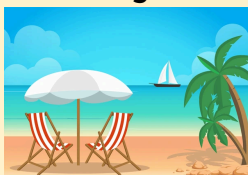


EYFS Curriculum Yearly Overview

Cycle A: 2025-26



This is a flexible plan to allow for the children's interests and fascinations and to be able to respond to the children's different needs.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	All About Me 	People Who Help Us 	Nursery Rhymes and Fairy Tales 	Animal Beasts & Dragons 	Zig Zags and Spots 	Holidays and Moving On 
English	Core texts: Where the Wild Things Are - Maurice Sendak Bringing the Rain to Kapiti Plain - Verma Aardema	Core texts: Look Up! - Nathan Bryon and Dapo Adeola I am Henry Finch - Alexis Deacon	Core texts: The Magic Paintbrush - Julia Donaldson and Joel Stewart Little Red - Lynn Roberts and David Roberts	Core texts: The Tiny Seed - Eric Carle I Will Not Ever Never Eat a Tomato - Lauren Child	Core texts: My Shadow is Pink - Scott Stuart The Night Pirates - Pete Harris and Deborah Allwright	Core texts: And Tango Makes Three - Justin Richardson and Peter Parnell Oi Frog! - Kes Gray and Jim Field
Drawing Club	Drawing Club is a storytelling and literacy approach that uses stories to inspire children's imagination and develop various skills like language, fine motor, early writing, and mathematical understanding. The stories used are based on children's interests.					
Phonics YN	Rhyme time	Tuning into sound: s a t p i n m	Tuning into sounds: d g o c k e	Tuning into sounds: u r h b f l	Tuning into sounds: j v w y z q u ch	Tuning into sounds: ck x sh th ng nk
Phonics YR	s a t p i n m d g o c k c k e u r h b f l is I the	ff ll ss j v w x y z zz qu ch sh th ng nk -s put pull full as and has his her go no to into she push he of we me be	ai ee igh oa oo oo ar or ur ow oi ear air er longer words / double letters was you they my by all are sure pure	longer words / double letters / more than one digraph / -ing / -s / -es	short vowels / adjacent consonants CVCC CCVC CVCVC CCVC CVCVC longer words / compound words /	long vowels / adjacent consonants CVCC CCVC CCCVC CCV CVCVC longer words / -ing / -ed / -er / -est

“Treat others exactly as you would like to be treated yourself” Luke 6:31

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					-ing / -ed / -est	
Maths YN	More than/fewer than. the same Explore & build with shapes Explore repeating patterns	Hear and say number names Begin to order number names Show me 1, 2, 3	Join in with repeats Explore position and shape Show me 1, 2, 3	Move and label 1, 2, 3 Explore position and routes Compare and sort collections	Making patterns together Make games and actions Show me 5	Stop at 1-5 My own pattern, Match, sort, compare
Maths YR	Match, sort and compare Talk about measure and patterns It's me 1,2,3	Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity, Growing 6, 7, 8, Length. height and time	Building 9 and 10 Explore 3D shapes	To 20 and beyond, How many more? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
RE	Creation 1 Why is the word 'God' so important to Christians? Including an encounter with: A Muslim whispering Allah in a baby's ear	Incarnation 1 Why do Christians perform nativity plays at Christmas? Including an encounter with: A Muslim story: Muhammad and the Ants	Salvation 1 How can we help others when they need it? Including an encounter with: A Sikh story: Har Gobind & the 52 Princes	Salvation 2 Why do Christians put a cross in an Easter garden? Including an encounter with: A Buddhist story: The Monkey King	Incarnation 2 What makes every single person unique and precious? Including an encounter with: Hindus celebrating at Raksha Bandhan	Creation 2 How can we care for our wonderful world? Including an encounter with: Tu be Shevat: The Jewish Birthday of Trees
PE	Get Set 4 PE: Movement Skills Sports Coaches	Get Set 4 PE: Dance Sports Coaches	Get Set 4 PE: Ball Skills Sports Coaches	Get Set 4 PE: Gymnastics Sports Coaches	Get Set 4 PE: Fundamental Skills Sports Coaches	Get Set 4 PE: Games Sports Coaches

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