

Spring Term 1 - 2026 EYFS Curriculum Overview - Year A

Overarching Themes: Journeys, Courage, Family, Trains and Transport, Landscapes

<p>Literacy We will be basing our work on the stories of Little Red- A Fizzingly Good Yarn and We're Going on a Bear Hunt The overall aims of this teaching sequence are To listen with enjoyment and respond to the book, through retelling and re-enacting the story; To read by joining in the repeated text, responding to the patterns and rhythms and matching these with the print; To get to know the story really well and be able to revisit it in a variety of ways; To think and talk confidently about their response to the book, the story and illustrations, and the meanings; To explore the structure through storytelling; To write for meaning and purpose in narrative and non-narrative forms; To create a book of the story through shared writing and illustration. To enjoy listening to, learning and joining in with related poems; Down at the Station, Early in the Morning, Puff-a train, Rickety Train Ride by Tony Mitton</p> <p>Phonics Children will have daily phonics sessions. Reception children will learn to hear, say and blend sounds in words and to recognise words by sight. They will consolidate phase 2 sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, u, r, h, b, f, l and tricky words is, I, the and learn ff, ll, ss, j, v, w, x, y, z, zz, qu, words with s added at the end, ch, sh, th, ng, kn and tricky words; put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be. They will begin to learn phase 3 graphemes; ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er and double letters dd, mm, tt, bb, rr, gg, pp, ff and new tricky words was, you, they, my, by, all, are, sure, pure Nursery children will discriminate between sounds, listen out for alliteration, and rhyme and then begin to develop hearing and saying the initial sounds in words. They will be learning the first sound grapheme, phoneme correspondences of phase 2; s, a, t, p, i, n, m, d, g, o, c, k... All children will learn how to listen carefully to stories and poems and be encouraged to talk about their ideas, thoughts, and feelings.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read. Use some of their print and letter knowledge in their early writing. Write some letters accurately. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.</p>	<p>Mathematics- Number Subitising increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns.</p> <p>Cardinality, ordinality and counting continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of numbers. Composition continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. Comparison continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal.</p> <p>Shape, Space and Measures Comparing Mass, Comparing Capacity Length and height, Time 3-D shapes, Spatial awareness Patterns</p>	<p>Expressive Arts & Design ART painting with a range of different brushes, rollers, sponges Mixing colours from primary coloured powder paint in mixing trays and on paper. Exploring and naming colours. Adding black or white to change the tone. Add PVA to make it shiny. add various materials eg sand to create different textures to create landscapes and habitats according to the core text</p> <p>DT Food making valentine biscuits</p> <p>Structures - making structures in Forest School with sticks and forest litter, balancing, assembling, wrapping with wool & string, junk model homes for a pet or toy</p> <p>Learn nursery rhymes <u>Music kapow- Transport</u> Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. N Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. R Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>
<p>Communication & Language Weekly show and tell session with the theme of solving problems. In the listening area, have an audio copy of the story along with a copy of the book and story masks, puppets and props.</p>		<p>Physical Development Dance Children will develop their expressive movement. Children will explore space and how to use space safely. They explore travelling actions, shapes and balances. Children choose their own actions in response to a stimulus.</p>

Adults constantly modelling the vocabulary introduced in the book and the teaching sequence; relating to size, scale and capacity and emotions, etc.

The children will

N: Enjoy listening to longer stories and can remember much of what happens

Understand a wider range of vocabulary

Express a point of view

Start a conversation with an adult or a friend

R: Articulate their ideas and thoughts in well-formed sentences

Connect one idea or action to another using a range of connectives.

Describe events in some detail

Engage in story times

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Develop their own narratives and explanations by connecting ideas or events

Learn new vocabulary

Use new vocabulary though the day

Ask questions to find out more

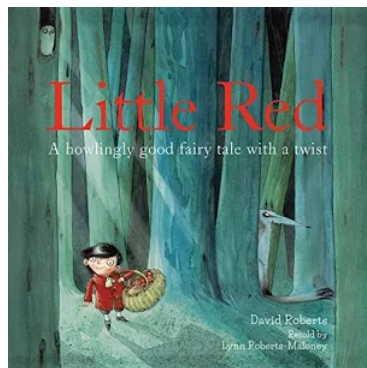
Sing a large repertoire of songs

Listen to and learn rhymes, poems and songs

Role play

In the classroom we will create a train and ticket office then have a home corner role play.

Small world Children can play with the train set, creating small world scenes for each of the platforms from which small world figures can alight or board the trains. Children might use construction or natural materials to build a 3-D scene or tracks built on top of large-scale paper on which the children can draw changing landscapes. Tuff tray seaside or countryside scenes could be created in which to explore these settings in greater depth.



https://www.youtube.com/watch?v=1x-YuYn_0-Y

<https://www.youtube.com/watch?v=0gyI6ykDwds>

Little Red- A Fizzingly Good Yarn & We're Going on a Bear Hunt

Spring 1st Half 2026

Overarching Themes;
Journeys, Courage, Family,
Transport & Landscapes



Number Day 5th February
Safer Internet Day 10th February

They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.

Daily Busy Fingers activities to strengthen fingers

Pencil control, name tracing, mark making.

Brain break Jump Start Jonny, Wake Up Shake Up, Funky Monkey, Daily Mile, Sticky Kids, PE, playground games, ride-on equipment, trim trail and climbing equipment time

Establish regular routines for eating, drinking, washing and toileting so that children become familiar with the rhythm of the day. Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Handle equipment and tools effectively, including pencils for writing.

Be increasingly independent as they get dressed and undressed, for example putting coats on and doing up zips.

Continue to develop their movement, balancing, riding and ball skills.

Match their developing physical skills to tasks and activities in the setting.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Personal, Social & Emotional Development

Jigsaw Topic: Dreams and Goals

Challenges

Perseverance

Goal-setting

Overcoming Obstacles

Seeking help

Jobs

Achieving goals

Embed the Learning Powers

N Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

R See themselves as a valuable individual.

RE - How do people Celebrate? Celebrations- New Year, Lunar New Year, Persian New Year and Holi

The Natural World

Investigations with ice, changing states, water, vapour, ice

Children can learn about where animals live through first-hand investigation; around the outdoor area and the school grounds as well as in the local area. They will learn how to carefully observe for animal activity and where to look for animal habitats, such as under. Children will be helped to use secondary sources like information books, nature films and websites to find out about animals that live in holes, either underground or above ground and why holes make perfect habitats.

The children will learn about forest plants and animals.

They will visit the forest area and explore forest school activities one morning each week.

Seasons Winter- seasonal change and features of winter

Ice investigations

Magnets- exploring which materials are attracted to magnets

People and Places - Use farm mat, Bee Bot mats.

Look at different landscapes and transports

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Talk about members of their immediate family and community

Draw information from a simple map -

Recognise some similarities and differences between life in this country and life in other countries.

Past and present - Looking at different types of transport. Old and new trains.

Reading and discussing traditional tales set in the past.

Beginning to make sense of their own life story and family's history

Comment on images of familiar situations in the past.

Talk about the lives of people around them and their roles in society

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Compare and contrast characters from stories including figures from the past.