – encoding 6. Build a sentence – language comprehension and encoding 					

	7. Edit for spelling and punctuation – language comprehension and encoding 8. Write About		
	Name Letters of the alphabet		
Handwriting	Sit and hold pencil correctly. Begin to form lower case letters in correct direction. Capital letters. 'Digits 0-9.		
Composition	Extended pieces of writing, applying developing phonic knowledge and language comprehension.		
Vocabulary grammar and punctuation	Children are taught to use capital letters at the start of sentences, for names and for the word 'I'.		
Read Write Inc-	Texts matched to children's increasing knowledge of phonics and 'tricky' words. Reading and Writing activities		
BSL	<u>BSL EYFS Curriculum: Reception</u> <ul style="list-style-type: none"> • Everyday routine in School • About me: Deaf identity • Emotions: Simple • Likes/dislikes 	<u>BSL EYFS Curriculum: Reception</u> <ul style="list-style-type: none"> • Friendships and relationships: recognising people around them • Family • Simple conversational communication (skills and rules) • Colours 	<u>BSL EYFS Curriculum: Reception</u> <ul style="list-style-type: none"> • Deaf and hearing people around school • Transport <ul style="list-style-type: none"> ▪ Weather
SaLT	<u>Autumn Term 1</u> <u>Narrative: Three Little Pigs</u>	<u>Spring Term 1</u> <u>Language for Thinking: Bear Snores On</u>	<u>Summer Term 1</u> <u>Strand: Stories and Personal Narrative</u> <u>Photos of EYFS</u>
Language for Thinking Blanks 1 + 2	<ul style="list-style-type: none"> • Sorting/ Categorising pigs, animals, houses, building material 1 and 2 key word level	<ul style="list-style-type: none"> • Sort/ Categorise/Odd one out: • Same/Different 1 and 2 key word level	<ul style="list-style-type: none"> • Naming/describing what's happening Sequencing pictures

Social Communication Emotions, Perspective, Evaluation,	<ul style="list-style-type: none"> Emotions: scared, angry, Good choice, bad choice Ask for help	<ul style="list-style-type: none"> Emotions: sad, alone, friendly, scared, angry Being friendly, kind,	<ul style="list-style-type: none"> Prompted to focus upon others story Prompted to ask peers a question Shared turns in pairs / small group
Stories and Personal Narratives	<ul style="list-style-type: none"> Sequencing pictures Retell story + toys in sections / whole	<ul style="list-style-type: none"> Sequencing pictures Retell story + toys in sections / whole Individual felt boards with stick on characters	<ul style="list-style-type: none"> Sharing story with peers Peers adding their memories Recapping and retelling elaborated story
Vocabulary Spoken/Written Story vocab + Linked activity vocab	<ul style="list-style-type: none"> Nouns: Pig body parts, house, materials Verbs: build, blow, run, hide	<ul style="list-style-type: none"> Nouns: Animal names Food, popcorn, tea, fire, nuts, Verbs: sleep, wake up, snore, crawl, jump, dig,	Event based vocabulary
Sentence Construction Spoken/Written	<ul style="list-style-type: none"> Repetitive phrases S / SV Huff and puff, blow, oh no, go away,	S, SV,	S / SV / SVO
Speech Spoken/Written	<ul style="list-style-type: none"> Vocal turns Speech sounds, single words, repetitive phrases	<ul style="list-style-type: none"> Friendly voice, angry voice Snore, animal sounds Pitch of voice, mouse, bear, rabbit	<ul style="list-style-type: none"> Vocal turns, Single words, carrier phrases
	<p style="text-align: center;"><u>Autumn Term 2</u></p> <p><u>Social Communication: Shared Interaction</u></p> <p><u>Games</u></p> <ul style="list-style-type: none"> Musical chairs, pass the parcel, parachute games, Ball games 	<p style="text-align: center;"><u>Spring Term 2</u></p> <p><u>Strand: Social Communication</u></p> <p><u>Turn Taking</u></p> <ul style="list-style-type: none"> Pop up pirate, Crocodile teeth, fishing game, monkey dangle, picture dominoes, Bowling, Giant Jenga 	<p style="text-align: center;"><u>Summer Term 2</u></p> <p><u>Strand: Language for Thinking</u></p> <ul style="list-style-type: none"> <u>Hairy McClary</u>
Language for Thinking Blanks 1 + 2	<ul style="list-style-type: none"> Names of children Descriptions: Name + action 'next' 	<ul style="list-style-type: none"> Describing and giving instructions 	<ul style="list-style-type: none"> Categories pets vs other animal groups Describing differences
Social Communication	<ul style="list-style-type: none"> Watching and responding to peers Turn taking Winning/loosing, Out/In 	<ul style="list-style-type: none"> Turn taking, interacting with peers, sequence of games, win – lose. Beginning, middle, end of games 	<ul style="list-style-type: none"> Emotions: Happy, excited, scared,

Stories and Personal Narratives	<ul style="list-style-type: none"> Retelling last weeks game Sequence of game followed 	<ul style="list-style-type: none"> Retell the story of what was played last week, or a memory of playing the game before. 	<ul style="list-style-type: none"> Retell story Retain sequence, memory
Vocabulary Spoken/Written	<ul style="list-style-type: none"> Children’s names Game specific vocabulary Again, more, finished, tidy up 	<ul style="list-style-type: none"> Topic specific for game 	<ul style="list-style-type: none"> Colours, shapes, Walk, jump, hide,
Sentence Construction Spoken/Written	<ul style="list-style-type: none"> Repetitive phrases to play game S, SV and bridge SVO e.g. Clare touches head 	<ul style="list-style-type: none"> My turn, your turn, Words to encourage, e.g. well done, fantastic, never mind, good luck. 	<ul style="list-style-type: none"> S / SV / SVO Adj N / Adj Adj N
Speech Spoken/Written	<ul style="list-style-type: none"> Take vocal turns with set phrases for game. Well done, my turn, your turn 	<ul style="list-style-type: none"> Vocal turns Cheers Voicing during the game e.g. singing along, voicing to say come in 	<ul style="list-style-type: none"> Pitch of bark, high / low for dogs sizes Single words / repetitive phrases

Communication and Language	Describing familiar homes and routines including their own.	Use descriptive language for weather, sky, and colours.	Use vocabulary related to cold climates, animals, and weather.	Use sensory vocabulary (e.g., spicy, smooth, loud).	Use descriptive and positional language.	Use vocabulary related to nature, transport, and geography.
	Retell stories with detail and sequence.	Ask and answer ‘why’ questions.	Make predictions and explain changes (e.g., melting ice).	Ask and answer questions about body parts and senses.	Engage in discussions about food and health. Retell and innovate stories.	Ask and answer questions about the environment.
	Use descriptive language for weather, sky, and seasonal changes.	Use vocabulary related to animals, pets, and care routines.	Use descriptive language for materials and textures.	Use animal-related vocabulary (e.g., wild, tame, zookeeper).	Use talk to explain processes and outcomes.	Use talk to plan and reflect on activities.
	Ask and answer ‘why’ questions.	Engage in discussions about celebrations and traditions.	Engage in discussions about waterproof clothing and outdoor play.	Retell zoo-themed stories and describe animal behaviours.		Retell non-fiction information with accuracy.

		<p>Retell stories and poems linked to Christmas.</p> <p>Use expressive language to describe feelings and festive experiences.</p>	<p>Retell stories with expressive language and sequencing.</p>	<p>Use talk to compare and contrast animals and habitats.</p>			
Personal Social and Emotional Development	<p>Talk about family and home routines including hygiene.</p> <p>Begin to understand healthy habits (e.g., brushing teeth after meals).</p> <p>Introduce oral health vocabulary (e.g., dentist, plaque, toothbrush).</p>	<p>Express feelings and consider others' emotions.</p> <p>Learn about kindness and caring through pet care.</p> <p>Celebrate differences and traditions (e.g., Christmas).</p> <p>Learn about caring for pets and self (including teeth).</p> <p>Make healthy choices during festive celebrations (e.g., sugar awareness).</p>	<p>Show resilience in challenging activities.</p> <p>Work collaboratively in outdoor and sensory play.</p> <p>Begin to moderate emotions and solve problems.</p>	<p>Use vocabulary to describe emotions and sensations.</p> <p>Show empathy and care for living things.</p> <p>Understand rules and boundaries in group play.</p> <p>Learn how senses help us care for our bodies (e.g., taste and teeth).</p>	<p>Take responsibility in role play (e.g., café jobs).</p> <p>Work collaboratively and solve conflicts.</p> <p>Show independence in self-care and decision-making.</p>	<p>Celebrate friendships and shared memories.</p> <p>Reflect on achievements and transitions.</p>	

Physical Development	Ball Skills Control and coordination <ul style="list-style-type: none"> ▪ Running in a defined space ▪ Kicking, rolling or throwing – large ball towards a target or into a space, ▪ Dribbling a ball with hands or feet Movement with the ball <ul style="list-style-type: none"> ▪ Kick the large ball, track and retrieve ▪ Throw a large ball underarm or overhead, track and retrieve 		Dance Control and coordination. <ul style="list-style-type: none"> ▪ Move within a defined space ▪ Avoids obstacles ▪ Copyies others movements ▪ Makes simple shapes with the body – stretched, curled ▪ Change of speed, walk – run and run - walk Travel <ul style="list-style-type: none"> ▪ On using different body parts Roll Crawl Slide Perform Copy others movement patterns		Trampolining and Gymnastics Locomotion skills <ul style="list-style-type: none"> ▪ Copy and repeat movement patterns ▪ Running ▪ Jumping ▪ Skipping ▪ Hopping ▪ Roll Body shapes <ul style="list-style-type: none"> ▪ Curled ▪ Stretched ▪ Wide ▪ Tall Balance <ul style="list-style-type: none"> ▪ On different body parts Control <ul style="list-style-type: none"> ▪ Change of speed – walking to running and running to walking ▪ Travels confidently within a given space ▪ Avoids obstacles 		Athletics Track events Running <ul style="list-style-type: none"> ▪ 25m ▪ Relay – straight line Field events <ul style="list-style-type: none"> ▪ Jumping – over small obstacles ▪ Throwing – using overhead throw
	Mathematics	Getting to know you	It's me 1,2,3	Alive in 5	Building 9 and 10	To 20 and beyond	Sharing and grouping
Match, sort and compare		Circles and Triangles	Mass and Capacity	Explore 3-D shapes	How many now?	Visualise, build and map	
	Talk about measure and patterns	1,2,3,4,5	Growing 6,7,8		Manipulate, compose and decompose	Make connections	
		Shapes with 4 sides.	Length heights and time				

<p style="text-align: center;">Literacy</p>	<p>Engage in story times and retell familiar stories.</p> <p>Recognise and name letters in own name.</p> <p>Begin to read simple words using taught phonics.</p> <p>Explore non-fiction texts about homes and weather.</p>	<p>Read and write labels, captions, and lists.</p> <p>Learn and recite rhymes and poems about colours and animals.</p> <p>Write cards and letters linked to Christmas.</p> <p>Read simple sentences using known sounds and tricky words.</p>	<p>Read and write facts about polar animals and weather.</p> <p>Use phonics to write simple sentences.</p> <p>Explore vocabulary through non-fiction and story texts.</p> <p>Retell stories with sequencing and detail.</p>	<p>Read and write descriptive sentences using sensory vocabulary.</p> <p>Explore animal stories and zoo-themed non-fiction.</p> <p>Develop handwriting and sentence structure.</p> <p>Use phonics to write labels, captions, and short stories.</p>	<p>Read and write facts about polar animals and weather.</p> <p>Use phonics to write simple sentences.</p> <p>Explore vocabulary through non-fiction and story texts.</p> <p>Retell stories with sequencing and detail.</p>	<p>Read and write postcards, travel journals, and garden diaries.</p> <p>Explore non-fiction texts about nature and transport.</p> <p>Write extended sentences using conjunctions.</p> <p>Re-read own writing to check for sense and accuracy.</p>
<p style="text-align: center;">Understanding the World</p>	<p>Talk about members of their family and community.</p> <p>Talk about members of their family and community.</p> <p>Describe familiar homes and routines including their own.</p>	<p>Recognise and talk about colours in the environment.</p> <p>What is camouflage?</p> <p>Understand what a pet is, that they have different needs and</p>	<p>Find out about animals and people that live in cold weather countries.</p> <p>Experiments with ice- make predictions about melting.</p>	<p>Explore collections of materials –properties and uses</p> <p>Find out about different footwear Role play shoe Shop</p> <p>Talk about wearing boots in muddy weather – waterproof</p>	<p>Healthy Eating Keeping safe in the kitchen</p> <p>Name different food and where it is grown</p> <p>Products from Farm animals- visit the working farm</p>	<p>Plants and creatures in the garden</p> <p>Name parts of the flower, plants and trees.</p> <p>Discuss importance of taking care of plant and trees</p>

	<p>Where they live and who they live with.</p> <p>Different houses across the world.</p> <p>What is the Harvest festival?</p> <p>What happens during Autumn?</p> <p>What is above our heads- air transport, birds (talk about nests)</p> <p>Weather/ Seasonal changes</p>	<p>how to be gentle and take care of pets.</p> <p>Talk about different creatures. Learn about being a vet.</p> <p>Understand celebrations and traditions (e.g., Christmas).</p> <p>Recognise that people celebrate special times in different ways.</p>	<p>Name parts of the body and describe the main senses</p> <p>What happens during Spring?</p>	<p>Look at footwear through the ages</p> <p>Visit the Zoo</p> <p>Recognise and name some animals in the zoo</p> <p>Talk about Looking after and taking care of animals</p> <p>Find out about the job of the zoo keeper</p>	<p>Fruits and vegetables- how to grow food.</p> <p>Investigate patterns in nature and materials.</p> <p>What happens during Summer?</p>	<p>Bees</p> <p>Find out about different types of boats</p> <p>Investigate floating and sinking.</p> <p>Design their own boat and test it.</p> <p>Talk about places that the children have visited</p> <p>Name physical and human features- roads, city, town, rivers, coast, lakes, oceans, caves, volcanoes.</p> <p>Drawing simple maps</p>
<p>Expressive Arts and Design</p>	<p>Create models of homes using</p>	<p>Mix colours and explore shades.</p>	<p>Explore icy textures and cool colours.</p>	<p>Explore sensory art (e.g., textured</p>	<p>Explore repeating patterns in art and textiles.</p>	<p>Create garden scenes and mini-beast art.</p>

	<p>construction and collage.</p> <p>Explore weather-themed music and movement.</p> <p>Use drawing and painting to represent skies, clouds, and stars.</p>	<p>Create pet portraits and animal masks.</p> <p>Perform and sing Christmas songs.</p> <p>Use materials to make decorations and cards.</p>	<p>Create weather-themed dances and soundscapes.</p> <p>Use paint and collage to represent puddles and rain.</p>	<p>painting, scented playdough).</p> <p>Create animal masks and habitats.</p> <p>Use instruments to represent animal sounds.</p>	<p>Learn the names of different patterns- stripes, spots, zig zags</p> <p>Create patterns with different materials</p> <p>Musical patterns</p> <p>Create menus and food-themed artwork.</p> <p>Role play café scenarios with props and costumes.</p>	<p>Explore seaside-themed songs and dances.</p> <p>Use drawing and painting to represent journeys and maps.</p>

